






## Program Title: 2024 Grantee Manual: Session II (Instructor Guide)

Timeframe: 175 min.

### Module 1: Grantee Manual: Webinar II

<b>MODULE 1 TITLE:</b> GRANTEE MANUAL: WEBINAR II <b>LENGTH OF TIME:</b> 10 MIN. <b>OBJECTIVES:</b> BY THE END OF THIS SECTION, LEARNERS WILL BE ABLE TO: 1. ARTICULATE THE PURPOSE AND FOCUS OF THIS TRAINING.	<b>SLIDES</b>
<b>Welcome</b>  Welcome to The Office of Illinois Works <b>2024 Grantee Manual: Webinar II.</b>  Thank you for joining us today. The <b>2024 Grantee Manual</b> is comprised of fourteen (14) sections, which we will cover in three (3) webinars. This is the second of the three webinars.  The target audience for this program is individuals accountable for data entry, data management, pre-apprenticeship program completion tracking, transition support, follow-up services, or any task related to maintaining contact with participants after graduating from your program. Job titles may include, but not be limited to; <ul style="list-style-type: none"><li>▪ Program Administrators</li><li>▪ Program Managers</li><li>▪ Program Coordinators</li><li>▪ Outreach and Recruitment Coordinators</li><li>▪ Wrap-Around Service Coordinators</li><li>▪ Student Support Service Coordinators</li><li>▪ Training Coordinators</li></ul>	  Department of Commerce & Economic Opportunity (DCEO)  <b>Illinois Works Pre-Apprenticeship Program</b>  The Office of 2023 Illinois Works Grantee Manual: Webinar II    <small>www.illinois.gov/dceo</small>

## Facilitator(s) Introduction

My name is [facilitator(s)' name].

[Introduce yourself. Share your experience regarding the topic. Express your enthusiasm about the opportunity to discuss this topic with the participants.]

Invite the other facilitators to introduce themselves]

My name is [facilitator(s)' name].

[Introduce yourself. Share your experience regarding the topic. Express your enthusiasm about the opportunity to discuss this topic with the participants.]

Turn it back over to the facilitator for the first section.]



## ILW Pre-Apprenticeship Team

ILW has a team of passionate experts committed to supporting your Pre-Apprenticeship program's success.

- Dr. Norman Ruano, Deputy Director of Illinois Works
- Mr. Dan Martinez, Grant Manager Analyst
- Mr. Steven Scott, Grant Manager Analyst
- Ms. Monica Pruitt, Grant Manager Analyst
- Dr. Ana Bedard, Training Analyst and Program Coach
- Dr. Vera Lee Robinson, Training Analyst and Program Coach
- Dr. Gia Suggs, Professional Development Lead, Training Analyst and Program Coach





[Explain to learners that there is also a team accountable for the Apprenticeship Initiative, and a team accountable for the Bid Credit Program (a program that was recently launched).]

## Course Description

Illinois Works was created as a result of Governor Pritzker's historic \$45 billion capital plan and his commitment to expanding equity in the Illinois' construction workforce. As an Illinois Works Pre-apprenticeship Program grantee, you are now a part of this exciting new initiative that will create opportunities for Illinois businesses, communities, and families. Illinois Works consists of three key programs: the Apprenticeship Initiative, the Pre-Apprenticeship Program, and the Bid Credit Program..

This training is the second of a three-part series that reviews each section of the **ILW Pre-apprenticeship Program 2024 Grantee Manual** to ensure grantees can effectively implement their pre-apprenticeship program.

## Webinar II

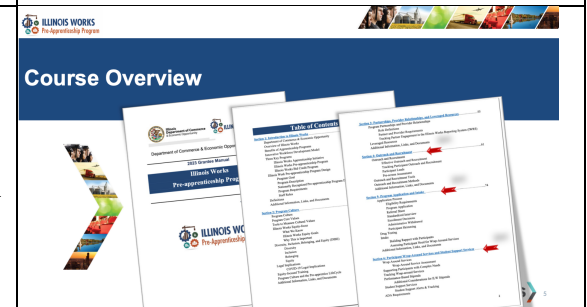
During this webinar, we will cover the next five sections of the **ILWPP Grantee Manual**. If you have not yet accessed the Grantee Manual, the link is being provided for you in the chat. Please note that we will refer to the ILWPP Grantee Manual throughout this session including page numbers, tables, templates, exhibits, and sections. All of the guidance in this session is based on the 2024 ILWPP Grantee Manual. Manuals from previous grant years are no longer valid.

**ILWPP Grantee Manual: Webinar II** will cover the following sections:

- Section 4: Outreach and Recruitment
- Section 5: Program Application and Intake
- Section 6: Participant Wrap-Around Services and Student Support Services



The screenshot shows the 'Course Overview' slide for the Illinois Works Pre-apprenticeship Program. It features the program logo at the top left and a collage of construction-related images at the top right. The main text explains that Illinois Works was created as a result of Governor Pritzker's historic \$45 billion capital plan and his commitment to expanding equity in the Illinois' construction workforce. It states that as an Illinois Works grantee, you are now a part of this exciting new initiative that will create opportunities for Illinois businesses, communities, and families. The slide also mentions that the Illinois Works Pre-Apprenticeship Program is the second program that is being implemented. A large, stylized 'X' graphic is on the left side. At the bottom, it says 'This training is the second of a three-part series that reviews each section of the 2024 Grantee Manual to ensure grantees can effectively implement their pre-apprenticeship program.' and 'ILLINOIS' with a logo.



The screenshot shows the 'Course Overview' slide for the Illinois Works Pre-apprenticeship Program, specifically highlighting the 'Table of Contents' section. It features the program logo at the top left and a collage of construction-related images at the top right. The main text explains that Illinois Works was created as a result of Governor Pritzker's historic \$45 billion capital plan and his commitment to expanding equity in the Illinois' construction workforce. It states that as an Illinois Works grantee, you are now a part of this exciting new initiative that will create opportunities for Illinois businesses, communities, and families. The slide also mentions that the Illinois Works Pre-Apprenticeship Program is the second program that is being implemented. A large, stylized 'X' graphic is on the left side. At the bottom, it says 'This training is the second of a three-part series that reviews each section of the 2024 Grantee Manual to ensure grantees can effectively implement their pre-apprenticeship program.' and 'ILLINOIS' with a logo.

- Section 7: Training, Instruction, and Certifications
- Section 8: Program Completion, Transition Services, and Follow-Up

[Share the following link to the 2024 ILWPP Grantee Manual:  
<https://www.illinoisworknet.com/partners/Documents/IL%20Works/2024%20Illinois%20Works%20Pre-apprenticeship%20Program%20Grantee%20Manual%20FINAL%2001-22-24.pdf>.]

## Course Objectives

[Review the course objectives. Ask learners if they have any questions regarding the content that will be covered during this course.]



**Course Overview**

**2023 Grantee Manual: Session II** will cover the following:

- Section 4: Outreach and Recruitment
- Section 5: Program Application and Intake
- Section 6: Participant Wrap-Around Services and Student Support Services
- Section 7: Training, Instruction and Certifications



**Course Objectives**

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

- Identify outreach and recruitment tools and methods.
- Respond to leads based on their category.
- Apply eligibility criteria.
- Support potential participants through the program application process.
- Complete an intake process.
- Provide wrap-around services.
- Provide support services.



**Course Objectives Cont.**

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


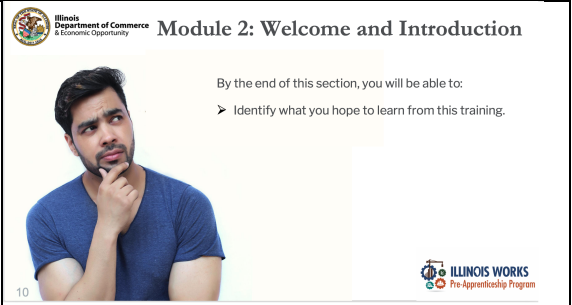
- Comply with Americans with Disabilities Act (ADA) requirements.
- Implement a comprehensive program orientation.
- Create a comprehensive curriculum based on experiential training.
- Incorporate a Kirkpatrick level I evaluation.
- Provide transition services.
- Engage in follow-up activities.




**Recording**

Please note, this session will be recorded and made available for review on our Illinois Works Partner Guide website.

The link to the **Illinois Works Partner Guide** is available in the chat.

<p>[Share the following link to the Illinois Works Partner Guide in the chat:  <a href="https://www.illinoisworknet.com/partners/pages/ILWorks.aspx">https://www.illinoisworknet.com/partners/pages/ILWorks.aspx</a>]</p>	
<p><b>Questions</b></p> <p>Any questions before we proceed to the next section?</p> <p>If so, please feel free to unmute your line or post your question in the chat.</p> <p>[Respond to unmuted questions, as well as questions in the chat. Confirm that there are no additional questions before you proceed.]</p>	
<p><b>MODULE 2 TITLE:</b> WELCOME AND INTRODUCTION</p> <p><b>LENGTH OF TIME:</b> 10 MIN.</p> <p><b>OBJECTIVE:</b></p> <p>BY THE END OF THIS SECTION, LEARNERS WILL BE ABLE TO:</p> <p>2. IDENTIFY WHAT YOU HOPE TO LEARN FROM THIS TRAINING.</p>	<p><b>SLIDES</b></p>
<p><b>Section Objectives</b></p> <p>[Review the learning objective for Module 2. Ask learners if they have any questions regarding the content that will be covered during Module 2.]</p>	

## Mentimeter

*[Note: Be sure that the Mentimeter code has been updated on the PPT slide.]*

*[Describe how to use Mentimeter.]*

Log into the website on this slide. Enter the code provided on the slide.

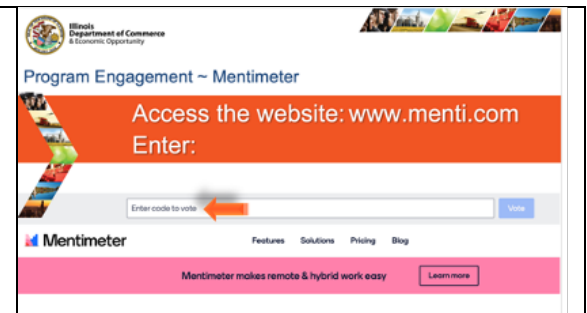
The website and code are also available in the chat.

*[Share the following link to the Mentimeter website in the chat, along with the code:*

*Website: [www.menti.com](https://www.menti.com)*

*Code: xxxx xxxx]*

This will allow you to fully participate during this training, as well as provide us with feedback.



## Learner Introductions

Using Mentimeter, please answer the following questions:

- Your name
- Organization/Agency
- Role
- Geographic Location
- If you attended Session I, please put an asterisk next to your name.

*[Read the names and/or organizations and agencies represented in the training.]*

Thank you for being here!



## WebEx Tutorial

[If a majority of grantees have attended previous sessions, omit this slide.]

In order for you to be fully engaged, let us review some basic Webex system functions:

[As you proceed through the list, ask learners to practice each of the functions as they are identified on the screen.]

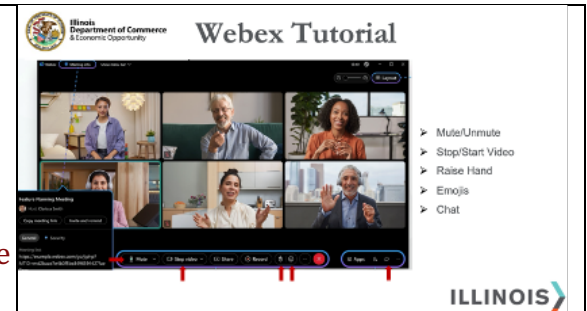
- Mute/Unmute
- Stop/Start Video (their own camera)
- Raise Hand [Look to see raised hands in the participant list. Ask learners to lower their hands.]
- Emojis [Look to see emojis and gestures from the learners.]
- Chat [Ask learners to enter their favorite music band.]
- Groups [Explain that we will not be using this feature during this webinar.]

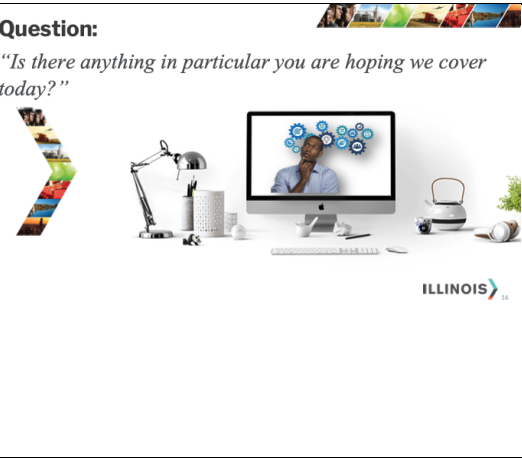



To help facilitate the best experience, please keep your line muted to help manage potential interruptions during the training.

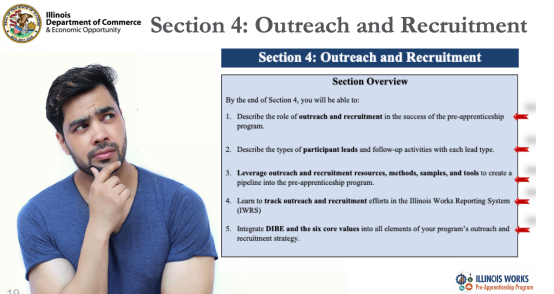

**The lines can be unmuted during question-and-answer sessions or group discussions.**

If you have a comment or a question, please share it in the chat or unmute yourself during the question-and-answer sessions at the end of each of the training's sections.

[Explain there will be definitive points during the training in which they will be invited to ask questions.]



