



**Illinois**  
**Department of Commerce**  
& Economic Opportunity

Department of Commerce & Economic Opportunity (DCEO)

# Illinois Works Jobs Program

Meeting Starts In: **10:00**





**Illinois**  
Department of Commerce  
& Economic Opportunity



**ILLINOIS WORKS**

Department of Commerce & Economic Opportunity (DCEO)

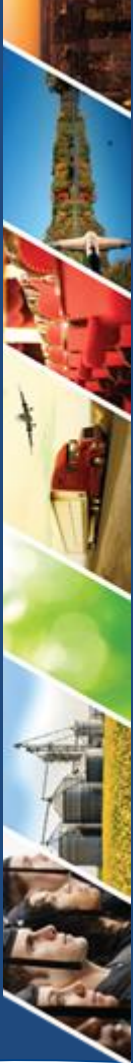
# Illinois Works Pre-Apprenticeship Program

2026 Providing Impactful Wrap-Around and Student Support Services



**ILLINOIS WORKS**  
Pre-Apprenticeship Program







# ILW Pre-Apprenticeship Team

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- Dr. Gia Suggs, Professional Development Lead, Training Analyst, & Program Coach





# Course Overview



Illinois Works was created as a result of Governor Pritzker's \$45 billion capital plan and his commitment to expanding equity in the Illinois' construction workforce.

This training is designed to provide grantees with the knowledge, skills, and techniques necessary to deliver effective wrap-around services and student support services in alignment with Illinois Works Pre-apprenticeship Program best practices.

Program staff providing wrap-around services and student support services will be able to leverage the experience of other pre-apprenticeship providers and incorporate evidence informed, as well as evidence-based practices.



# Course Objectives

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

- Articulate ILW equity focus.
- Explain the data that impacts ILW construction trades.
- Describe the ILW target audience.
- Explain how wrap-around services and student support services support ILW core values.
- Leverage brainstorming as a technique to generate new or innovative ideas.
- Determine the necessary support for your participant population.





# Course Objectives Cont.

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

- Respond to student support alerts in the IWRS.
- Comply with ADA Requirements.
- Employ rapport building best practices.
- Practice active listening.
- Cultivate relationships with participants.
- Explain the impact of Maslow's Hierarchy of Needs.
- Describe the role of partnerships.
- List potential partners.





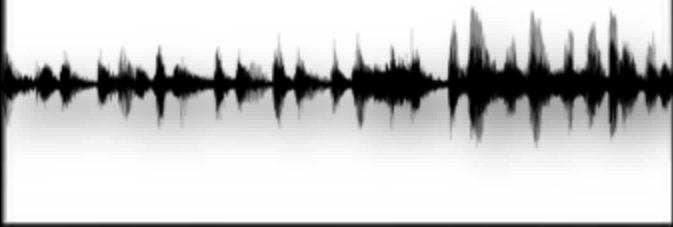
# 2026 Grantee Manual

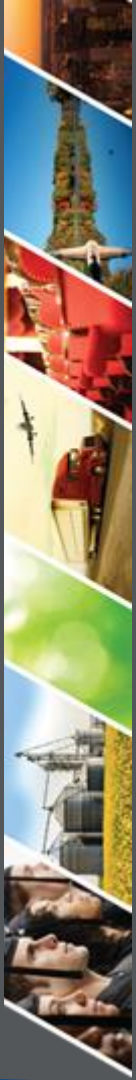


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*This Session is Being Recorded*





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## Section 2: Welcome and Introduction

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

- Utilize Webex functionality to fully engage the training.
- Identify what you hope to learn from this training.





# Webex Tutorial

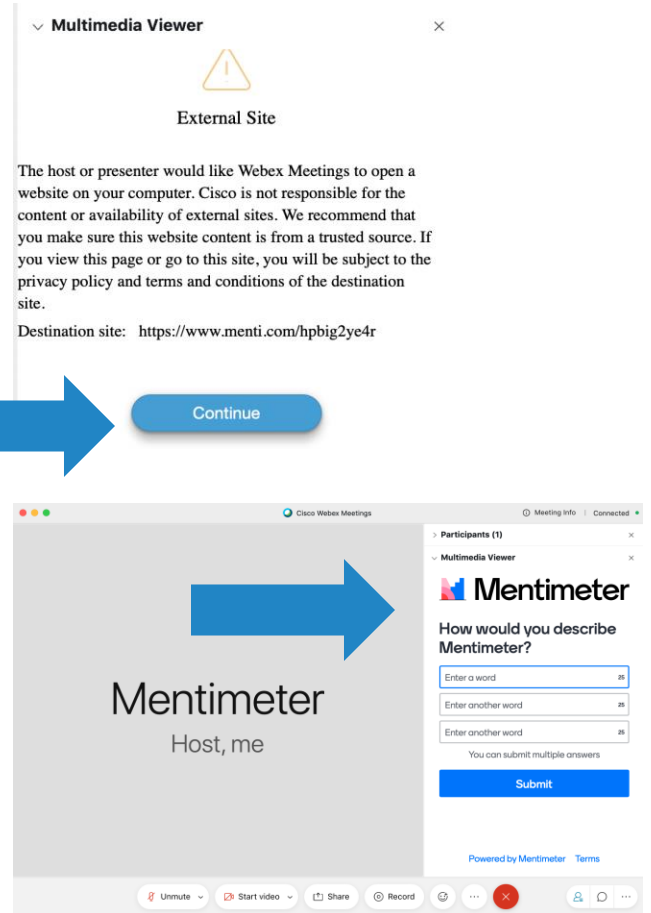
The screenshot displays a Webex meeting window with a grid of six participants. The control bar at the bottom contains several buttons: Mute (with a dropdown arrow), Stop video (with a dropdown arrow), Share, Record, a group of icons (mute, video, chat, etc.), and a red close button. To the right of these are buttons for Apps, a group of icons, and a red close button. Red arrows point to the Mute, Stop video, and the first icon in the group of icons. A blue dashed line points from the 'Meeting info' tab to the top-left corner of the meeting grid.