<p>We will try to respond to as many of your comments and questions as possible, within our allotted time frame.</p>	
<p><b>Mentimeter Question</b></p> <p>Using Mentimeter, please answer the following question:</p> <p><i>“Is there anything in particular you are hoping we cover today?”</i></p> <p>[Review content in the word cloud. Be careful to acknowledge what will be covered, as well as anything we will be unable to cover during this session.]</p> <p>If there is a request that cannot be honored during this session, share with learners the appropriate resource or training session for that particular information.]</p>	<p><b>Question:</b></p> <p><i>“Is there anything in particular you are hoping we cover today?”</i></p>  <p>ILLINOIS</p>
<p><b>Questions</b></p> <p>If you have further comments, feedback, or questions after this training, you can email us.</p> <p>The email address is available in the chat.</p> <p>[Share the following <b>email address</b> in the chat: <a href="mailto:CEO.ILWGrantManagement@illinois.gov">CEO.ILWGrantManagement@illinois.gov</a>]</p>	  <p>Comments, feedback, or questions?</p> <p>Email us at:</p> <p><a href="mailto:CEO.ILWGrantManagement@illinois.gov">CEO.ILWGrantManagement@illinois.gov</a></p> <p>ILLINOIS</p>
<p><b>Question</b></p> <p>Any questions before we proceed to the next section?</p> <p>If so, please feel free to unmute your line or post your question in the chat.</p> <p>[Respond to unmuted questions, as well as questions in the chat. Confirm that there are no additional questions.]</p>	 <p><a href="mailto:CEO.ILWorks@Illinois.Gov">CEO.ILWorks@Illinois.Gov</a></p>

<p><b>MODULE 3 TITLE:</b> SECTION 4: OUTREACH AND RECRUITMENT  <b>LENGTH OF TIME:</b> 35 MIN.</p> <p><b>GRANTEE MANUAL SECTION OVERVIEW OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. DESCRIBE THE ROLE OF <b>OUTREACH AND RECRUITMENT</b> IN THE SUCCESS OF THE PRE-APPRENTICESHIP PROGRAM.</li> <li>2. DESCRIBE TYPES OF <b>PARTICIPANT LEADS</b> AND FOLLOW-UP ACTIVITIES WITH EACH LEAD TYPE.</li> <li>3. <b>LEVERAGE OUTREACH AND RECRUITMENT RESOURCES, METHODS, SAMPLES, AND TOOLS</b> TO CREATE A PIPELINE INTO THE PRE-APPRENTICESHIP PROGRAM.</li> <li>4. LEARN TO <b>TRACK OUTREACH AND RECRUITMENT</b> EFFORTS IN THE ILLINOIS WORKS REPORTING SYSTEM (IWRS)</li> <li>5. INTEGRATE <b>DIBE AND THE SIX CORE VALUES</b> INTO ALL ELEMENTS OF YOUR PROGRAM’S OUTREACH AND RECRUITMENT STRATEGY.</li> </ol>	
<p><b>Section Objectives</b></p> <p>[Review the objectives that will be covered from the Section Overview. Ask learners if they have any questions regarding the content that will be covered.]</p>	 <p>The slide features the Illinois Department of Commerce &amp; Economic Opportunity logo at the top left. The title 'Section 4: Outreach and Recruitment' is at the top right. Below it is a box titled 'Section Overview' with a list of five objectives. To the left of the box is a photo of a man in a blue shirt thinking. The ILWPP logo is at the bottom right.</p>
<p><b>Section 4: Outreach and Recruitment</b></p> <p>Let us take a look at Section 4, Outreach and Recruitment of the ILWPP 2024 Grantee Manual.</p>	 <p>The slide shows a 'Course Overview' with a large blue arrow graphic on the left. It displays three overlapping document pages from the ILWPP 2024 Grantee Manual, showing the table of contents and section 4 details. The ILWPP logo is visible on the documents.</p>

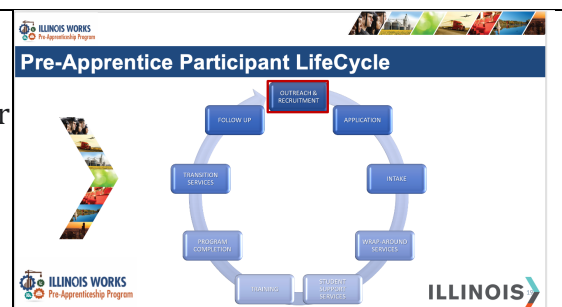


## Outreach and Recruitment

**Outreach and Recruitment** provides potential participants with information about their pre-apprenticeship program with the objective of recruiting interested and qualified candidates to apply for the pre-apprenticeship program.

The **ILWPP 2024 Grantee Manual** will provide you with information, techniques, and tools to help you and your program staff highlight the goals, program components, and core values of the ILW Pre-apprenticeship Program.

[Explain to learners that they should recognize the Pre-Apprentice LifeCycle from the Grantee Manual: Webinar 1. Acknowledge that we are starting at the top of the LifeCycle, highlighted in red.]



## Goal of Outreach and Recruitment

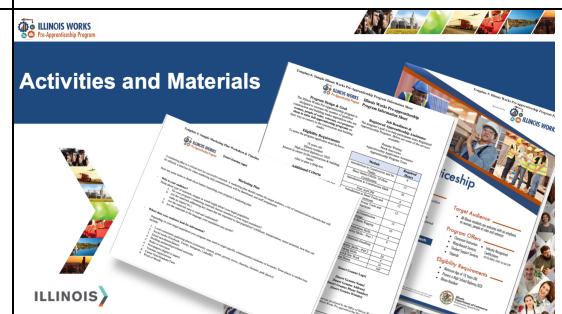
The primary goal of **outreach** and **recruitment** activities is to identify potential participants or participant **leads**. Participant **leads** are individuals who may be interested in enrolling in the pre-apprenticeship training program. The aim is to funnel leads through the screening process and transform **qualified individuals** from leads into **applicants**.



## Activities and Materials

Outreach and recruitment efforts may be the first-time potential participants will encounter the Illinois Works Pre-Apprenticeship program offered by your organization, your program instructors, and/or your staff.

It is essential that individuals representing your program can articulate what the program has to offer, as well as the value proposition for potential participants.





You are certainly allowed to create your own materials. However, it may be relevant to know that Illinois Works provides several tools to assist you including:

- **Template 4: Sample Marketing Plan Worksheet and Timeline**

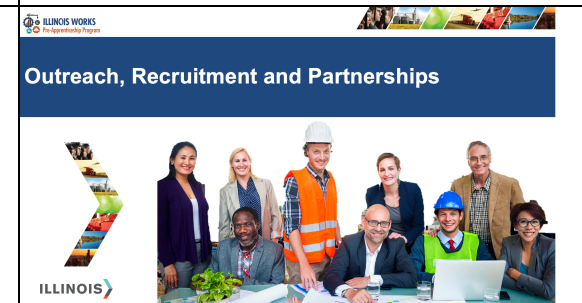
[Explain to learners they should already have a Marketing Plan. The information during this session may provide information that allows them to further enhance their intended efforts.]

- **Template 5: Sample Illinois Works Pre-apprenticeship Program Flyer**
- **Template 6: Sample Illinois Works Pre-Apprenticeship Program Information Sheet**

[Explain to learners that each of these templates are available in the Appendix of the ILWPP 2024 Grantee Manual and on the ILW Partner Guide.]

## Outreach, Recruitment and Partnerships

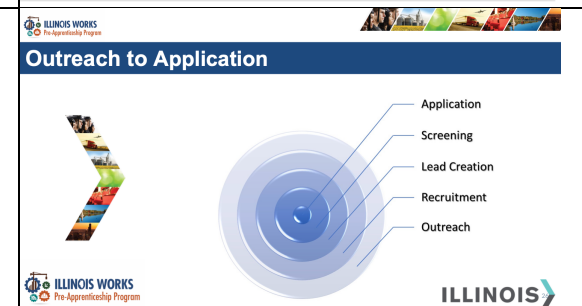
**Outreach** and **recruitment** efforts should also focus on potential partners (including non-profits, employers, and others) with the goal of growing your partner network.




## Outreach

The primary goal of **outreach** and **recruitment** activities is to identify potential participants or participant leads.

**Participant leads** are individuals who may be interested in enrolling in the pre-apprenticeship training program.



<p>The aim is to funnel leads through the <b>screening process</b> and transform qualified individuals from leads into <b>applicants</b>.</p> <p>[Explain to learners that we will address the screening and application process later during the training.]</p>	
<p><b>Lead Categories</b></p> <p>As you pursue your outreach and recruitment activities, it is helpful to understand your target audiences and how you might best communicate with them. This can help you maximize your efforts and get the best return on your outreach and recruitment efforts.</p> <p>[Summarize the information below.]</p> <p>Potential participants typically fall into one of <b>four categories</b>;</p> <ul style="list-style-type: none"> <li>▪ <b>Hot Leads –</b> Individuals who have already decided they would like to apply for consideration as a pre-apprenticeship participant.</li> <li>▪ <b>Warm Leads –</b> Individuals who have shown some interest in being a pre-apprenticeship participant but are not yet be ready to apply. They might have responded to social media marketing and program staff have had some contact with them.</li> <li>▪ <b>Cold Leads –</b> Individuals who might have at first responded to marketing efforts, but the program staff have not been able to have contact with them. Or may have had some contact, but the person expressed little interest in the program.</li> <li>▪ <b>Closed Leads –</b> Individuals who have definitively expressed a lack of interest in being a pre-apprenticeship participant or did not pass the pre-screening process.</li> </ul>	 <p>The infographic is titled "Lead Categories" and is part of the "ILLINOIS WORKS Pre-Apprenticeship Program". It features a large stylized "X" made of colorful blocks on the left. In the center, there are two people: a man in a blue suit and white hard hat, and a woman in a yellow safety vest and yellow hard hat. On the right, there is a list of four categories with arrows pointing to them: "Hot Leads", "Warm Leads", "Cold Leads", and "Closed Leads". The Illinois Works logo is at the bottom right.</p>

Why is understanding these categories so important?

[The above question is posed rhetorically. However, it is okay if learners respond in the chat. Be mindful that it might occur, and acknowledge any potential responses.]

## Touch

Understanding your **target audiences** is important because they help inform your **touches**.

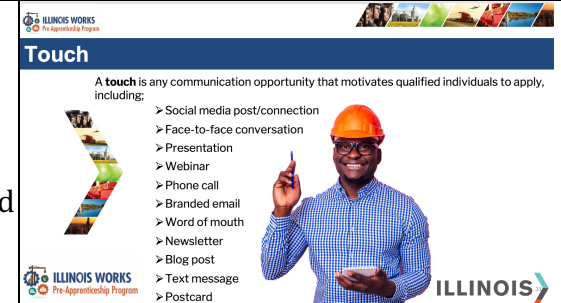
The goal of your outreach and recruitment efforts is to transform qualified and interested leads into applicants.

This is accomplished through consistent and strategic communication with potential applicants, also known as **touches**.

A **touch** is any communication opportunity that motivates qualified individuals to apply.

A touch may include, but not be limited to:

- Social media post/connection
- Face-to-face conversation
- Presentation
- Webinar
- Phone call
- Branded email
- Word of mouth
- Newsletter
- Blog post
- Text message
- Postcard



## Create a Landing Page

The ILWPP 2024 Grantee Manual provides comprehensive guidance on **Outreach and Recruitment Methods**.

[Explain to learners they can find this guidance on page 72 of the ILWPP Grantee Manual.]

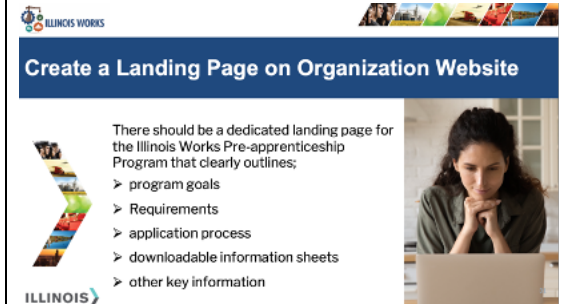
One required component is the **Pre-Apprentice Program Landing Page**. Organization websites will be one of the first locations potential participants will seek program information from. They are also linked to the Illinois Works Heat Map and are part of the resources we make available to the public which eventually results in the referrals we send to your program **(in 2023, Illinois Works issued close to 250 referrals to grantees)**.

The ILWPP Grantee Manual specifies that:

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.

Please note, this page should also be linked and included in social media posts or other outreach/recruitment materials.

[Note: ILWPP Grant Managers will be reaching out to your teams over the next couple of weeks to ask for the link to your program's landing page. If you have not already done so, take note that your team should begin working on this now]



## Mentimeter Question

Using Mentimeter, please answer the following question:

*“What type of “touches” are a part of your outreach and recruitment plan?”*

[Review content in the word cloud. Acknowledge learner contributions. Thank learners for their engagement.]

[Note: This concept is easy enough that contributions should all be relevant. However, if someone contributes something that is outside of what would be considered a touch (i.e. they identify an activity that would be considered a wrap-around service), acknowledge that/those contributions and clarify where that activity would more appropriately fit in the Pre-Apprenticeship Participant LifeCycle.]

### Question:

*“What type of touches are a part of your outreach and recruitment plan?”*



## Data: Touches

Though the **data** varies, what we know is that it can take between **six to eight touches** to convert a cold lead into an applicant.

Here's the challenge, by the third or fourth touch, nearly **90%** of organizations stop trying!

As would be expected, cold leads typically require more touches than warm leads; and warm leads typically require more touches than hot leads.

Your program 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.

Consider how this data might impact how you approach outreach and recruitment.



### Data: Touches

It take **6 to 8 touches** to convert a cold lead into an **applicant**.  
However, by the 3 or 4 touch, **90%** of organizations stop trying.




## Guidance: Touches



Touches are not always intuitive; which touch, when, or how many.

[You do not have to review the table in detail. The intention is to make learners aware that this table is available.]

[Explain to learners the ILWPP 2024 Grantee Manual provides **Table 10: Lead Follow-Up Steps and Timeline**.]



Lead Category	Action Steps	Follow-Up Timeline
Closed	No immediate action necessary.	N/A
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



## ILW Heat Map

This is one of many tools that Illinois Works is making available to its grantees to support their success!

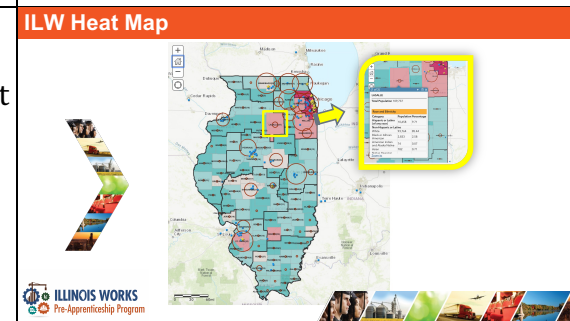
This technology provides an overview of statewide demographic data, Illinois Works project data, as well as the location and essential information of all Illinois pre-apprenticeship programs, and DOL registered apprenticeship programs.

Grantees can access information regarding:

- Illinois Works Pre-apprenticeship Programs
- Concentrations of Underrepresented Populations
- Economic Development Regions
- ILW Projects by County
- Of critical importance, **DOL Registered Apprenticeship Programs**

[Note: Animation on the screen will help provide instructions.]

This map is utilized by both the Pre-apprenticeship Program and the Apprenticeship Initiative to connect the public with local training programs, contractors with apprentices, and grantees with DOL registered-apprenticeship programs in their region.



The map's coloring demonstrates the number of Illinois Works projects happening in each county with the dark pink symbolizing higher concentrations and darker teal representing a lower concentration.

The red circles on the map represent the concentration of the underrepresented populations as outlined by the Illinois Works Program Jobs Act which include women, individuals of color, and veterans.

The blue squares represent apprenticeship programs, and the yellow stars represent the ILW funded Pre-Apprenticeship Programs.

[Emphasize to learners that the Information Sheet should be posted on their website which will connect to the Illinois Works Heat Map. It is important that you show the Heat Map and explain how it works.]

### Mentimeter Question

[Pose the following question if time permits.]

Using Mentimeter, please answer the following question:

*"Given your target audience, what locations might be appropriate for distribution of either the flyers or information sheets?"*

[The goal is to get learners to start brainstorming and for them to share responses to help other grantees generate new ideas. Read some of the responses from the cloud and affirm contributions. Acknowledge participation. Compare the cloud to the list below and add any options that were not included:

- Local community centers
- Parks
- Grocery stores
- Gyms
- Libraries

#### Question:

*"Given your target audience, what locations might be appropriate for distribution of either the flyers or information sheets?"*



ILLINOIS

ILLINOIS WORKS  
Pre-Apprenticeship Program

- Community colleges/schools
- Daycare centers
- Churches

Nice job! Thank you for sharing your responses.

## Tracking Participant Outreach and Recruitment

Outreach and recruitment are program requirements for ILW. As a result, participants and partner engagement must be recorded in IWRS.

The primary goal of outreach and recruitment activities is to identify potential participants or participant leads.

All leads are to be entered into the Illinois Works Reporting System.

[Explain to learners that the Illinois Works Reporting System, or IWRS, is the database used by all grantees to track participant information. More details on how to navigate IWRS are located in the ILWPP 2024 Grantee Manual and will be reviewed in the upcoming IWRS webinar sessions taking place in coming weeks.]

On the screen there is a screenshot from IWRS that shows how to add a lead to the system.

Grantees will first enter the individual's name, contact information, their lead status (hot, warm, cold, closed), document follow-up dates and will add case notes, if applicable. Once contact information and lead type are chosen and submitted, the Pre-screen Assessment will populate. It is not until the Pre-Screen Assessment is completed that the individual is officially added to IWRS.

[Explain to learners that they will learn more about outreach and recruitment in IWRS during their upcoming IWRS sessions.]





## Pre-screening

After outreach and recruitment activities, yet before the application, is the **pre-screening**.

The **Pre-screen Assessment** falls under the Outreach and Recruitment stage on the Pre-apprentice LifeCycle.

The pre-screening process provides information regarding outreach and recruitment efforts, and it allows grantees to gather basic information regarding leads and determine if a potential applicant meets the basic requirements of the program.

[Explain that once a lead has expressed interest, they should be pre-screened. Review the pre-screening questions on the slide.]

The Pre-screen Assessment asks six questions to determine basic eligibility and gathers the lead's demographic information in keeping with the Illinois Works Jobs Program Act requirements.

Those questions are on your screen:

1. Do you have an interest in making a career in the construction industry?
2. Do you have the ability to attend the program?
3. Do you have a high school diploma or GED/HiSET?
4. Are you at least 18 years of age?
5. Are you an Illinois resident?
6. How did you hear about this program?

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.

After answer the above questions, the grantee is then required to enter the result of the Pre-Screening.

The top screenshot displays a printed form titled "ILLINOIS WORKS Pre-Screening". It includes a header with the Illinois Works logo and a list of questions to be answered. The bottom screenshot shows a digital "ADD PARTICIPANT" form with fields for First Name, Last Name, Phone, Email, Type, Provider, and Follow-Up Date. The form is titled "ADD PARTICIPANT" and includes a button to "Click Here to Add Case Notes".

If, the participant met program participation eligibility requirements, the grantee will then be prompted to enter the following:

- The date the Pre Screening was conducted.
- The participant's gender.
- The participant's race.

Once the assessment is completed, the individual will be added to IWRS as an Inquiry. At this point, the grantee can leave the individual as an Inquiry if the participant is not yet ready to complete an application. Alternatively, if the participant is ready to move forward, the grantee can choose to move on to the next step, completing a program application.

[Explain to learners the Pre-screen Assessment can be conducted on paper in the event grantees are a job fair or another in-person event where IWRS is not readily available, 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 version of the pre-screening questions.]

## Questions

Any questions before we progress to the next section?

If so, please feel free to unmute your line or post your question in the chat.

[Respond to unmuted questions, as well as questions in the chat. Confirm there are no additional questions.]

Let us review some more key processes in this step of the Pre-apprentice LifeCycle during the next section.



**MODULE 4 TITLE:** SECTION 5: PROGRAM APPLICATION AND INTAKE  
**LENGTH OF TIME:** 15 MIN.

**GRANTEE MANUAL SECTION OVERVIEW OBJECTIVES:**

1. LEVERAGE **STANDARDIZED TOOLS AND TEMPLATES** INCLUDING THE PROGRAM APPLICATION, INTERVIEW QUESTIONNAIRE, ACCEPTANCE LETTER, CONDITIONAL ACCEPTANCE LETTER, AND DENIAL LETTER.
2. REFERENCE THE **ELIGIBILITY REQUIREMENTS** FOR PROGRAM PARTICIPATION.
3. COMPLETE APPLICATION AND INTAKE REQUIREMENTS INCLUDING THE **APPLICATION, AND STANDARDIZED INTERVIEW** IN THE ILLINOIS WORKS REPORTING SYSTEM (IWRS).
4. USE THE ILW DRUG TEST POLICY TO KEEP PARTICIPANTS SAFE AND TO BETTER PREPARE THEM TO TRANSITION TO RAPs AND EMPLOYMENT

**Section Objectives**

[Review the objectives that will be covered from the Section Overview. Ask learners if they have any questions regarding what the content will be.]

**Section 5: Program Application and Intake**

Next, we will review **Program Application and Intake** in Section 5 of the ILWPP 2024 Grantee Manual.

**Section 4: Program Application**

**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 application and intake requirements including the **Pre-Screen Assessment, Application, and Standardized Interview** in the Illinois Works Reporting System (IWRS).
- Use the **ILWPP 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** and building rapport.
- Integrate **DIBE** and the **six core values** into all elements of your program's application and intake processes.

**Section 5: Participant Applications and Intake**

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Section 5.6: Drug Testing

Section 5.7: Acceptance Letter

Section 5.8: Conditional Acceptance Letter

Section 5.9: Denial Letter

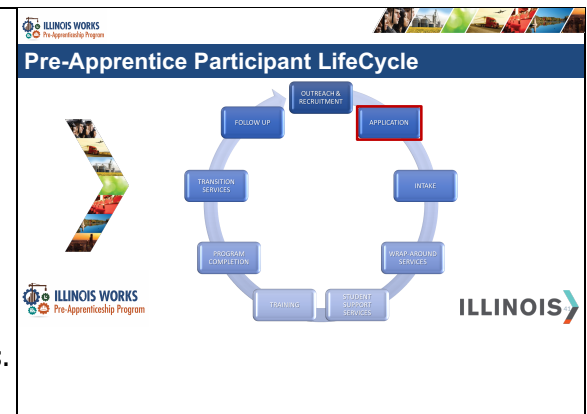
Section 5.10: Program Application and Intake

## Application Process

The Illinois Works (ILW) program **application process** is designed to **enroll participants who are able and ready to make a career in construction and the trades.**

The ILW **application process** is the next logical step after the pre-screening assessment conducted during the Outreach and Recruitment stage of the **Pre-apprentice LifeCycle.**

Once a participant is determined to be a **hot lead**, they can begin the application process.

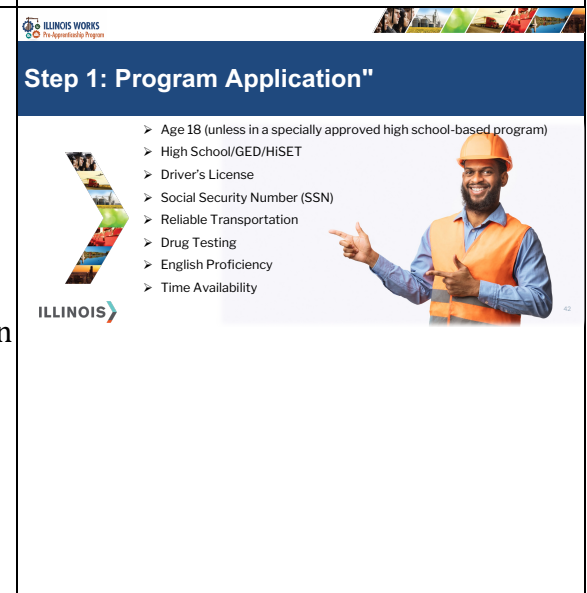


## Step 1: Program Application

If applicants meet the pre-screening assessment requirements, they will complete a **program application**. The application can be completed by the applicant electronically with the assistance of the Outreach and Recruitment Coordinator or ORC, or as a paper application.

After completing the Pre-screen Assessment, IWRS will prompt the ORC to begin the application process. The application can be completed directly into IWRS, or grantees can utilize the paper version of the application available on the Illinois Works Partner Guide. If grantee opts for the paper version, applicant responses must be entered in IWRS within 24 hours of the application's completion.

[Explain to those who may have not previously attended any ILW onboarding trainings, IWRS is the Illinois Works Reporting System.]



## Step 1: Program Application

As part of the Program Application, grantees will request and retain information from the applicant that will reconfirm **eligibility requirements such as Age, Illinois residency, and a High School Diploma/GED/HiSET.** The application will also request information

that will not disqualify the applicant from participating, but will be important for grantees to counsel the participant on or offer referrals for.

[Summarize the list below.]

[Explain to learners that lack of a Driver's License, SSN, Reliable Transportation, or Drug Testing do not disqualify participants but will be relevant when applying for a DOL Registered Apprenticeship Program.]

- **Age (Eligibility Requirement)**

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. Grantees must obtain and keep in the participant's physical file documentation of the participant's age (Driver's License, State ID, birth certificate, etc.)

- **High School/GED/HiSET (Eligibility Requirement)**


Participants must have a high school diploma, GED, or HiSET prior to entering the ILWPP to participate. Only specially approved school-based grantees may enroll individuals who are actively earning their high-school diploma. Grantees must obtain and upload a copy of documentation showing the participant's educational attainment (Diploma, GED, HiSET Certificate, transcripts showing graduation etc.) to IWRS.

- **Driver's License (Consideration)**

Not having a driver's license does not automatically disqualify individuals; however, they should meet with support staff to develop a plan to secure one before program completion.

- **Social Security Number (SSN) (Consideration)**

Illinois Works requests but does not require applicants to provide a social security number. If a participant does not provide a SSN, this does not disqualify them from participating in the program. However, a lack of an SSN will bar them from



## Step 1: Program Application





If potential participants pass the **pre-screening** assessment, they will complete a **program application**.





## Application





admittance into certain DOL RAPs. This factor should be addressed in discussing career plans with the participant.

- **Reliable Transportation (Consideration)**

A lack of reliable transportation does not automatically disqualify individuals. However, a plan should be created to ensure participants secure reliable transportation beyond the program term.

- **Drug Testing (Consideration)**

Candidates will be asked in the application if they are able to pass a drug screening. Grantees must have the ability to administer or send participants for drug testing if required based on criteria outlined in the Grantee Manual. Failing a drug test does not disqualify candidates from the program; however, testing positive may make a transition to a DOL RAP more difficult and grantees should counsel the participant on the potential impact.

- **English Proficiency (Eligibility Requirement)**

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.

- **Time Availability (Acceptance Requirement)**

Participants must be available to participate in all required pre-apprenticeship instruction (classroom, construction laboratory, and jobsite), student support services, and transition activities required by your program.

[Explain to learners, if an individual cannot be accepted into the program, use the **referral sheet** to provide a referral. **Template 8: Sample Applicant/Participant Referral Form** is available in the Appendix of the ILWPP 2024 Grantee Manual.]


## Step 2: Standardized Interview

Once the grantee has determined the applicant is eligible for the program and has been offered relevant counseling or referrals around application considerations, the applicant will move on to the next stage of the process – the **standardized interview**. The **standardized interview** allows grantees to gather additional insight into the applicant's interests, long-term goals, and what the participant hopes to gain from the pre-apprenticeship program.


Grantees **must use the ILWPP provided interview questionnaire – Exhibit 4**, available in the Appendix of the ILWPP 2024 Grantee Manual or on the ILW Partner Guide. The interview questionnaire includes 10 questions worth 4 points each. The interview must be conducted by **at least two staff members** who record the applicant's answers and then each provide independent scores for each question. Interviewer total scores are then averaged to gain one score for the applicant. The **maximum** average score is **40** and the **minimum** average score for acceptance is **32**. Individuals with an average score of less than 32 should not be admitted to the program unless there are significant mitigating factors.

The final interview score and both interviewers' questionnaires **must** be scanned and uploaded into IWRS.

[Explain to learners if your program chooses to enroll a student with **mitigating factors**, these factors, as well as the reasoning for enrollment, must be documented in the applicant's IWRS profile. **No more than 20%** of a cohort can be admitted under the "mitigating factors" category. Additional information regarding this Conditional Acceptance will be discussed shortly.]

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**Step 2: Standardized Interview**





## Step 2: Standardized Interview (Continued)

Here are some items to keep in mind when administering interviews:

1. Interviews can be administered by staff members or contractors dedicated to the ILWPP.
2. Interviews can take place in-person, via a telephone call, or through a virtual call (i.e. Zoom, Webex, Google Meet, etc.).
3. Interviewers do not have to administer the interview separately. Both interviewers can be in the interview at one time, which is usually preferred to ensure scoring is consistent.
4. Interview sheets can only be completed by the staff member/contractor conducting the interview. Participants are not to complete the interview sheet. Only staff member/contractor notes are to be recorded on the sheet.


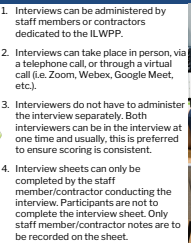


## Step 3: Enrollment Decisions


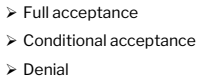


Once applicants have completed their applications and interviews, your admissions team must make the final enrollment decision.

Enrollment decisions should be accompanied with a formal letter from your program to the applicant that clearly communicates the enrollment decision.

[Summarize the information below.]

- **Full acceptance**







**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.

[Template 9: Enrollment Decision Sample Letter – Full Acceptance]

- **Conditional 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. One reason for conditional acceptance may be a lack of a Driver’s License but a commitment and ability to procure one or a pending high school transcripts.

[Note: If conditional acceptance is offered based on a lack of documentation to confirm eligibility, they are not considered enrolled and should not be enrolled in IWRS until those documents have been accepted by the grantee and saved in the participant file.]

[Template 10: Enrollment Decision Sample Letter – Conditional Acceptance]

- **Denial**

**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 who scores 31 or below on the standardized interview and cannot be considered under the “mitigating factors” category.