- Mute/Unmute
- Stop/Start Video
- Raise Hand
- Emojis
- Chat



# Mentimeter

- ▶ On the right-hand of your Webex screen click the blue **Continue** button.
- ▶ Once you click the button the Mentimeter app will show in the Multimedia viewer.



The screenshot shows a Webex meeting interface. On the right, a 'Multimedia Viewer' window is open, displaying a warning icon and the text 'External Site'. Below this, a message states: 'The host or presenter would like Webex Meetings to open a website on your computer. Cisco is not responsible for the content or availability of external sites. We recommend that you make sure this website content is from a trusted source. If you view this page or go to this site, you will be subject to the privacy policy and terms and conditions of the destination site.' The destination site is listed as 'https://www.menti.com/hpbig2ye4r'. A blue 'Continue' button is visible below the text. A large blue arrow points from the 'Continue' button in the Multimedia Viewer to the Mentimeter poll in the main meeting window. The main meeting window shows the Mentimeter logo and the poll question: 'How would you describe Mentimeter?'. There are three input fields for answers and a 'Submit' button. The meeting controls at the bottom include 'Unmute', 'Start video', 'Share', 'Record', and other icons.



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“What is your *name* and *organization*?”

If you have attended a previous ILW webinar, please add an *asterisk (\*)* in front of your name.



Providing Impactful Wrap-Around and Student Support Services





# ILW Role



- Wrap-around Service Coordinators
- Student Support Services Coordinators
- Wrap-around Service and Support Service Supervisors
- Grantee Partner





## Question:

*“Is there anything in particular you are hoping we cover today?”*





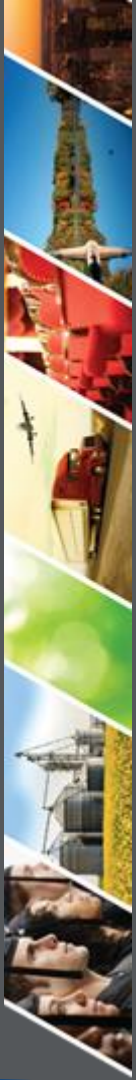
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Comments, feedback, or questions?

Email us at:

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# Section 3: Understanding Your Target Audience



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

- Articulate ILW equity focus.
- Explain the data that impacts ILW construction trades.
- Describe the ILW target audience.
- Explain how wrap-around services and student support services support ILW core values.
- List the factors that may impact pre-apprentice participants.
- Leverage brainstorming as a technique to generate new or innovative ideas.



# ILW Target Audience



- Women
- People of color
- Veterans





# Illinois Works Equity-focus



The **Illinois Works Jobs Program Act** was specifically and intentionally designed to **increase equity** and **opportunity in capital construction jobs** for underrepresented groups including people of color, women, and veterans.

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



# Data



**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.

- Data shows that the construction industry and the trades have not been accessible for diverse communities.
- Fewer than 10% of apprenticeships in the highest paid construction trades are extended to women and minorities.
- **The Illinois Works Jobs Program Act was intentionally designed to increase equity and opportunity in capital construction jobs.**

# Table 3: Demographics and the Illinois Construction Workforce



State Population	Illinois Construction and Trades	Illinois Population	U.S. Population
Women	11%	49.0%	50.5%
African American	6.3%	14.7%	13.6%
Hispanic/Latino	21.2%	18.0%	18.9%
American Indian/Native Alaskan	<1%	0.6%	1.3%
Asians	2.1%	6.1%	6.1%
Veterans	7%	4.3%	5.4%

(U.S. Bureau of Labor Statistics, 2021; U.S. Department of Veteran Affairs, 2021; U.S. Census Bureau Population Estimates, July 2021)





# Target Audience

12%

**The intent of these key programs is to expand apprenticeship opportunities, with a targeted focus on underrepresented populations.**

An expansion of apprenticeship opportunities will help boost employment and wages for more Illinois residents. It will also yield significant benefits for our economy at large since **the Illinois construction sector is projected to grow 12% in the next ten years.**





# Pay and Compensation

On average, jobs in this sector pay \$18 per hour to apprentices enrolled in DOL registered apprenticeship programs, and **\$32 per hour** to those that successfully graduate and achieve journey worker status.

Investments in job training in the construction industry also result in significant long-term economic impact for the state totaling **\$1.2 billion**.

For every dollar invested in construction job training, Illinois obtains **\$11 in social and economic returns**.





# ILW Expectations



It is an expectation that your organizations **collect data** to **identify barriers** that may impede these groups from gaining and retaining employment in construction and the trades.

Collecting appropriate data can help grantees better understand how intersecting characteristics interact, creating forms of exclusion and marginalization with respect to a range of program outcomes.



# ILW Core Values



- Overcome Barriers
- Empower for Resilience and Self-sufficiency





# Impactful Factors

- Race/ethnicity biases
- Gender biases
- Negative perceptions regarding women working in the construction or building trades
- Knowledge regarding occupational opportunities within the construction and building trade industries
- Equal access to opportunities for training
- Hostile or unwelcoming workplace environment/culture



# Question:



*“Based on your experience, what additional factors might impact the needs of your targeted audience?”*





# Activity

We will put you in small groups.