[Template 11: Enrollment Decision Sample Letter – Denial]

[Enrollment Decision letters must be uploaded to the participant's profile in IWRS regardless is it is full acceptance, conditional acceptance, or denial.]

Though this is not an actual enrollment decision, it is relevant to note the **Administrative Withdrawal** option.

- **Administrative Withdrawal**

**Administrative withdrawal** is when a grantee offers acceptance to a participant and the participant commits to attend but never attends instruction. Administrative Withdrawals do not count toward a grantee's enrollment metric.

[Those accepted to the program should be made aware of the date/time for orientation and any critical programmatic information including the class schedule.]

[Remind learners to guard against **participant skimming**. **Participant skimming** is when programs select applicants who are deemed more likely to succeed because they have less need for wrap-around or supportive services. An applicant's potential wrap-around and student support service needs should **NOT** be considered for enrollment decisions unless those needs would make them ineligible for the program.]

## Cohort Structure

ILWPP utilizes a cohort structure to provide programming. This is in contrast to a rolling enrollment model.

The **cohort structure** is based on a predefined limited group of students engaged in an area of study under the guidance of a highly engaged trainer or instructor. Cohorts work together in the same academic program, progressing through the same academic curriculum at the same pace. **Meaning they start and end the program together.**

A **rolling enrollment structure** allows new applicants who have been accepted into a program to start their academic experience at the point of admissions. There is no hard deadline by which they need to submit their application nor a definitive start date.


## Administrative Withdrawal


A grantee offers acceptance to a participant, that participant commits to attending the program, but never attends any instructional sessions.



## Cohort Structure



<p>Participants are unlikely to have the same academic experience nor complete the program at the same time or pace as those who are simultaneously enrolled.</p> <p>While there are benefits to a rolling enrollment structure, ILWPP leverages the structure of a cohort model as this structure is shown to cultivate a sense of belonging, collaborative learning, creativity, self-efficacy, and a desire to complete the program with fellow cohort members. This model has a positive impact on retention and aligns with ILWPP Core Values and DIBE. <b>As a result, rolling enrollment is not approved for ILWPP grantees.</b></p>	
<p><b>Drug Testing</b></p> <p>As mentioned in the last section, candidates will be asked in the application if they are able to pass a drug screening. Grantees must have the ability to administer or send participants for drug testing if required based on criteria outlined in the Grantee Manual. Failing a drug test does not disqualify candidates from the program; however, testing positive may make a transition to a DOL RAP more difficult and grantees should counsel the participant on the potential impact.</p> <p>There <b>two major reasons why this is important during the program:</b></p> <ol style="list-style-type: none"> <li>1. Due to the nature of the training space, including construction labs or worksite experiences, it is imperative for safety reasons that participants are not under the influence of substances that can impair their performance or may result in harm of themselves or others.</li> <li>2. If a participant is planning to go to a DOL RAP specifically, or any construction site generally, drug use can cause them to be denied enrollment or employment. This would stunt their transition and make it difficult for them to achieve their goals in construction and the building trades.</li> </ol>	<div data-bbox="1379 563 1957 878">  </div>

<p>If substances are identified in the results of the random drug test, the grantee should first speak with the participant about their ability/willingness to stop drug use due to the impact it could have on their transition. The grantee should counsel the participant on the impact that choice will have on their acceptance to a DOL RAP or into construction employment.</p> <p>If the <b>grantee identifies that the participant is/has attended the program under the influence and therefore put themselves or others at risk, the grantee may take disciplinary action up to program dismissal based on their established dismissal policy.</b></p>	
<p><b>Questions</b></p> <p>Any questions before we progress to the next section?</p> <p>If so, please feel free to unmute your line or post your question in the chat.</p> <p>[Respond to unmuted questions, as well as questions in the chat. Confirm there are no additional questions.]</p> <p>Let us continue to review key aspects of the Pre-apprentice LifeCycle in the next section.</p>	
<p><b>MODULE 5 TITLE:</b> SECTION 5: INTAKE</p> <p><b>LENGTH OF TIME:</b> 10 MIN.</p> <p><b>GRANTEE MANUAL SECTION OVERVIEW OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. DESCRIBE THE IMPORTANCE AND TASKS RELATED TO THE INTAKE PROCESS AND BUILDING RAPPORT.</li> <li>2. DESCRIBE THE IMPORTANCE AND TASKS RELATED TO THE <b>INTAKE PROCESS</b> INCLUDING THE <b>WRAP-AROUND SERVICE ASSESSMENT.</b></li> </ol>	

## Section Objectives

[Review the objectives that will be covered from the Section Overview. Ask learners if they have any questions regarding the content that will be covered.]

## Section 5: Program Application and Intake

We will stay in Section 5 of the ILWPP 2024 Grantee Manual to review **Intake**.

## Intake

Following an acceptance, participants will move into **the intake process**.

The **intake process** should focus on:

1. Intake staff/case managers, Wrap-around Service Coordinator (WSC), meeting with participants one-on-one
2. Rapport building
3. Assessing participant needs and establishing wrap-around supports to address them through the **Wrap-around Service Assessment**

 **Section 5: Program Application**

**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 application and intake requirements including the **Pre-Screen Assessment, Application, and Standardized Interview** in the Illinois Works Reporting System (IWRS).
- Use the **ILWPP 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** and building rapport.
- Integrate **DIBE** and the **six core values** into all elements of your program's application and intake processes.

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 **Section 5: Program Applications and Intake**



**Pre-Apprentice Participant LifeCycle**



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## Intake Meeting

Intake meetings serve as a key moment in building a **positive cohort culture**.

It is important to remember that the **intake meeting** will be the first-time program staff will be interacting with individuals as a pre-apprenticeship program participant. During this intake meeting grantees, will also explain wrap-around services and conduct the **Wrap-around Service Assessment**. A detailed description of the **Wrap-around Service Assessment** and available services will be provided in the next section.

This meeting should set the tone for the overall program.

Critically important is that participants see and feel the **DIBE** components as well as all aspects of the **core values**.

[Remind learners that DIBE is diversity, inclusion, belonging, equity.]



Explain to learners that the Intake Meeting should take place before instruction or can be combined with Orientation day, which we will cover later in the session.]

## Building Rapport with Participants



**Rapport** is the creation of a professional relationship that features mutual understanding and connection that results in a **trusting** relationship between the program instructors, staff, and the program participants.



Building rapport is essential to creating a program culture that fosters **belonging, inclusion, and collaboration**.

Intake meetings are an ideal space for your program staff to begin establishing rapport with participants.






### Intake Meeting





### Building Rapport with Participants



<p>When participants feel <b>they have trust and can trust those around them</b>, they more effectively engage in instruction, support services, and career transitions.</p> <p>The ability to build rapport with participants is a skill like any other. It can be learned, and it can be improved overtime.</p>	
<p><b>Mentimeter Question</b></p> <p>Using Mentimeter, please answer the following question:</p> <p><i>"What techniques do you/will you use to build rapport with your program participants?"</i></p> <p>[Review content. Acknowledge learner contributions. Share any of the following if they were not in the word cloud:</p> <ul style="list-style-type: none"> <li>Remember Participant Names</li> <li>Be Prepared for Participant Interactions</li> <li>Find Common Experiences or Opinions,</li> <li>Actively Listen</li> <li>Be Aware of Body Language.</li> </ul> <p>Thank them for their engagement.]</p>	<p><b>Question:</b></p> <p><i>"What techniques do you/will you use to build rapport?"</i></p> 
<p><b>Questions</b></p> <p>Any questions before we proceed to the next section?</p> <p>If so, please feel free to unmute your line or post your question in the chat.</p> <p>[Respond to unmuted questions, as well as questions in the chat. Confirm there are no additional questions.]</p> <p><b>MODULE 6 TITLE: SECTION 6: PARTICIPANT WRAP-AROUND SERVICES</b></p>	



**LENGTH OF TIME: 15 MIN.**

**GRANTEE MANUAL SECTION OVERVIEW OBJECTIVES:**

1. COMPLETE A **WRAP-AROUND SERVICE ASSESSMENT** AND DELIVER WRAP-AROUND SERVICES.
2. PROVIDE ADDITIONAL SUPPORT FOR PARTICIPANTS WITH COMPLEX NEEDS.
3. COMPLY WITH ILLINOIS WORKS GUIDANCE FOR **PERFORMANCE-BASED STIPENDS**.

**Section Objectives**

[Review the objectives that will be covered from the Section Overview. Ask learners if they have any questions regarding the content that will be covered.]

**Section 6: Participant Wrap-around Services and Student Support Services**

Let us take a look at Section 6: Wrap Around Services of the ILWPP 2024 Grantee Manual.

**Wrap-around Services**

Assessing participant needs for **wrap-around services** is a critical part of the intake process. **Wrap-around Services** is support that addresses **non-academic** needs to reduce or eliminate barriers for entrance and success in DOL-registered apprenticeship programs. These can include an array of options. Participants must **opt into** a wrap-around service; **they cannot be assumed or imposed**.

**Section 6: Participant Wrap-Around Services**

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

**Section Overview**

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

1. Complete a **Wrap-around Service Assessment** and deliver wrap-around services.
2. Provide additional support for participants with complex needs.
3. Comply with Illinois Works guidance for performance-based stipends.
4. Provide student support services.
5. Track participants attendance, academic performance, and respond to student alerts in the Illinois Works Reporting System (IWRS).
6. Develop policies for make-up post-assessments and sessions.
7. Comply with Americans with Disabilities Act (ADA) requirements.
8. Integrate DBE and the six core values into all elements of your program's wrap-around and student support services.

**Section 6: Participant Wrap-Around Services**

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**Pre-Apprentice Participant LifeCycle**

OUTREACH & RECRUITMENT  
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STIPEND SERVICES  
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TOOLBOX  
PROGRAM COMPLETION  
TRANSITION SERVICES  
FOLLOW UP



The **opt-in model** requires participants to meet with a Wrap-around Service Coordinator one-on-one and establish services during the program, while beginning planning to address these needs long-term.

[Stress to learners the need to address the needs long-term since the goal is not only to ensure completion of the pre-apprenticeship program, but also to complete a RAP 3 to 5 years after the Wrap-Around Services support they provide has ended!]

## Wrap-Around Service Assessment

[Explain to learners that they were introduced to wrap-around service assessments at the end of the last module. We will take a deeper dive here.]



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).**

[Explain to learners that the IWRS Partner Guide has instructions on how to complete this assessment.]


**Keep in mind, the staff's role is to offer, not assign services. Participants must opt-in.**

This assessment is completed during intake. However, participants' needs may change throughout the program. As a result, participants can **opt-in** or **opt-out** of wrap-around services at any point during their active enrollment in the program. If a participant chooses to **opt-in** to a new service, the service can be manually added to the participant's Wrap-Around Service goal in IWRS.



[Explain to learners that the upcoming IWRS sessions will instruct them on how to add wrap-around services to a participant's goal in IWRS.]



### Wrap-Around Services Assessment



Participants can **Opt-in** or **Opt-out** of wrap-around services at any point during their active enrollment in the program.



Grantees **must offer**, internally or through partnerships, each of the following wrap-around services:



- Transportation Costs
- Childcare/Family Member Care
- Technology Assistance for Virtual Learning (Broadband and Hardware) -
- Driver's Education Fees
- Financial Literacy
- Digital Literacy

[Explain to learners that this is a required list. However, if their target audience has additional needs, it is possible to provide additional wrap-around support. Additional service requests must be submitted via email to the grantee's ILW Grant Manager for pre-approval by the ILW team.]

A detailed description of the service, a recommended guiding question, and the allowable cost for each service, is available in your grantee manual.

[Explain to learners that 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 grantee wants to allocate ILW grant funding, the support service must first be submitted for approval to the grantee's assigned ILW Grant Manager. Only after approval can the grantee proceed to add the service to IWRS and provide the service to the participant. The request may also require a budget modification.**]



[Share with learners the 2024 Grantee Manual provides assistance with identifying specific programs and/or services to help remove barriers to success. Advise them to see **Table 12: Participant Barrier and Potential Partners to Assist in Overcoming Barriers** and **Table 13: Other Participant Barriers and Potential Partners to Assist in Overcoming Barriers.**]



### Wrap-Around Services

Wrap-around service may include, but not limited to:

- Transportation costs
- Childcare/family member care
- Driver's education fees
- Financial literacy
- Other wrap-around support services



## Exhibit 15: Wrap-around Services Plan

Grantees can provide wrap-around services internally, through contractors, partners or through their referral network. ILWPP has developed **Exhibit 15: Wrap-around Services Plan** to ensure that grantees have coverage of all the previously named services.

This tool lists each wrap-around service and designates if this will be provided by the grantee or an alternate organization. Grantees should complete these with the name of the alternate organizations, so staff are aware who to connect or refer participants to when they opt into a service.

[Share with learners the ILWPP 2024 Grantee Manual provides assistance with identifying specific programs and/or services to help remove barriers to success. Advise them to see **Table 12: Participant Barrier and Potential Partners to Assist in Overcoming Barriers** and **Table 13: Other Participant Barriers and Potential Partners to Assist in Overcoming Barriers.**]

## Mentimeter Question

Using Mentimeter, answer the question on the screen,

*“What partnerships have you established to help provide wrap-around services?”*

[Read some of the responses from the word cloud. Acknowledge participation.]

Nice job!

The image displays two slides from a presentation. The top slide is titled "Wrap-Around Services Plan" and features the ILWPP logo. It shows a document with a table for listing services and a checklist for completion. The bottom slide is titled "Question:" and contains the text: "What partnerships have you established to help provide wrap-around services?". It also features the ILWPP logo and a graphic of a person at a computer with a word cloud above their head.

## Performance-Based Stipends

In addition to providing wrap-around services, programs are **required** by the Illinois Works Jobs Program Act **to provide stipends** to all participants for instructional hours.

Stipends are a payment made to a trainee/pre-apprentice program participant for living expenses and are designed to ensure that participants can maintain financial solvency throughout the tenure in the program.

[Explain that a copy of the policy can be found in the Appendix of the current ILWPP Grantee Manual.]

[Summarize the information below.]

It is important to remember that stipends are **NOT** a wage and program participants are **NOT** employees.

All **grantees must comply with the ILW performance-based stipend policy**. DO NOT use “wage” or wage equivalent language in your program promotional materials or with participants.

[Explain to learners that lack of stipend payments, inadequately following the stipend policy, or participants complaints related to stipends will most likely trigger a field monitoring visit by ILW staff and/or an audit by DCEO’s Office of Accountability.]

## Performance-Based Stipend Policies

All policies must include the following items:

- **Grantees must provide stipends up to \$14.25 per instructional hour.**

Instructional hours are defined as training time spent in a classroom, construction lab, or during worksite practicums.

**Performance-Based Stipends**

Grantees are required by the Illinois Works Jobs Program Act to provide **stipends** to all participants for instructional hours.

**Performance-Based Stipends Policies**

- Grantees must provide stipends up to \$14.25 per instructional hour
- Stipend amounts must be the same for all instructional activities
- Stipends can only be provided to participants
- Stipends must be reduced if participants do not meet or exceed attendance and performance measures

- **Stipend amounts must be the same for all instructional activities.**

Stipends may not be paid for hours spent on wrap-around services, student support services, transition services, or during follow-up. Stipends may not be paid for asynchronous instruction.

[Explain to learners, that it is grantee discretion regarding paying for make-up hours.]

- **Stipends can only be provided to participants.**

Participants must be actively enrolled in the ILW pre-apprenticeship training program.

- **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.

Each grantee is expected to use the ILWPP Stipend Policy or develop one of their own. If grantees opt to develop their own stipend policy, it must meet or exceed the ILW policy. Keep in mind, if you choose to implement an alternate policy, it must be submitted to ILW for pre-approval.

[Explain to learners the ILWPP 2024 Grantee Manual provides the **Template 12: Sample Illinois Works Performance-Based Stipend Policy** and the **Template 13: Sample Illinois Works Performance-Based Stipend Procedures** in the Appendix.]

## Questions

Any questions before we proceed to the next section of the ILWPP 2024 Grantee Manual?

If so, please feel free to unmute your line or post your question in the chat.

[Respond to unmuted questions, as well as questions in the chat. Confirm there are no additional questions.]



**MODULE 7 TITLE:** SECTION 6: STUDENT SUPPORT SERVICES

**LENGTH OF TIME:** 15 MIN.

### GRANTEE MANUAL SECTION OVERVIEW OBJECTIVES:

1. PROVIDE **STUDENT SUPPORT SERVICES**.
2. TRACK PARTICIPANT'S ATTENDANCE, ACADEMIC PERFORMANCE, AND **RESPOND TO STUDENT ALERTS** IN THE ILLINOIS WORKS REPORTING SYSTEM (IWRS).
3. DEVELOP POLICIES FOR **MAKE-UP OF POST-ASSESSMENTS AND MISSED SESSIONS**.
4. COMPLY WITH **AMERICANS WITH DISABILITIES ACT (ADA)** REQUIREMENTS.
5. INTEGRATE **DIBE AND THE SIX CORE VALUES** INTO ALL ELEMENTS OF YOUR PROGRAM'S WRAP-AROUND AND STUDENT SUPPORT SERVICES.

## Section Objectives

[Review the objectives that will be covered from the Section Overview. Ask learners if they have any questions regarding what that content will be.]

**Section 6: Participant Wrap-Around Services**

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

**Section Overview**

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

1. Complete a **Wrap-around Service Assessment** and deliver wrap-around services.
2. Provide additional support for participants with complex needs.
3. Comply with Illinois Works guidance for **performance-based stipends**.
4. Provide **student support services**.
5. Track participants attendance, academic performance, and **respond to student alerts** in the Illinois Works Reporting System (IWRS).
6. Develop policies for **make-up post-assessments and sessions**.
7. Comply with **Americans with Disabilities Act (ADA)** requirements.
8. Integrate **DIBE and the six core values** into all elements of your program's wrap-around and student support services.

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The Apprenticeship Program

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

Let us stay in Section 6, and continue on to **Student Support Services**.



### Student Support Services

Student Support Services are supports that address **academic needs**. Unlike wrap-around services, some of these supports are **mandatory** for participants based on challenges related to attendance or performance.

[Reinforce the distinction between support services and wrap-around services. Student Support Services are for academic needs and Wrap-around Services are for non-academic needs.]

While participants may opt into services such as tutoring for math, reading, or specific instruction; other services such as making up hours for missed courses or retaking assessments after failing are **mandatory** to complete the program.



### Providing Student Support Services

Student support services can be provided on a mandatory or voluntary basis.

Student support services are mandatory when a participant does not meet the required attendance or post-assessment thresholds.

For participants to successfully complete the pre-apprenticeship program, they must have:

A graphic titled "Providing Student Support Services" featuring a photograph of a student wearing a face mask and writing in a notebook. To the left of the photo, there are two bullet points: "➤ 80% or higher attendance per module (Explain that certain modules may require 100% attendance such as OSHA 10)." and "➤ 70% or higher scores on post-assessments per module." The Illinois Works logo is in the top left, and the Illinois state logo is in the bottom left.

<p>1. <b>80% or higher attendance per module (Explain that certain modules may require 100% attendance such as OSHA 10).</b></p> <p>2. <b>70% or higher scores on post-assessments per module.</b></p> <p>If students drop below attendance or performance thresholds, they are required to make-up hours or retake post-assessments. You must have these requirements outlined in the participant's commitment agreement.</p> <p>Student support services can also be voluntary if participants request additional academic supports such as tutoring, more time to take tests, or environmental changes to support their test taking.</p> <p>If any of these support services are needed either due to dropping below one of the thresholds above or voluntarily, the <b>Student Support Service Coordinator (SSSC)</b> must add the support service to the participants IWRS profile. This will be discussed in more detail later in this session and in the IWRS Webinar Sessions over the coming weeks.</p> <p>It is the expectation of ILW that all training modules have a corresponding attendance roster completed by participants and signed by the instructor. The ILWPP 2024 Grantee Manual provides <b>Template 21: Sample Illinois Works Attendance Roster</b> in the Appendix. Rosters are to be uploaded to IWRS after each training module has been completed.</p> <p>[Explain to learners that upcoming IWRS sessions will instruct them on how to enter attendance, and student support services in IWRS.]</p>	
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## Participant Evaluation (Post-Assessment Scores)

All modules except Orientation must feature a scored post-assessment at the end of the module to ensure that participants have successfully met learning objectives. Each post-assessment must have a score of 0% - 100%. Except for Orientation, Post-assessments cannot be pass/fail. 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 less than 70% on a post-assessment, the IWRS system will add a red flag to the participant's profile.**

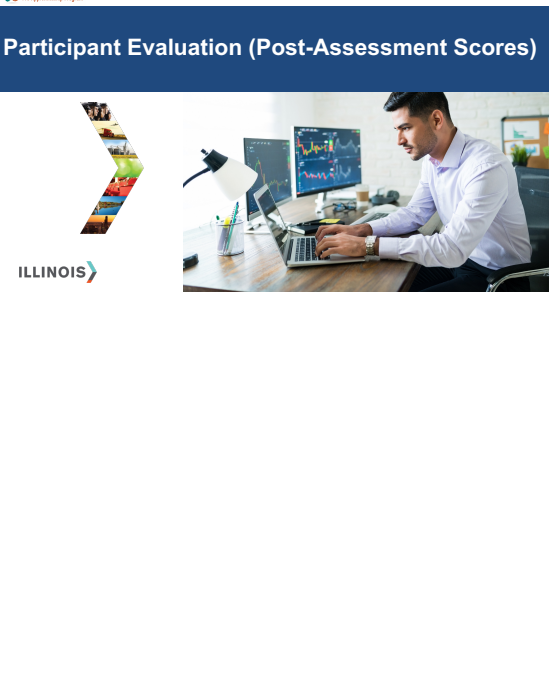

As noted a moment ago, Orientation does not require a scored post-assessment to be administered. Instead, it is the only training module where pass/fail is accepted. Participants should receive a 100% on their training module in IWRS when they have completed the wrap-around service assessment, orientation career assessment, and commitment agreement and all of these documents have been uploaded to IWRS.

[Remind learners that an upcoming session will provide instructions on entering this information into IWRS].


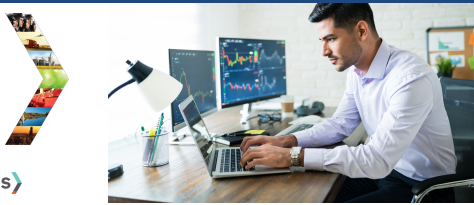
## Identifying and Removing Red Flags

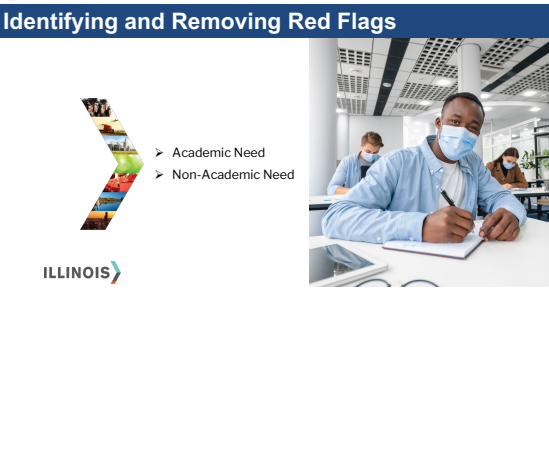

**Student Support Service Coordinators (SSSCs) are responsible for identifying the need for, coordinating, and ensuring the successful delivery of student support services.** This staff has access to a robust IWRS dashboard and suite of reports that will allow them to easily identify participants with red flag alerts. These alerts are meant to signal that participants need additional assistance.

**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 SSSC must add necessary support services to the participant's IWRS profile that the participant must complete to regain good standing in the program. These services must outline dates for make-up sessions or post-assessment retakes, referrals for tutoring





**Participant Evaluation (Post-Assessment Scores)**





**Identifying and Removing Red Flags**



- Academic Need
- Non-Academic Need

services, or provide longer time periods for participants to take post-assessments. Once delivered, these services should be marked as successfully complete in IWRS.

[Explain to learners that Grantees must have policies regarding make-up post-assessments and sessions. There are two samples 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.**]

In addition to matching the participant with necessary academic supports, SSSC should partner with the Wrap-Around Service Coordinator (WSC) to address any barriers that are preventing the participant from successfully engaging in the program.

[Explain to learners that red flags for attendance will be removed from a participant's profile when make-up session hours bringing them at or above the 80% required attendance for the module are entered in IWRS. Red flags for post-assessment scores will be removed when the participant scores higher than 70% on an exam retake and the new score is added to the corresponding training module.]

### Mentimeter Question

Using Mentimeter, answer the question on the screen,

*"What partnerships have you established to help provide student support services?"*

[Read some of the responses from the word cloud. Acknowledge participation.]

Nice job!

#### Question:

*"What partnerships have you established to help provide student support services?"*



## Tracking Wrap-around and Student Support Services

All support services are required to be tracked in IWRS on each participant's profile.

Wrap-around services will be automatically added to participant profiles based on their responses to the Wrap-around Service assessment. If during the assessment, they opt into services the system will populate that service onto their profile.

Student Support Services will need to be added manually based on need. Unlike WAS, Student Support Services are often triggered by circumstance such as a missed day or failing a post-assessment, among others. As a result, grantees will need to manually enter these services on the participant profile when needed.



On the screen is an image of the IWRS system, showing how wrap-around and student support services are displayed in the system. More in depth information on how to add and manage support services will be provided in the IWRS Webinar sessions taking place in the coming weeks.

## ADA Requirements

The **Americans with Disabilities Act** or **ADA** prohibits discrimination against people with disabilities. Illinois Works Programs are **ethically** and **legally** responsible for adhering to administrative requirements according to the ADA.

Your 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.





### Tracking Wrap-around and Student Support Services




Goal	Related Steps	Category	Submitted Date	Latest Planned Due Date	Status
Training Services	Short Term Steps	Career Plan	6/16/2022	5/5/2023	On Track
Wrap-Around Services	Mid-Term Steps	Career Plan	6/16/2022	12/8/2022	Complete
	Personal Literacy		6/16/2022	6/5/2022	Successfully Completed
Transition Services	Short Term Steps	Career Plan	12/1/2022	12/8/2022	Submitted
Student Support Services	Mid-Term Steps	Career Plan	6/1/2023	6/1/2023	Complete
	Tutoring		6/1/2023	6/1/2023	Successfully Completed







### ADA Requirements

Illinois Works Programs are ethically and legally responsible for adhering to administrative requirements according to the Americans with Disabilities Act (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



<p><b>Question</b></p> <p>Any questions before we proceed to the next section?</p> <p>If so, please feel free to unmute your line or post your question in the chat.</p> <p>[Respond to unmuted questions, as well as questions in the chat. Confirm there are no additional questions.]</p>	
<p><b>MODULE 8 TITLE:</b> SECTION 7: TRAINING, INSTRUCTION AND CERTIFICATIONS</p> <p><b>LENGTH OF TIME:</b> 30 MIN.</p> <p><b>GRANTEE MANUAL SECTION OVERVIEW OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. EXPLAIN <b>TRAINING EXPECTATIONS</b> WITHIN THE SCOPE OF THE ILLINOIS WORKS PRE-APPRENTICESHIP PROGRAM.</li> <li>2. DELIVER AN EFFECTIVE <b>PROGRAM ORIENTATION</b>.</li> <li>3. UTILIZE REQUIRED TOOLS INCLUDING THE <b>CAREER ASSESSMENT</b> AND <b>COMMITMENT AGREEMENT</b>.</li> <li>4. COMPLY WITH THE <b>ILLINOIS WORKS PRE-APPRENTICESHIP CURRICULUM</b> REQUIREMENTS.</li> <li>5. CONSIDER <b>ADDITIONAL CERTIFICATIONS</b> OR TRAINING MODULES THAT MIGHT BE RELEVANT FOR YOUR TARGET POPULATION.</li> <li>6. APPLY THE <b>ILLINOIS ESSENTIAL EMPLOYABILITY SKILLS FRAMEWORK</b> TO YOUR PROGRAM'S SOFT SKILLS INSTRUCTIONAL HOURS.</li> <li>7. UTILIZE BEST PRACTICES TO <b>EVALUATE A TRAINING CURRICULUM</b>.</li> <li>8. INTEGRATE DIBE AND THE SIX CORE VALUES INTO ALL ELEMENTS OF YOUR PROGRAM'S TRAINING AND INSTRUCTION</li> </ol>	

## Section Objectives

[Review the objectives that will be covered from the Section Overview. Ask learners if they have any questions regarding the content that will be covered.]

## Section 7: Training, Instruction and Certifications

The next section of the ILWPP 2024 Grantee Manual is Section 7: Training, Instruction and Certifications.

## Training

Grantees were chosen because they successfully demonstrated the ability to provide pre-apprenticeship **training** and to prepare program participants for employment in the construction industry.