In your small groups, answer the following questions:  
Identify 2 to 3 subgroups within your pre-apprenticeship cohort.

What specific services might each of these subgroups need to be successful?

You have 10 minutes to complete the activity.

Please identify an individual to summarize your conversation and share your list of services.





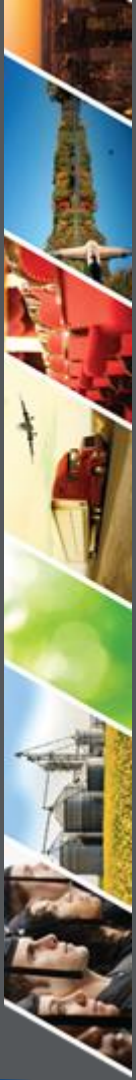
# Brainstorming





# Brainstorming Sources and Strategies





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## Section 4: Wrap-Around Services

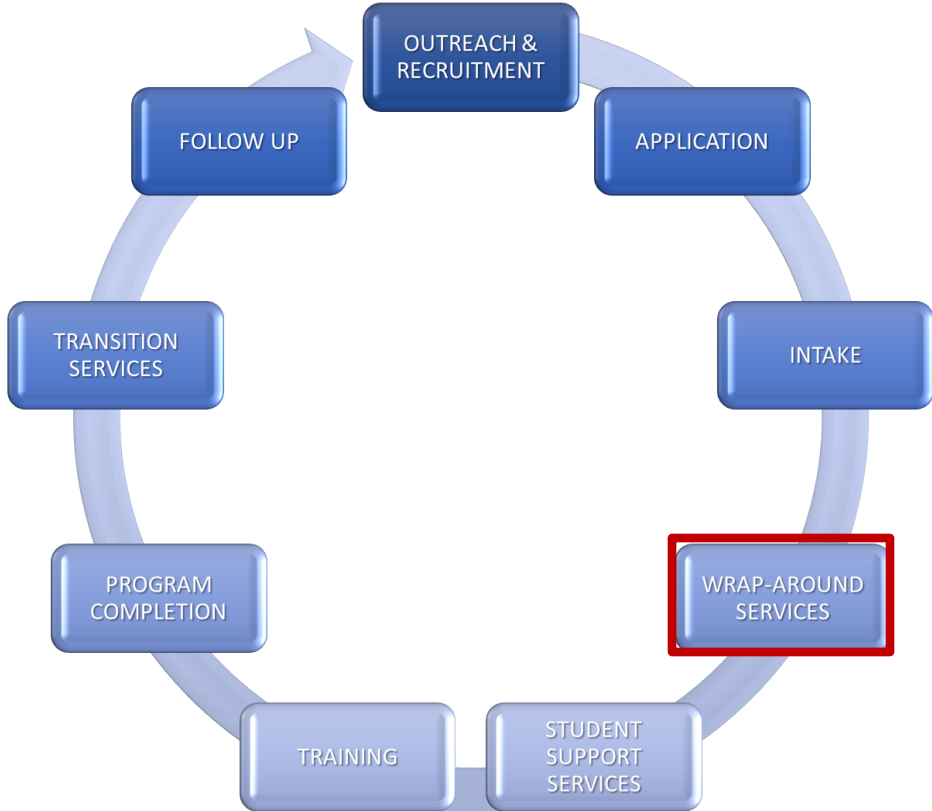


By the end of this section, you will be able to:

- Identify the location of wrap-around services on the Pre-apprentice LifeCycle.
- Articulate the goal of wrap-around services.
- Complete a wrap-around service assessment.
- Explain how the stipend is designed to support participant success.
- Respond to participant complex needs.
- Assist participants in opting-in and opting-out of wrap-around services.



# Pre-Apprentice LifeCycle





# Wrap-around Service Coordinator (WSC)





# Wrap-around Services



Wrap-around services is one of the primary tools for fulfilling the Illinois Works (ILW) core values of **overcoming barriers** and **empowering participants for resilience and self-sufficiency**.

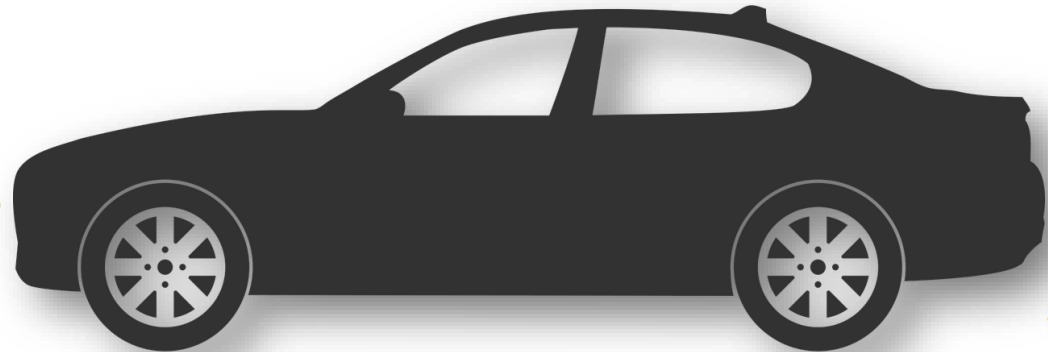
**Wrap-Around Services** is support that addresses **non-academic** needs.

These can include an array of options. Participants must opt into a wrap-around service, they cannot be assumed or imposed.





# Opening/Attention Getter



ILLINOIS 

# Question:



*“What are some things they may need to make sure they get to make it to the next location in time to receive the free car?”*





# Reality Shapes Experience



We should respect another person's perception (mental model) of the world. We are all unique and experience the world in different ways. Everyone is an individual and has his/her own special way of being.

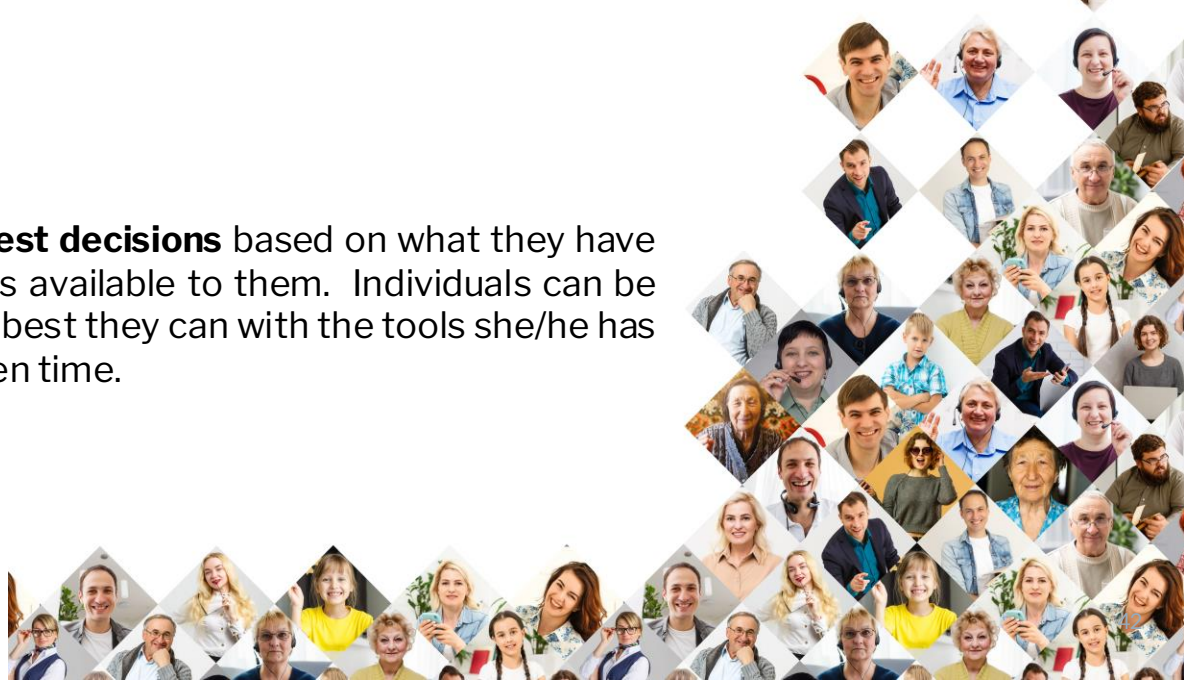
A person's reality is shaped by her/his experiences; therefore, my reality is not necessarily your reality and vice-versa.



# What Tools Are Available



People make the **best decisions** based on what they have **access** to or what is available to them. Individuals can be expected to do the best they can with the tools she/he has available at any given time.





# Wrap-Around Services Defined



Wrap-Around Services are defined as supports that address non-academic needs.

Some common services are:

- Childcare
- Mental health counseling
- Transportation





# Goal of Wrap-Around Services



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





## Question:

*“What wrap-around services are most utilized by your participants?”*





# Wrap-Around Service Assessment



- The Illinois Works Reporting System (ILWRS) Wrap-around Service Assessment must be completed with each participant as part of the intake process.
- 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.



# Wrap-Around Services



Wrap-around service may include, but not be limited to;

- Transportation costs
- Childcare/family member care
- Technology assistance for virtual learning
- Driver's education fees
- Financial literacy
- Digital literacy
- Other wrap-around support services



# Performance-Based Stipends



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





# Stipend Policies



- Grantees must provide stipends of up to \$14.50 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





# Stipends Vs. Wage



STIPEND

While stipends are framed as an hourly rate, policies that are based solely on attendance will **not** be approved.

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



# Template 12: Sample Illinois Works Performance-Based Stipend Policy



## Performance-Based Stipend Policy

The Illinois Works Pre-Apprenticeship Construction Program seeks to eliminate economic barriers commonly associated with an individual's inability to invest in skills training and work readiness. To mitigate these barriers, Illinois Works requires the use of stipend payments for all pre-apprenticeship program participants.

A stipend is a fixed regular small payment made to pre-apprenticeship individuals to encourage the participation in certain activities. Performance-based stipends should be based on attendance, academic performance, and participants reaching program milestones. Payments may be used to reward pre-apprentices who complete incremental benchmarks in their program and provide needs-based payments for costs associated with attending the pre-apprenticeship program. **The stipend is not a wage; it is intended to cover incidental costs incurred while attending the pre-apprenticeship training program.**

Stipends may be paid based on actual hours of attendance. Attendance in the activity must be documented as the basis of stipend payments. Stipends may be paid to participants for their successful participation in education or training services (except such allowances may not be provided to participants in paid activities including, work, and internships). Performance-based stipends paid based on attendance and academic performance should not exceed \$11 per training hour. Justification of need does not need to be documented in the participant's file since it is not need-based, and it is given to all participants. These payments should be paid on a weekly or bi-weekly basis based on the number of instruction hours.

Although participants are given the opportunity to make-up hours to reach required attendance per module, they are not paid a stipend for the hours missed nor are they paid the stipend once they make-up hours.