Program instruction is the central tool used to implement the Illinois Works Pre-apprenticeship Program. During instruction is when grantees will:

- Train participants
- Prepare participants
- Empower participants



### Section 7: Training, Instruction and Certifications



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### Section 7: Training, Instruction and Certifications





### Pre-Apprentice Participant LifeCycle



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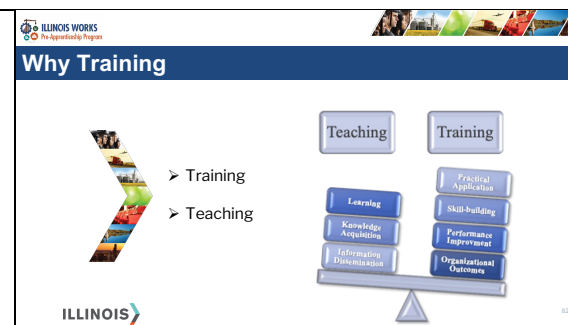
## Why Training?

**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. The goal of training is to **impact and improve performance**.

This is an important distinction from **teaching**, which focuses on information dissemination, knowledge acquisition, and learning.

The distinction can be summarized as theory, education, and information versus **skill-building, performance, and practical application** (Suggs, 2014).



## Experiential Training

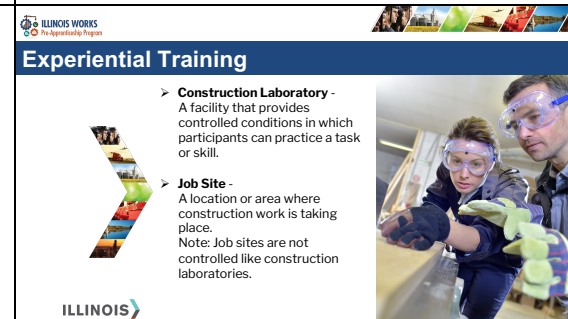
Your program is expected to offer **experiential training**, also known as “*development by doing*.”

There are several approaches and modalities that leverage experiential training.

Some examples include:

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

[Explain to learners, we will take a deeper dive regarding experiential training, learning modalities, and instructional strategies during the Developing and Implementing a Pre-



Apprenticeship Curriculum and Instruction session which will take place later in the year.]

**Experiential training** 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.

## Staying In Scope

It is critically important that programs stay in scope.

The overarching focus of the ILW Pre-apprenticeship Program is to fund programs that target underrepresented populations and that successfully transition participants into DOL-registered apprenticeship programs in construction and the building trades.

ILWPP funds should be used within the scope of this goal.

Pre-apprenticeship curriculums must be a minimum of **177 hours of instruction**, and should not exceed **300 hours of instruction**, unless approved by ILW.

[Explain to learners that participant program completion is connected to the number of hours they determine is necessary for their program.]

The image is a screenshot of a graphic titled "Staying In Scope" from the ILW (Illinois Laborers' Welfare) Pre-apprenticeship Program. The graphic features a large, stylized number "1" on the left, composed of various construction-related images. To the right of the "1", there are two bullet points: "➤ Minimum of 177 hours" and "➤ Should not exceed 300 hours". Below the "1" is the "ILLINOIS" logo. On the right side of the graphic, there is a photograph of a woman wearing a yellow safety vest, holding a rolled-up blueprint. The top of the graphic has a small banner with the text "ILLINOIS WORKS The Apprenticeship Program" and a row of small icons representing different construction trades.

## Required Instruction

Instruction **MUST** include:

- Illinois Works Pre-apprenticeship Program Orientation (4 hours)
- Illinois Works Pre-apprenticeship Required Certifications
  - TradesFutures MC3, NCCER Core, ICCB or other construction curriculum approved by Illinois Works Pre-Apprenticeship Program
  - OSHA 10-hour
  - First Aid and CPR
- Soft skills based on the Illinois Employability Skills Framework (32 – 40 hours)
- Test Taking Skills (4 hours)
- Construction math (40 hours)
- Work-based Learning/Job Site Learning (10 – 50 hours)





## Out of Scope

Your 177 Instructional hours may **NOT** include:

- Wrap-around services
- Student support services
- Transition services
- Follow-up activities

Instructional hours also do not include:

- Complementary education (i.e. GED courses)
- ACT preparatory training
- College fairs

Required Instruction	
 <ul style="list-style-type: none"><li>• Illinois Works Pre-apprenticeship Program Orientation (4 hours)</li><li>• Illinois Works Pre-apprenticeship Required Certifications<ul style="list-style-type: none"><li>• TradesFutures MC3, NCCER Core, ICCB, or other construction curriculum approved by Illinois Works Pre-Apprenticeship Program</li><li>• OSHA 10-hour</li><li>• First Aid and CPR</li></ul></li><li>• Soft skills based on the Illinois Employability Skills Framework (32 – 40 hours)</li><li>• Test Taking Skills (4 hours)</li><li>• Construction math (40 hours)</li><li>• Work-based Learning/Job Site Learning (10 – 50 hours)</li></ul>	
Out of Scope	
 <ul style="list-style-type: none"><li>➢ Wrap-around services</li><li>➢ Student support services</li><li>➢ Transition services</li><li>➢ Follow-up activities</li></ul>	



[Before proceeding, ensure that the in-scope/out-of-scope content is clear. Ask learners if there are any content sections they are considering and would like to know if it qualifies as part of the 177 instructional hours. Respond to inquiries in the chat. Provide clarification and confirm that learners are clear.]

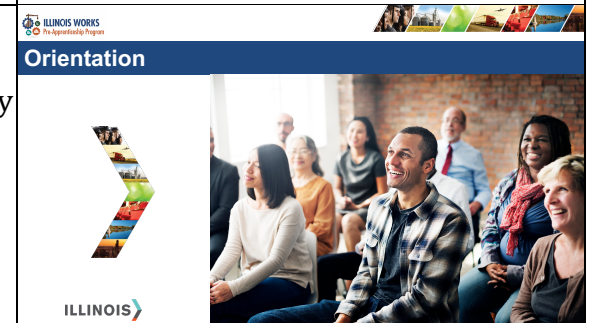
[Explain to learners if they need to revisit wrap-around services and support services, details are available in the ILWPP Grantee Manual in Section. 6.]

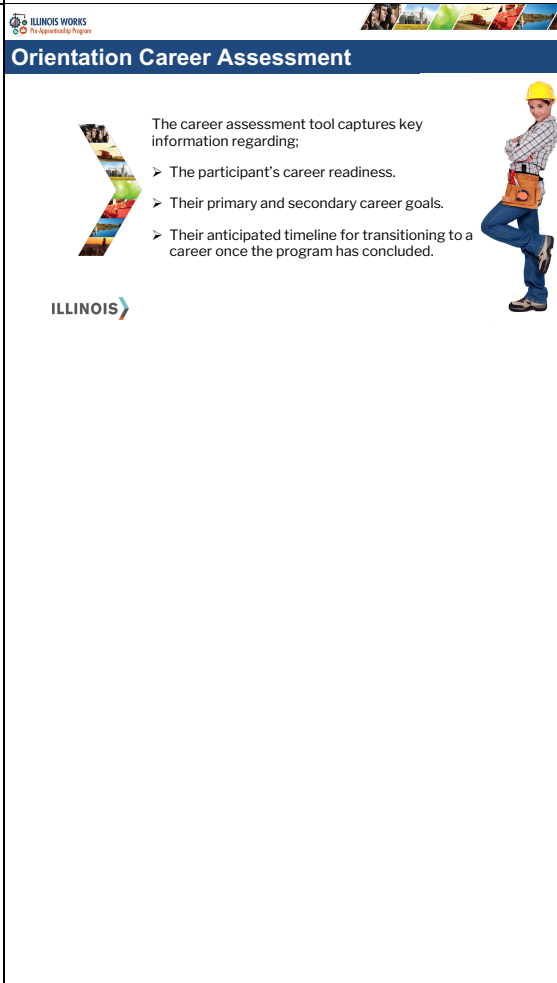
## Orientation

**Orientation** is a requirement for all participants and should be facilitated on the first day of instruction. The goals of the ILWPP Orientation are to welcome participants, communicate expectations and requirements, and acclimate them to the grantee's pre-apprenticeship program.

Orientation is also when several critical enrollment activities take place including the completion of the Wrap-around Service Assessment (if not already completed), the Orientation Career Assessment, and the Commitment Agreement. It is important that programs develop an **Orientation Agenda** that allocates enough time to cover the required topics. The agenda should be communicated to participants beforehand, to create interest, and to set the expectation that attending the orientation is a program requirement. Orientation should be facilitated by a team member who will be working with the participants on a daily or near daily basis.

Also, as noted in our previous discussion of post-assessment requirements, Orientation is considered a training service, meaning stipends can be paid for these hours. As Orientation is considered a training service, grantees will need to provide a post-assessment score in the IWRS. This module is the only one that is considered pass/fail. Participants will receive a 100% as long as the wrap-around service assessment,



<p>orientation career assessment, and commitment agreement are completed and entered/uploaded into IWRS.</p> <p>[Explain to learners that the ILWPP 2024 Grantee Manual, provides the <b>Template 16: Illinois Works Orientation Sample Agenda</b> in the Appendix.]</p>	
<p><b>Orientation Career Assessment</b></p> <p>During the orientation process, each participant must complete an <b>Orientation Career Assessment</b>.</p> <p>This 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. <b>During orientation, this assessment should be completed by each participant in a group setting using a hard copy version of the assessment.</b></p> <p>[Explain to learners that a hard copy of the <b>Exhibit 5: Career Assessment – Orientation</b> is available in the Appendix of the ILWPP 2024 Grantee Manual.]</p> <p>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.</p> <p>The <b>Orientation Career Assessment</b> must be entered into the Illinois Works Reporting System (IWRS) within 24 hours after the participants complete it during orientation and used by staff to build out a career plan for each participant. The <b>Orientation Career Assessment</b> is available on the <b>Intake tab</b> of each participant's IWRS profile.</p> <p>The <b>career assessment</b> tool will be completed twice during the pre-apprenticeship program. Once during orientation as we just discussed, and again 3-4 weeks prior to the participant completing the program. To distinguish these, one is called the <b>Orientation</b></p>	 <p>The graphic titled "Orientation Career Assessment" features the Illinois Works Pre-apprenticeship Program logo at the top left. On the left is a large, stylized letter 'X' composed of various small images of people in different work settings. To the right of the 'X' is a list of three bullet points: "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." Below the 'X' is the word "ILLINOIS" with a blue arrow pointing right. On the far right is a full-body illustration of a construction worker wearing a yellow hard hat, a plaid shirt, blue jeans, and a tool belt, standing with arms crossed.</p>

**Career Assessment**, and the other is the **Pre-transition Career Assessment**. The **Pre-transition Career Assessment** will be discussed in the next section of this webinar.

[Explain that they will learn more about this during their subsequent IWRS sessions.]

## Commitment Agreement

A **Pre-apprenticeship Training Program Commitment Agreement** is a written agreement between the participant and your program that clarifies the participant's rights, obligations, and pre-apprenticeship training conditions.

**Commitment Agreements must be signed by a grantee staff member and the participant then uploaded into IWRS for each participant in each cohort.**

[Explain to learners they will learn more about these features during their upcoming IWRS sessions.]

In addition to outlining basic items about the program such as dates, times, and location of the program, this agreement outlines the expectations of the program such as the attendance and post-assessment requirements.

Additionally, this agreement serves as a **Family Educational Rights and Privacy Act (FERPA)** waiver, 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.



[Note: The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.]

**Without a signed commitment agreement that includes a FERPA waiver, your program will NOT be able to track participant data in IWRS, and more importantly, Illinois Works will not be able to report on that data.**

[Explain to learners that the ILWPP Grantee Manual provides the **Exhibit 6: Pre-apprenticeship Training Program Commitment Agreement** in the Appendix.]

An unwillingness of the participant to sign the Commitment Agreement or share their information with ILWPP will automatically **DISQUALIFY** them from participation in the Program.

[Remind learners that an upcoming session will provide instructions on IWRS].

## Additional Certifications and Considerations

We have covered the minimum required certifications.



Given the needs of your program participants, their craft areas of interest, and their post program goals, additional certifications might be relevant.

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


[How might they exceed 177 hours. Summarize the information below.]

- **Flagger Certification**

Flaggers protect project personnel and provide safe, courteous, and authoritative directions to traffic passage through the work area. Upon successful completion of the course, participants will receive an ATSSA Flagger Certification card.




### Pre-apprenticeship Curriculum



At a minimum, your program **MUST** lead participants through the attainment of the following certifications:

- > TradesFutures MC3, NCCER, ICCB, or other approved program
- > OSHA 10
- > First Aid and CPR



[Explain, though the Flagger Certification can be a valuable addition to a pre-apprentice resume, it is important to note that compensation for this isolated task is at the lower end of the compensation scale for the 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 disproportionately point women in this direction as an isolated occupational craft area.]

- **Additional Employability Skills**

Define and clarify the essential employability skills and provide a standard for the state of Illinois.

[The framework comprises four primary skills; personal ethics, work ethics, teamwork, and communication, each with a subset of behaviors or actions.]



- **DIBE**

Diversity, Inclusion, Belonging, and Equity


[- Strategies to Address Equity (including support for minority-led organizations)

1. Discrimination within Workplaces
2. Sexism within Workplaces
3. Bullying and Harassment in the Workplace
4. Construction and Trades from a Gender Lens
5. Construction and Trades Through the Lens of People of Color (specific ethnic groups)]

[Explain to learners the ILWPP 2024 Grantee Manual provides recommendations in **Table 14: Employability Skills Courses.**]




**Additional Certification and Considerations**



This plan may include, but not be limited to;

- Construction Math
- Flagger Certification
- Employability Skills
- Diversity, Inclusion, Belonging, and Equity (DIBE)



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## Curriculum Approval

Your program must submit your pre-apprenticeship curriculum for approval prior to implementation.

The ILWPP curriculum approval process has two components:

- The submission of **Exhibit 10: Final Curriculum Form**
- The entry of the approved curriculum into the Illinois Works Reporting System.

The Final Curriculum Form is generated by ILWPP based on the curriculum submitted to ILWPP during the grant application process. The form will be sent to Program Administrators and is used to confirm training service titles, hours per module, and confirmation that a student evaluation (post-assessment/performance test) will be provided per training service.

Upon approval, the ILW Grant Manager will upload a copy of the form into the grantee's Provider Info page in IWRS. After adding training services to the grantee's Provider Info page, the ILW Grant Manager will send a signed copy of the Final Curriculum Form to the grantee.

[Stress the importance of following the approved curriculum including, but not limited to the fact that the total hours of required instruction are part of their grant agreement via their budget and therefore cannot be changed without a grant modification.]

[Explain to learners that the ILWPP Grantee Manual provides the **Template 17: Sample Illinois Works Pre-apprenticeship Program Curriculum** in the Appendix.]

[Remind learners that an upcoming TA session will provide instructions on IWRS].



## Training Modalities and Evaluating Instruction

In the ILWPP 2024 Grantee Manual, there are additional sections on Training Modalities, Instructional Planning, and Training Evaluation.