# Table 12: Participant Barrier Examples and Illinois Works' Allowable Costs to Assist in Overcoming Barriers



Examples of Barriers	Participant's Challenge	Illinois Works Allowable Costs to Assist in Overcoming Barriers
Low Income	It may be difficult for some participants to stay financially solvent during the pre-apprenticeship period. They may also need help getting started with work clothing and other start-up costs as they prepare to enter an apprenticeship.	<ul style="list-style-type: none"> <li>• Apprenticeship application fees</li> <li>• Broadband/hotspot fees</li> <li>• Laptop purchase to loan to participants</li> <li>• Financial literacy course fees or purchase of training materials</li> </ul>
Childcare/Family Member Care Needs	Disadvantaged parents are likely to face challenges in obtaining quality childcare that meet pre-apprenticeship training schedules.	<ul style="list-style-type: none"> <li>• Childcare/family member care fees</li> </ul>
No Driver's License No Reliable Transportation	Many jobs in the construction and building trades require reliable personal transportation, as travel to different job sites is typical.	<ul style="list-style-type: none"> <li>• Driver's education fees</li> <li>• Public transit fare/cards</li> <li>• Car repairs</li> <li>• Gas cards</li> <li>• Plate sticker/city sticker renewal fees</li> </ul>
Lack of Knowledge about the Construction Industry	Some participants may have concerns they will not be accepted on the job and others may be unaware of the expectations and working conditions in the construction industry.	<ul style="list-style-type: none"> <li>• Mentor/mentee training</li> <li>• Mentor planned activities</li> <li>• Expenses related to mentorship events</li> <li>• Purchase of training materials</li> </ul>



# Table 13: Other Participant Barrier and Potential Partners to Assist in Overcoming Barriers



Examples of Barriers	Participant's Challenge	Potential Partners
Physical Health	Self-reported health issues or children's health issues may limit the ability to complete training programs and obtain/maintain employment	<ul style="list-style-type: none"> <li>Local/county health center/department</li> </ul>
Substance Abuse	Trauma inflicted by systemic oppression and racial and sexual discrimination, among other social challenges, can sometimes lead to mental health and substance abuse disorders.	<ul style="list-style-type: none"> <li>Local behavioral health center</li> <li>Community mental health centers &amp; organizations</li> </ul>
Mental Health	Mental health conditions such as depression, anxiety, PTSD or others can make active participation in programming difficult due to limited energy, disruption of normal physical functioning, inability to concentrate, and more.	<ul style="list-style-type: none"> <li>Local behavioral health center &amp; organizations</li> <li>Community mental health centers &amp; organizations</li> </ul>
Domestic Violence	Women and men who experienced food or housing insecurity in the past 12 months reported a significantly higher prevalence of rape, physical violence, or stalking by an intimate partner, compared to women and men who did not experience food or housing insecurity. <sup>1</sup> When domestic violence intersects with other barriers, participants may find it more difficult to complete training programs and obtain/maintain employment.	<ul style="list-style-type: none"> <li>Domestic violence service providers</li> <li>Department of Health &amp; Human Services</li> </ul>
Housing Instability/Homelessness	Some participants may face difficulties finding permanent housing or are homeless.	<ul style="list-style-type: none"> <li>Public housing authorities</li> <li>Community action agency</li> </ul>

Public Assistance (e.g., Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP))	Some participants may fear the reduction in cash and food assistance if work related requirements are not coordinated with workforce development program, or some of them including their children may be experiencing hunger.	<ul style="list-style-type: none"> <li>Department of Health &amp; Human Services</li> <li>Community action agency</li> </ul>
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# Question:

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





# Complex Needs



Some populations may experience **specific challenges** that require support beyond ILWs' scope of services.

Because these groups may be identified as having **more complex needs** within the ILW system, they should be provided with resources and information about programs and agencies that can assist them in addressing their specific barriers.



# Question:

*“Have any of your participants presented with complex needs?  
How did your organization respond?”*



# Table 14: Barriers for Specific Groups/Populations



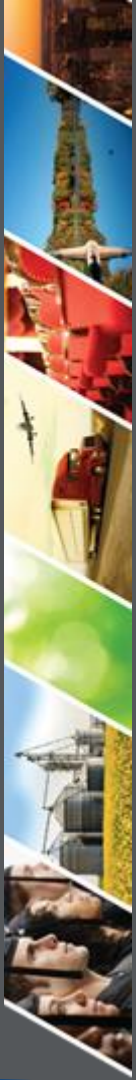
Population	Challenge for Special Population	Potential Partners
Youth (under 18 yrs. old)—this only applies to ILW programs located in high schools which received special approval to serve this population.	Homeless youth may have experienced trauma before and after becoming homeless; they may have been involved with the child welfare or juvenile system, experienced family conflict, racial disparities, and/or mental health or substance abuse disorders.	<ul style="list-style-type: none"> <li>Department of Health &amp; Human Services</li> <li>Local behavioral health center &amp; organizations</li> </ul>
Returning Citizens	When transitioning from prison, returning citizens may be unable to take advantage of resources to assist in reintegration into their communities; they may also face challenges such as social stigma, lack of job readiness, financial instability, and housing insecurities.	<ul style="list-style-type: none"> <li>Department of Health &amp; Human Services</li> <li>Public housing authorities</li> <li>Community action agency</li> </ul>
Undocumented Citizens	Undocumented citizens may face challenges such as temporary or no work authorization, no social security number, or no path to citizenship or permanent residency; they may also face negative stigma associated with their immigration status or fear of	<ul style="list-style-type: none"> <li>Illinois Coalition for Immigrant and Refugee Rights (ICIRR)</li> </ul>
	deportation.	<ul style="list-style-type: none"> <li>Department of Health &amp; Human Services</li> </ul>
Immigrants	Immigrants may experience language and cultural barriers as they learn English and adapt to a new culture.	<ul style="list-style-type: none"> <li>Department of Health &amp; Human Services</li> <li>Illinois Coalition for Immigrant and Refugee Rights (ICIRR)</li> </ul>
Veterans	As a result of experiences in combat situations, many military veterans suffer from Post-Traumatic Stress Disorder (PTSD) which can sometimes lead to homelessness and substance abuse disorders.	<ul style="list-style-type: none"> <li>Veteran's Administration</li> <li>Local Behavioral Health Center &amp; Organizations</li> </ul>