Here is what's important for you to know now, **instructional evaluation** is a required component for your program.

Illinois works utilizes the Kirkpatrick Model for Training Evaluation.

There are four levels of training evaluation. 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. The ability to evaluate each level increases with complexity and difficulty with each level.



[Explain to learners that the ILWPP 2024 Grantee Manual provides **Table 17: Instructional Content Evaluations** in the Appendix.]

[Explain to learners, during the upcoming TA session, we will talk about how to create a Level 1 and Level 2 evaluation tool.]

## Worksite Personal Protective Equipment (PPE)


As grantees are in their final steps of instruction preparation, it is essential they are also considering participant and team safety. As stated earlier in this section, it is required that participant spend time in construction laboratories and on active worksites to fulfill the experiential learning requirement of ILWPP. To ensure all involved are safe, grantees need to plan what PPE will be required for the required tasks.



[Summarize below]

### Kirkpatrick Model

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	N/A
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









### Table 17: Instructional Content Evaluations



Instructional Content	Built-in Evaluation	Evaluation Creation Required
NARTU	X (Level 2)	
NCCER*	X (Level 1 & 2)	
ICBP**	X (Level 1)	
OSHA 10-hour	X (Level 2)	
First Aid/CPR	X (Level 2)	
Illinois Works Center 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
Safety in the Workplace		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

Note: It is advised that ILW Grantees Accredited by the following organizations, follow the guidelines for Level 1 and 2 Evaluations as outlined below:



### Worksite Personal Protective Equipment (PPE)

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>▪ <b>Head Protection:</b> Students must wear an approved hard hat at all times while on the construction site. Hard hats must be in good condition and fit properly.</li><li>▪ <b>Eye and Face Protection:</b> Students must wear safety glasses with side shields or face shields when working in areas where there is a risk of eye or face injuries. Goggles may be required for specific tasks that involve chemicals or flying debris.</li><li>▪ <b>Hearing Protection:</b> Students must use hearing protection (earplugs or earmuffs) when exposed to loud noise levels, as determined by the organization's safety guidelines.</li><li>▪ <b>Respiratory Protection:</b> If the construction work involves exposure to dust, chemicals, or other airborne hazards, students must wear appropriate respiratory protection as specified by safety guidelines and regulations.</li><li>▪ <b>Hand Protection:</b> Students are required to wear suitable gloves when handling materials or equipment that may cause hand injuries.</li><li>▪ <b>Foot Protection:</b> Students must wear steel-toed or protective-toed boots that comply with safety standards and are appropriate for the construction work environment.</li><li>▪ <b>Back Support:</b> Back and lumbar support can serve as important pieces of equipment that can help prevent on-the-job injuries as well as help minor back muscle injuries heal. Though they can provide protective support, OSHA does not consider back braces to be a critical part of personal protective equipment mandated for physical jobs.</li></ul> |  |
|--|--|



## Tracking Training Services

As noted above, once the Final Curriculum Form is finalized, ILWPP Grant Managers will enter the approved training courses into IWRS. When a participant is enrolled, these courses will auto populate on that participant's profile and will be available for grantees to submit attendance, post-assessment scores, and upload certifications/credentials. Tracking training services in IWRS is outlined in more detail in Section 7 of the ILWPP 2024 Grantee Manual and in-depth training will be provided in the IWRS Webinar Sessions in the coming weeks.



## Questions

Any questions before we proceed to the next 2024 Grant Manual section?

If so, please feel free to unmute your line or post your question in the chat.

[Respond to unmuted questions, as well as questions in the chat. Confirm there are no additional questions.]



**MODULE 9 TITLE:** SECTION 8: PROGRAM COMPLETION, TRANSITION SERVICES, AND FOLLOW UP  
**LENGTH OF TIME:** 30 MIN. CONTENT AND 5-7 MIN. FEEDBACK

### GRANTEE MANUAL SECTION OVERVIEW OBJECTIVES:

1. REFERENCE **PROGRAM COMPLETION** DEFINITIONS.
2. COMPLETE THE REQUIRED PRE-TRANSITION – CAREER ASSESSMENT
3. DESCRIBE **TRANSITION STAFF** RESPONSIBILITIES.
4. ARTICULATE **EXPECTED OUTCOMES AND DELIVERABLES**.
5. PROVIDE **TRANSITION AND FOLLOW-UP** SERVICES.
6. IDENTIFY **ACTIVE FOLLOW-UP VS. LONG-TERM** FOLLOW UP
7. COMMUNICATE TO TRANSITION PARTNERS AND PARTICIPANTS ABOUT THE ILLINOIS WORKS BID CREDIT PROGRAM

8. INTEGRATE **DIBE AND THE SIX CORE VALUES** INTO ALL ELEMENTS OF YOUR PROGRAM'S TRANSITION SERVICES AND FOLLOW UP ACTIVITIES.

## Section Objectives

[Review the objectives that will be covered from the Section Overview. Ask learners if they have any questions regarding the content that will be covered.]



Section 8: Program Completion, Transitional Services and Follow up

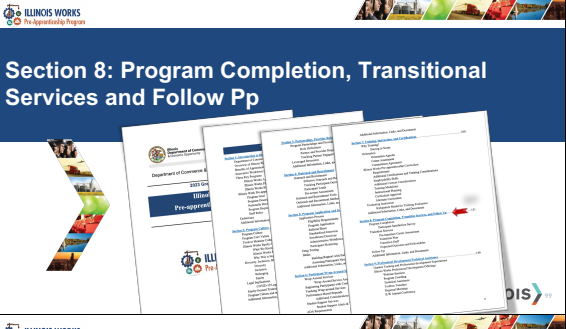
Section 8: Program Completion, Transition Services, and Follow Up

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

- Reference program completion definitions.
- Complete the required Pre-Transition - 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.
- Communicate to transition partners and participants about the Illinois Works Mid-Credit Program.
- Integrate DIBE and the six core values into all elements of your program's transition services and follow up activities.

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

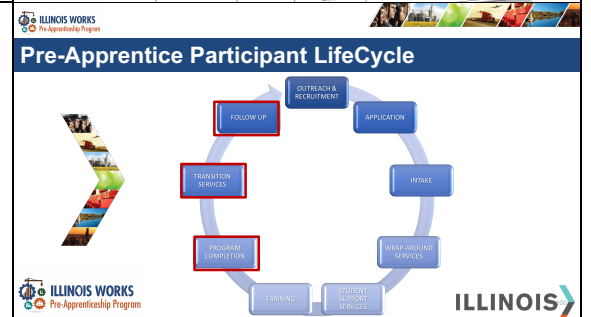
The next section of the ILWPP 2024 Grantee Manual is Section 8: Program Completion, Transition Services, and Follow Up.



Section 8: Program Completion, Transitional Services and Follow Up

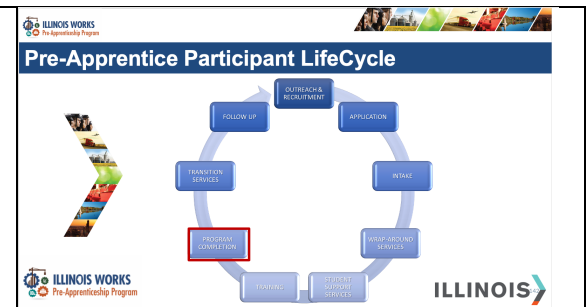
## Program Completion, Transition Services and Follow Up

All stages of the Pre-apprentice LifeCycle are essential to participant success; however, Program Completion, Transition Services, and Follow-Up are the stages of your program that allows you to start **measuring your impact**.



## Program Completion

**Program completion** refers to the **conclusion of instructional training** and the beginning of transition services. For most participants, **program completion** will mark the end of their instruction/training and the beginning of their transition to a RAP.



## Statuses: End of Program

At this point in the program, there are four statuses available for participants:

- **Successful Completion (IWRs: Complete or Complete & In Transition)**

Occurs when the participant has met all program requirements. Some may refer to this as the program graduation. This marks participants completion of classroom, construction lab, worksite training, and recognizes their attainment of required certifications.

[Explain that, while not required, some grantees may opt to host celebratory ceremonies or offer additional certificates of completion.]

[Explain that the ILWPP will issue official certificates and graduate cards to verified completers. Grantees must keep copies of those on file, when received from ILWPP, and give the originals to their graduates. Graduates must carry those graduate cards and present them to their employers when asked for their Graduate ID #. This is very important for contractor compliance with Illinois Works apprenticeship requirements, and for claiming Illinois Works Bid Credits for hiring and retaining ILWPP graduates.]

The slide titled 'Statuses: End of Program' lists four outcomes: Successful Completion (IWRs: Complete or Complete & In Transition), Unsuccessful Completion (IWRs: Incomplete), Withdrawal (IWRs: Incomplete), and Dismissal (IWRs: Incomplete). It includes the Illinois Works logo and a photo of two people in safety gear working on a project.

### **Unsuccessful Completion (IWRs: Incomplete)**

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.

The Student Support Services Coordinator must create an action plan for successful completion for each participant.

[Note: It is possible to include the participant in the next cohort. Program staff 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 (IWRs: Incomplete)**

Some participants may choose to withdraw from the program. 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 support 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.

If they still choose to withdraw, conduct an **Exit Interview**, using the **Exit Interview Questionnaire**. This is an opportunity to gain an evaluation of the program overall, key components, and seek participant feedback. Ask the participant if follow-up contacts would be welcomed. There may be a future opportunity to engage them.

[Explain to learners that 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 in the resource section of the Illinois Works Partner Guide.]

- **Dismissal (IWRS: Incomplete)**

This occurs when participants fail to comply with the terms of their commitment agreement or violate program policies.

You must maintain a dismissal policy that outlines a standard procedure for how, when, and why participants can be dismissed.

Once a participant is dismissed, all services from ILWPP must be terminated through the IWRS. A copy of the dismissal letter must be saved in the participant's file and uploaded into IWRS.

Again, **program completion** refers to the conclusion of instructional training and the **beginning of transition services**.

[Explain to learners, for the purpose of compliance, any participant who is considered in the unsuccessful completion, withdrawal, or dismissal statues are viewed as Incomplete and are referred to as Incomplete in IWRS.]

Let us progress to the next phase of the Pre-Apprentice LifeCycle, **transition services**.

## Participant Satisfaction Survey

In keeping with ILWPP's focus on Continuous Program Improvement both at a grantee and network level, all pre-apprenticeship participants who remain engaged in the program through the end of instruction (even if they do not successfully complete) will be asked to provide feedback on their program experience through a Participant Satisfaction Survey. This survey is a requirement and grantees need to ensure that all their participants take it.

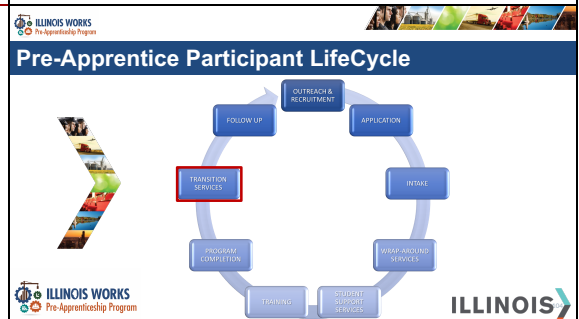
[Remind learners that information regarding the **Participant Satisfaction Survey** was initially introduced in Section 8 on page 146.]

The Participant Satisfaction Survey was developed by ILWPP in partnership with the Center for Governmental Studies at Northern Illinois University and will be an integral part of the program evaluation process.



## Transition Services

**Transition services** are a series of career readiness activities that serve as the final step for participants before progressing to a RAP and employment.




## Transition Staff

Transition services are led primarily by the **Transition Service Coordinator** or **TSC**. The TSC is accountable for transition and follow up services for all graduates of the program. While most transition services will be provided at the end of each participant cohort, **the TSC should be building or strengthening transition relationships throughout the program year. In fact, the TSC must start engaging participants starting in the program's orientation day.**


TSCs are responsible for:

- Developing and maintaining relationships with DOL RAPs, unions, contractors, and other employment partners among others.
- Scheduling face-to-face meetings with participants to identify career goals using the Pre-transition Career Assessment.
- Assisting with or provide all transition services for participants including apprenticeship application fees, resume writing, and interview preparation, among others.
- Conducting follow-up with alumni.
- Adding and maintaining graduate profiles in the Applicant Tracking System (ATS)
- Participating in the ILWPP's Transition Activity Program which includes monthly reporting and meetings designed to build the TSC network and enhance transition services.


More information about the TSC staff is available on page 154 in the ILWPP 2024 Grantee Manual.


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The Opportunity Program

### Transition Staff



Transition services are led primarily by the **Transition Service Coordinator** or **TSC**. The TSC is accountable for transition and follow-up services for all graduates of the program. While most transition services will be provided at the end of each participant cohort, the TSC should be building or strengthening transition relationships throughout the program year. In fact, the TSC must start engaging participants starting in the program's orientation day.







## Transition Process

The **Transition Service Coordinator** provides transition services guided by a **Transition Plan** developed in partnership with participants and based on the information collected from the Orientation Career Assessment.

[Explain to learners that while Transition Services are most active/culminate toward the end of the LifeCycle, Transition Service Coordinators should start working on transition services beginning with the Orientation Career Assessment. Think about it like they are an airline preparing for their customers to arrive and board. It is up to the customer to buy a ticket, pack, get to the airport, and get to the terminal. It is the airline's responsibility to have the plane ready and waiting. They don't want to leave their participants stranded because they did not start doing transition work until it was too late.]




The **first step** of the final phase in the transition process is to conduct a **Pre-Transition Career Assessment**.


This finalizes the participant's **Transition Plan**, which includes facilitating job readiness sessions, resume building, and interview preparation, among others.

It outlines the trades of interest and participant's job readiness needs. The plan is created in IWRS. This plan also assists transition staff as they help participants move from pre-apprentice trainees to full apprentices.

## Pre-Transition Career Assessment

**Three to four weeks prior** to the end of training, the **Pre-Transition Career Assessment** must be completed.





The Transition Service Coordinator is expected to **meet one-on-one with each participant** to complete this career assessment. This assessment will mirror the one completed during orientation, but unlike the original assessment, which was used to guide training experiences, the goal of this assessment is to help staff build a **Transition Plan**.