# Opting In and Out of Wrap-around Services





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# Section 5 Title: Student Support Services

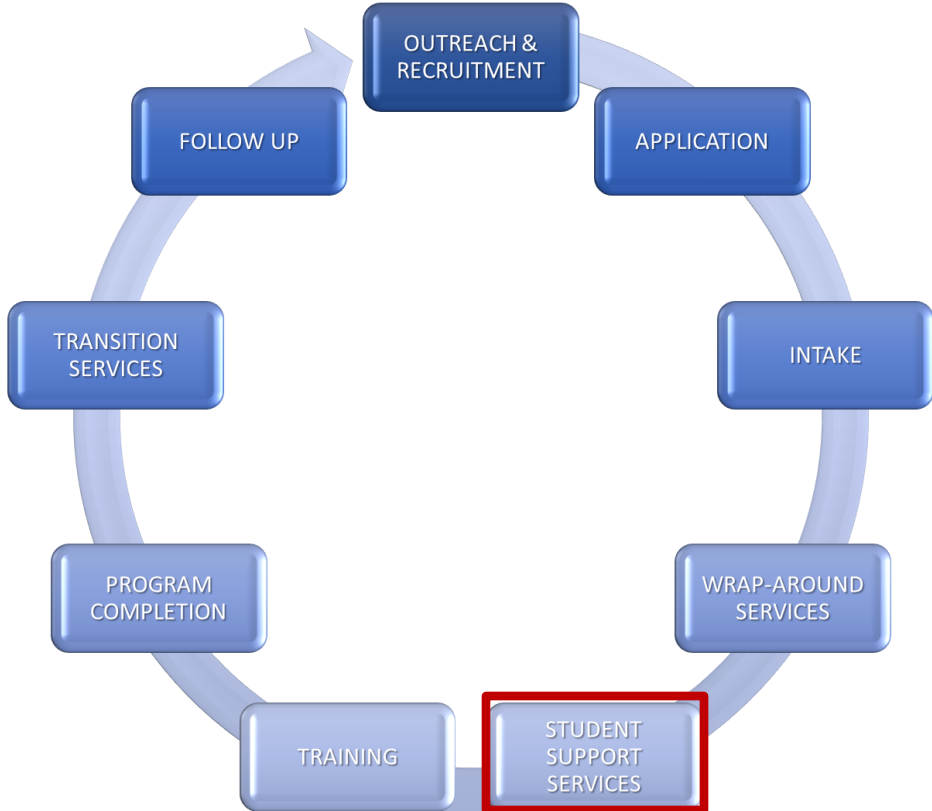


By the end of this section, you will be able to:

- Identify the location of student support services on the Pre-apprentice LifeCycle.
- Describe the role of student support services.
- Determine the necessary support for your participant population.
- Respond to student support alerts in the IWRS.
- Comply with ADA Requirements.



# Pre-Apprentice LifeCycle





# Student Support Services Coordinator (SSSC)





# Student Support Services



# Question:



*“What academic needs are your participants presenting with most?”*



# Question:



*“What student support services are your participants taking advantage of?”*



# Table 15: Academic-Focused Barriers and Services to Assist in Overcoming Barriers



Examples of Barriers	Participant's Challenge	Student Support Services
Low Levels of Literacy. Lack of Basic Math, Reading, and Computer Skills	Some participants may lack the basic math, reading, and computer skills that are prerequisite for entering apprenticeships in the construction and building trades.	<ul style="list-style-type: none"> <li>Tutoring by program instructors or partners</li> <li>Individualized Education Plan (IEP)</li> </ul>
Missed Sessions	Participants may experience extenuating circumstances which may have a direct, substantial, and negative impact on the ability to attend all required instruction sessions to meet the minimum attendance hours per module.	<ul style="list-style-type: none"> <li>Make-up session(s)</li> </ul>
Missed Post-assessment	Participants may experience extenuating circumstances which may have a direct, substantial, and negative impact on the ability to undertake or complete a post-assessment. It is a requirement that participants successfully complete all program modules to successfully graduate.	<ul style="list-style-type: none"> <li>Make-up Post-assessment</li> </ul>
Difficulty with Content Covered in Certain Modules	Participants may experience difficulties with understanding certain content covered in some of the modules and/or difficulty developing the required skills to successfully complete a module.	<ul style="list-style-type: none"> <li>Tutoring by program instructors</li> </ul>





# Tutoring Best Practices

- Tutoring should be a structured process.
- Tutors should create a plan for longer-term engagement.
- The plan should be documented and include milestones for participants.
- Resources should be provided for participants to reference outside of tutoring.
- Tutors should facilitate regular follow-up regarding the participant's progress.





# Role of Tutors



- Patience
- Positivity
- Empathy
- Confidentiality
- Technical knowledge
- Active listening
- Communication
- Leadership
- Problem-solving
- Time management





# Student Support Alerts and Tracking

Student support is provided when a participant demonstrates a need either through absences or missed / failed exams.



- Attendance
- Assessment Scores





# Identifying & Removing Red Flags



- Academic Need
- Non-Academic Need






# Triggering Student Support



# Template 14: Sample Extenuating Circumstances Policy for Make-Up Post-Assessments and Sessions



 [Insert Grantee Logo]

## Sample Extenuating Circumstances Policy for Make-Up Post-assessments and Sessions

### What are Extenuating circumstances (EC)?

Extenuating circumstances (EC) are circumstances that are unavoidable, unexpected and beyond a participant's control. It may have a direct, substantial, and negative impact on the ability to undertake or complete an exam or attend a scheduled instruction session. Extenuating circumstances are usually health-related or serious personal or family situations such as a serious illness or the death of a close relative.

### What may be accepted as EC?

The basic principle of EC is "beyond the control of participant". Reasons such as minor illness, family event, travel plan, employment responsibility, or transportation difficulty will not normally be accepted. Some examples that may be accepted:

- Acute illness or injury on the day of or during the examination, including COVID-19
- The death or serious illness of a close family member or dependent
- Suddenly worsening of a long-term health condition
- Extended illness or injury that lasts for more than five days that is serious enough to stop you from studying, writing, or revising
- Serious personal injury
- Being the victim of a serious crime
- Unavoidable and/or unforeseen transport difficulties (e.g., through natural disaster)
- Court attendance/jury service
- Jury service where deferral has been refused by the court

Examples that are unlikely to be accepted:

- Any reasons submitted without supporting evidence
- Mistaking the date/time/location of the examination
- Routine employment commitments
- Transport difficulties, foreseeable or planned travel disruption

Expected due date (candidates who are pregnant can seek special arrangements by submitting a request to the instructor)





[Insert Grantee Logo]

## Sample Make-Up Sessions and Post-Assessment Policy

To instill good habits that are needed in the construction and building trades, Illinois Works has a firm attendance policy. Class participation is vital to developing the knowledge, skills, and attitudes essential for success as an apprentice. Attendance will be excused for the situations outlined in the **Excusing Attendance Policy for Make-Up Exams and Sessions**, but participants are still required to attend at least 80% of a module's instructional hours (along with obtaining at least a 70% score on the module's post-assessment) in order to successfully complete the module.

**Make up of time and of tests will be scheduled and coordinated by the program's Academic Success Specialist in partnership with program instructors and other instructional staff.**

### Missed Instruction Sessions

Participants must make up missed class(es) when the instructor and the academic success staff schedule a make-up time session. Ideally missed time, is made up no later than two weeks after a module has ended. If missed class time is not made up before the scheduled term has ended, the participant will not receive a completion certificate until the obligation is met. Excessive absences and failure to meet make-up deadlines will lead to disciplinary action, which could result in dismissal from the program.

### Missed Post-assessments

Participants must make up missed exams when the instructor and the academic success staff schedule a make-up exam session. Ideally missed exams are made up no later than two weeks after a module has ended. If missed exams are made up before the scheduled term has ended, the participant will not receive a completion certificate until the obligation is met. Failure to meet make-up exam deadlines will lead to disciplinary action, which could result in dismissal from the program.

### Failed Post-assessments

Participants must retake failed exams when the instructor and the academic success staff schedule a make-up/retake exam session. Ideally failed exams are retaken no later than two weeks after a module has ended. If failed exams are not retaken before the scheduled term has ended, the participant will not receive a completion certificate until the obligation is met. Failure to meet retake deadlines will lead to disciplinary action, which could result in dismissal from the program.

### Excessive Absenteeism and Missed Post-assessments

Participants that display a pattern of excessive absenteeism and/or continually miss exams need to meet with the Academic Success Specialist who will first understand their situation and offer, in partnership with instructors and other program staff, support and opportunities for correction. If the patterns continue or worsen, the Academic Success Specialist will meet with the participant:

Inform them about the consequences of not attending and if not made, participants can be dismissed from the program. If a second warning about potential dismissal from the program is issued, the participant will be notified of the procedures, in partnership with the program director, and the participant will be notified of the consequences of being dismissed from the program.

Written warnings given to participants must also be filed in the participant's file.

and requirements are in place to maintain the learning environment and room interactions.

During training sessions, participants are required to obtain clearance with current health and safety guidelines.

Participants who are sick.

Health directives for isolation or quarantine.

Classrooms and work areas if students wish to wipe down.

-19

In the event of COVID-19 illness, isolation, or quarantine, they will be required to make arrangements to make up missed work. Participants will be notified of the consequences of missing assignments and exams. In most cases, the make-up should be made up within one week after the isolation.

# Question:



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



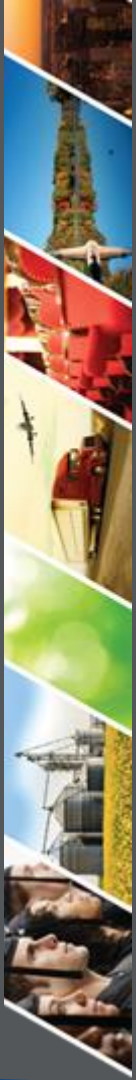
# ADA Requirements

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





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# Section 6: Building Rapport and Connections



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

- Explain the importance of rapport building with participants.
- Employ rapport building best practices.
- Practice active listening.
- Cultivate relationships with participants.
- Explain the impact of Maslow's Hierarchy of Needs.
- Describe the role of intrinsic motivation.