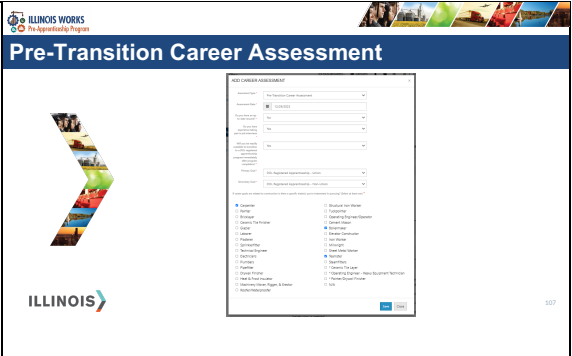
This assessment will be completed directly in the IWRS on the Intake/Referral screen during the one-on-one meeting with the participant. On your screen is an image of the career assessment. At the top of the assessment, grantees will designate if this is the Orientation or Pre-transition Career Assessment. Based on our current discussion, this image is set up as the Pre-transition Career Assessment, but the Orientation Career Assessment will have identical questions.

[Summarize what is shown on the screen and explain more information will be provided in upcoming IWRS webinar sessions.]

## Transition Services


**Transition services** should be added to participant profiles in the IWRS and may include, but not be limited to:

- Alumni networking
- Mentorship
- Apprenticeship application fees
- Providing career information
- Resume building/writing
- Interview preparation



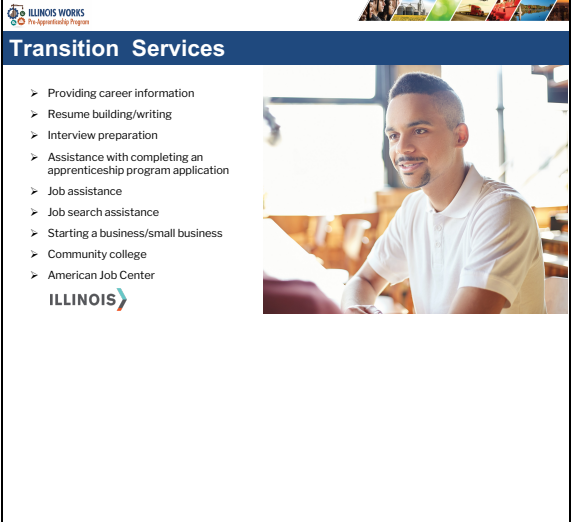
**ILLINOIS WORKS**  
Pre-Transition Career Assessment

The screenshot shows a web form titled "Pre-Transition Career Assessment". It includes a sidebar with a colorful chevron graphic and the "ILLINOIS" logo. The main content area contains a form with various input fields and checkboxes. A small "107" is visible in the bottom right corner of the form area.



**ILLINOIS WORKS**  
Pre-Transition Career Assessment

This version of the screenshot includes a photograph of a man in a white polo shirt sitting at a table, looking towards the camera. The "ILLINOIS" logo is visible below the photo.



**ILLINOIS WORKS**  
Transition Services

- Providing career information
- Resume building/writing
- Interview preparation
- Assistance with completing an apprenticeship program application
- Job assistance
- Job search assistance
- Starting a business/small business
- Community college
- American Job Center

**ILLINOIS**

This version of the screenshot shows a list of transition services on the left and the same photograph of the man in the white polo shirt on the right. The "ILLINOIS" logo is at the bottom left.

- Assistance with completing an apprenticeship program application
- Job application assistance
- Job search assistance
- Starting a business/small business
- Community college application
- American Job Center referrals

**It is the expectation that all participants who successfully complete the program will be provided with one or more transition services that will be documented in IWRS.** More information about these services, guiding questions, and allowable costs are available on page 148 in Section 8 of the ILWPP 2024 Grantee Manual.

[Emphasize to grantees that ALL GRADUATES are required to receive at least one transition service which must be documented in IWRS.]

### Mentimeter Question

Using Mentimeter, answer the question on the screen,

*“What partnerships have you established to help support transition services?”*

[Read some of the responses from the word cloud. Acknowledge participation.]

Nice job!

### Question:

*“What partnerships have you established to help support transition services?”*



## Applicant Tracking System

In ILWPP 2024 Grantee Manual Session I, we briefly discussed the Applicant Tracking System (ATS) in relation to the Illinois Works Bid Credit Program. As a reminder, this system captures participant information and provides it in a database that can be accessed by contractors. Grantees are required to enter their ILW Verified completed participants into the ATS or those that ILW holds to be completed based on an approved appeal. Once pre-apprentices have successfully completed the program, grantees are required to add them to the ATS as part of the participant's transition plan along with keeping the information current for each of their graduates.

[Explain to grantees that more information regarding the Applicant Tracking System will be provided during the upcoming Applicant Tracking System webinar session.]

## Illinois Works Bid Credit Program

The Illinois Works Bid Credit Program is the third key program of the Illinois Works model. This program **provides incentives to contractors to hire and retain Illinois Works Pre-apprenticeship Program graduates while they complete their DOL RAP.**

The Bid Credit Program is a unique benefit provided only to Illinois Works Pre-apprenticeship Program graduates making them more competitive in the labor market. Grantees can discuss the Bid Credit Program with transition partners especially contractors as a benefit their graduates can bring to their companies.

**To be bid credit eligible, a participant must successfully complete the ILW Pre-apprenticeship Program.** This means that all ILWPP approved and required certificates must be earned, the participant must have attended 80% + of all modules and earned 70% + on all module post-assessments. Successful completion must be verified by the Office of Illinois Works.

The screenshot displays two slides from a presentation. The top slide, titled 'Applicant Tracking System', features the Illinois Works logo and a photograph of a diverse group of people, including a man in an orange safety vest, gathered around a table with documents and a laptop. The bottom slide, titled 'ILW Bid Credit Programs', shows a vertical flowchart with three steps: 'Illinois Works Apprenticeship Initiative', 'Illinois Works Pre-Apprenticeship Program', and 'Illinois Works Bid Credit Program', connected by downward arrows. This slide also includes the Illinois Works logo and the same photograph of people at a table.

**Upon successful completion of the ILWPP participants will receive a ILWPP certification and card to provide their potential employer as evidence of their bid credit eligibility.**

Information on how grantees can communicate about the ILW Bid Credit Program to transition partners and participants is available in the ILWPP 2024 Grantee Manual on page 152.

## **Expected Outcomes and Deliverables**

Transition staff have a significant influence on helping programs achieve the primary outcome.

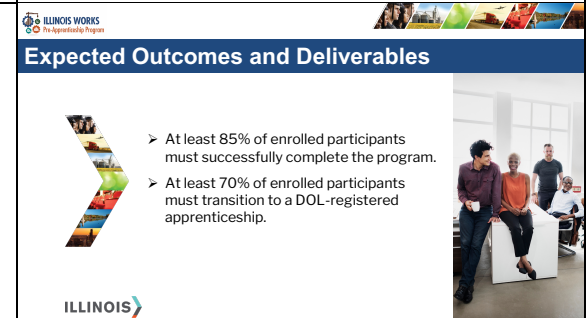
By the end of the contract period, your program is expected to meet the following deliverables as outlined in your grantee agreement.

1. At least 85% of enrolled participants must successfully complete the program, which includes the securing of certifications.
2. At least 70% of enrolled participants must transition to a DOL-registered apprenticeship.

**[Note: All outcome measures are based on your program's contract and specific participant metrics.]**

Once participants transition to RAPs or in some cases, a secondary transition goal, the Transitions Coordinator will also be responsible for conducting **participant follow-up**.

**Let's move on to the next section to discuss follow-up.**



The thumbnail shows a slide titled "Expected Outcomes and Deliverables" with the ILWPP logo at the top left. On the left side, there is a large, colorful, stylized arrow pointing right. To the right of the arrow, there are two bullet points: "➤ At least 85% of enrolled participants must successfully complete the program." and "➤ At least 70% of enrolled participants must transition to a DOL-registered apprenticeship." Below the bullet points is the "ILLINOIS" logo. On the right side of the slide, there is a photograph of three people (two men and one woman) standing in a modern office or meeting space.

## Follow Up

The **final step** of the Pre-apprentice LifeCycle is follow-up, and **programs are required to conduct follow-up activities for one year after a participant exits the program.**

This step provides you with the opportunity to build a robust alumni network and to maintain a connection with the participants, and more importantly, to collect outcome and employment data.

Additionally, the ILW network can begin to build data-driven best practices based on long-term data collection.

## Program Follow Up

**Program follow-up** is an essential part of the ILW pre-apprenticeship program. There are many ways to regularly stay in touch with program graduates:

- Surveys
- Focus groups
- Phone
- Text
- Social media
- Email
- Visits



## Active Follow Up

**Active follow-up** denotes a contact between the Transition Services Coordinator (TSC) and program alumni on a quarterly basis for one year following program completion.

A **follow-up** is a contact between transition staff and program alumni on a quarterly basis for one year. The follow-up **questions** are guided by whether an alum is pursuing a RAP or not.

The first year is when apprentices may be most **vulnerable** to dropping out of an apprenticeship program.

**During each follow-up contact, the TSC must complete a follow-up questionnaire which is available electronically in IWRS.**




[Explain that the follow-up questionnaire is available in the IWRS.]

[Explain to learners, beyond the first year, ILW will utilize data matching and its Career Services Team to track participants long-term for up to ten years after their exit the program.]




## Long-term Follow Up

Beyond the first year of active tracking, ILW will utilize data matching to track employment and outcomes.

**Long-term follow up** is also when the Illinois Works Career Services team becomes involved with graduates. The **Illinois Works Career Services team is designed to help maintain connections with graduates for the purposes of helping with future transitions and to collect long-term data.** 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.

Active Follow Up	
 <p>A <b>follow-up</b> is a contact between transition staff and program alumni on a quarterly basis for one year.</p> <p>The <b>first year</b> is when apprentices may be most vulnerable to dropping out of an apprenticeship program.</p> 	

Long-term Follow Up	
 <p><b>Long-term follow-up</b> is also when the Illinois Works Career Services team becomes involved with graduates. The Illinois Works Career Services team is designed to help maintain connections with graduates to help with future transitions and to collect long-term data.</p> <p>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.</p> 	



## Follow-Up Services

**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.


[Explain to learners that more information about the longitudinal study is available in Section 12 of the ILWPP 2024 Grantee Manual.]

- **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.



### Follow-Up Services



- 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.
- 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.





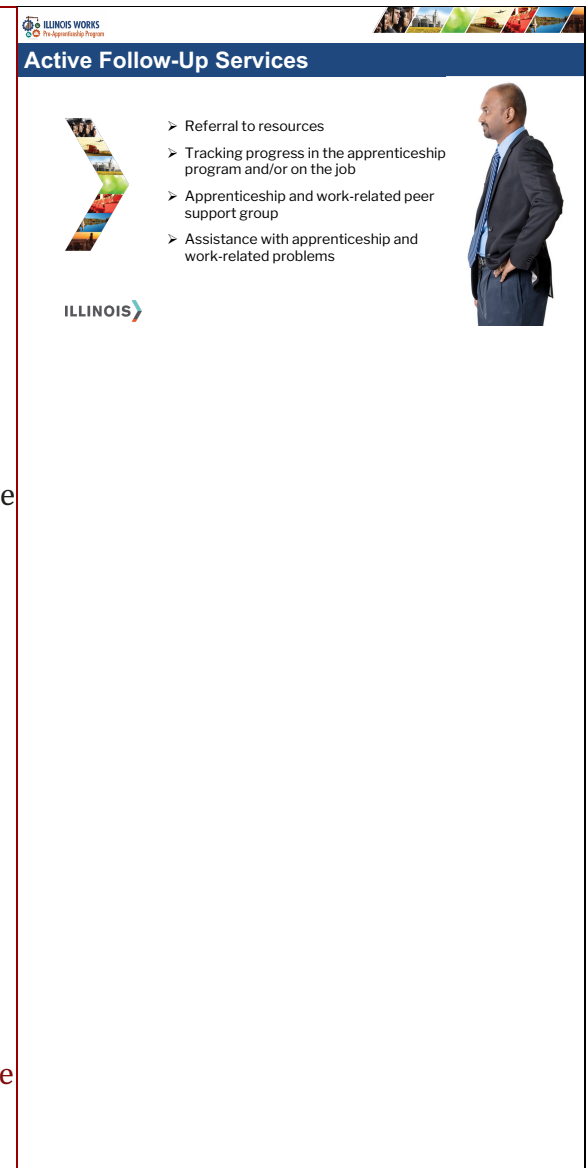
## Active Follow-Up Services

**Active follow-up services** include, but are not limited to:

[Summarize the information below.]

- **Referral to resources -**  
The participant is referred to services offered by their programs they graduated from, other Illinois Works programs, or community programs to assist in meeting needs that have been identified.
- **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 successfully addressing them.

[Explain to learners that the ATS is an online database that connects Illinois Works pre-apprenticeship graduates with contractors delivering state capital projects. This database is only as good as the information entered into the system and should be accurate to facilitate graduate transitions into RAPs and employment. Participant profiles must be



The slide is titled "Active Follow-Up Services" and features the Illinois Works logo in the top left corner. A large, colorful, stylized arrow graphic points to the right. To the right of the arrow is a list of four services, each preceded by a right-pointing arrow. On the far right of the slide is a photograph of a man in a dark suit and blue tie, standing with his hands on his hips. The Illinois Works logo is also present at the bottom left of the slide.

**Active Follow-Up Services**

- Referral to resources
- Tracking progress in the apprenticeship program and/or on the job
- Apprenticeship and work-related peer support group
- Assistance with apprenticeship and work-related problems

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The Apprenticeship Program

ILLINOIS

updated on at least on a quarterly basis while an Active Tracking Questionnaire is completed.]

## Questions

Any questions before we proceed to the next section?

If so, please feel free to unmute your line or post your question in the chat.

[Respond to unmuted questions, as well as questions in the chat. Confirm there are no additional questions.]



## Grant Manager Email

If you have comments, feedback, or questions after this training, you can email us at [CEO.ILWGrantManagement@illinois.gov](mailto:CEO.ILWGrantManagement@illinois.gov).



## Feedback

We want to hear from you.

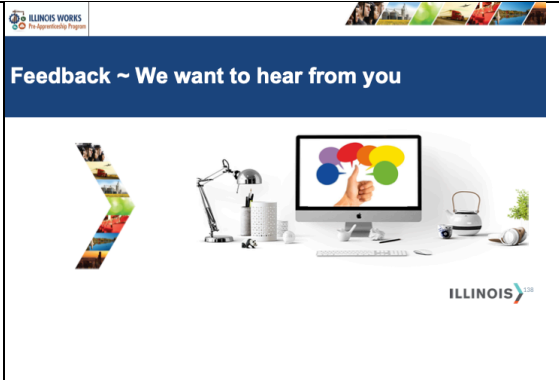
[Review the Mentimeter evaluation questions and responses.]

We appreciate your feedback. It will help us improve the quality of our training.

Thank you!


Thank you, and we look forward to seeing you in the next session.

[Thank learners for their engagement and participation.]



Feedback ~ We want to hear from you

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**Thank You!**

Illinois Department of Commerce & Economic Opportunity  
@IllinoisCommerce

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