# Impact of Rapport Building





# Activity



We will put you in small groups.

In your small groups, create assessment questions using the sample content and objectives.

You have 10 minutes to complete the activity.

Be prepared to summarize your group conversation.



# Building Rapport with Participants



# Question:

*“What specific techniques do you/will you use to build rapport with your program participants?”*





# Rapport Building Best Practices

- Remember Participant Names
- Be Prepared for Participant Interactions
- Find Common Experiences or Opinions
- Actively Listen
- Be Aware of Body Language





# Active Listening





# Cultivating Relationships



# Maslow's Hierarchy of Needs



# Question:



*“What categories of these five are your participants often lacking?”*





# Addressing Basic Needs





# Intrinsic Vs. Extrinsic Motivation



# Question:

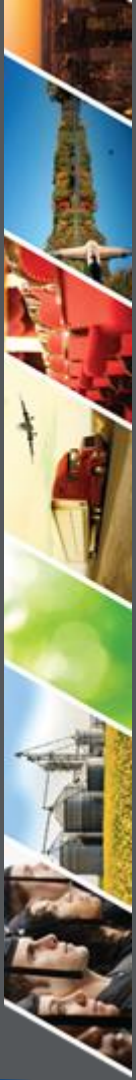
*“What might be some intrinsic motivators for your pre-apprenticeship program participants?”*



# Question:

*“What extrinsic motivators does your program offer?”*





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# Section 7: Developing Partnerships



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

- Describe the role of partnerships.
- List potential partners.
- Explain how an MOU formalizes a partnership.



# Considering Partnerships

Partnerships allow you to comprehensively respond to wrap-around services and student support services.





# Partnerships



- Local Workforce Areas
- Local and regional Apprenticeship Navigators
- Intermediaries focused on construction
- Building trades
- Union groups
- Community colleges
- Employers
- Employer associations
- Community-based organizations
- Secondary schools





# Formal Partnerships

**Formal partnerships** are typically formed with other organizations through a **Memorandum of Understanding** or other written agreement.



# Question:



*“What partnerships have you established?”*

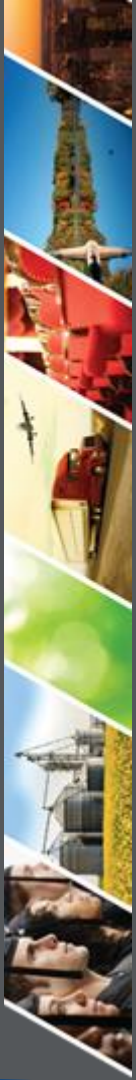


# Question:



*“What additional partnerships might add value for your participants?”*





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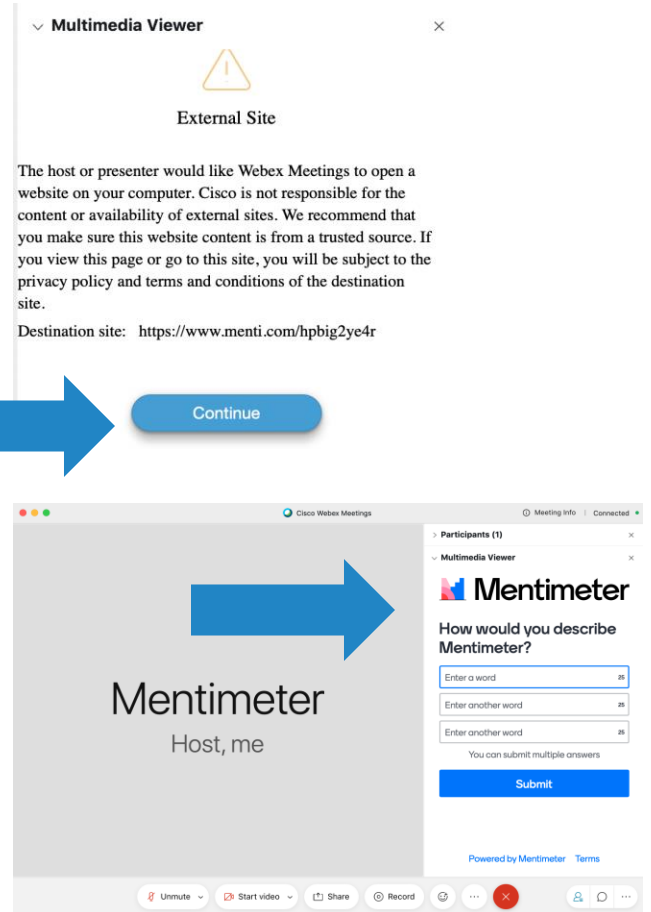
# Feedback ~ We want to hear from you





# Mentimeter

- ▶ On the right-hand of your Webex screen click the blue **Continue** button.
- ▶ Once you click the button the Mentimeter app will show in the Multimedia viewer.



The screenshot shows a Webex meeting window with a 'Multimedia Viewer' panel on the right. The viewer displays a warning icon and the text 'External Site'. Below this, it states: 'The host or presenter would like Webex Meetings to open a website on your computer. Cisco is not responsible for the content or availability of external sites. We recommend that you make sure this website content is from a trusted source. If you view this page or go to this site, you will be subject to the privacy policy and terms and conditions of the destination site.' The destination site is listed as 'https://www.menti.com/hpbig2ye4r'. A blue 'Continue' button is visible. In the background, the main meeting window shows the Mentimeter app interface with the text 'Mentimeter Host, me' and a poll question: 'How would you describe Mentimeter?'. The poll has three input fields and a 'Submit' button.

# Thank You!



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

