



Illinois
Department of Commerce
& Economic Opportunity

Department of Commerce & Economic Opportunity (DCEO)

Illinois Works Jobs Program

Meeting Starts In: **10:00**



ILLINOIS WORKS
Pre-Apprenticeship Program





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Illinois Works Pre-Apprenticeship Program

Community of Practice Instructor Meeting
June 18, 2026



ILLINOIS WORKS
Pre-Apprenticeship Program







Agenda



- Welcome
- Your Community of Practice
- High Quality Instruction
- Impact of Instructors





Module 1: Getting Started



By the end of this section, you will:

- Get to know each other
- Review summary of Illinois Works
- Know how to use WebEx
- Review the benefits of a Community of Practice
- Determine the mandatory Community meetings and Absorb Learning Management System



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WebEx Tutorial



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12:40

Layout

Feature Planning Meeting
Host: Clarissa Smith
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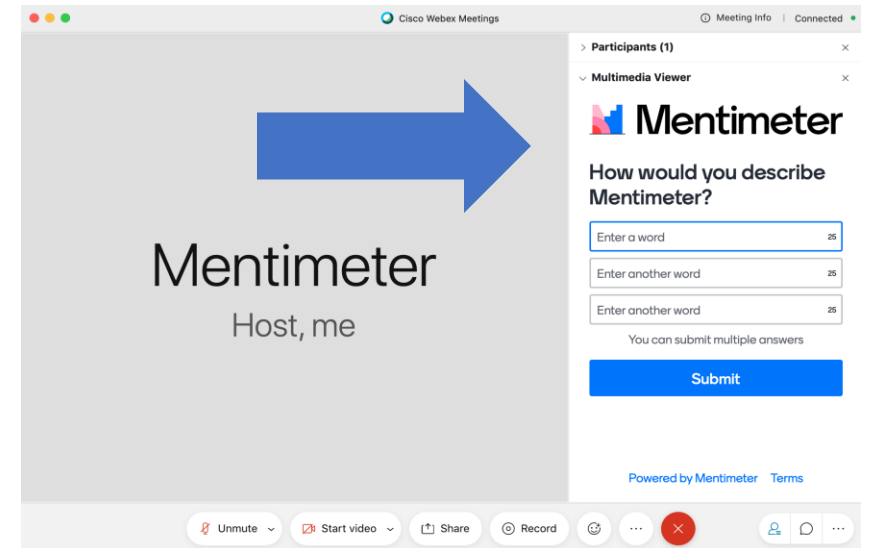


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In Mentimeter share:

- Your Name
- Organization/Agency
- Which courses/programs do you lead for ILWPP?





Benefits of a Communities of Practice (CoP)

- Learn from each other
- Solve practical challenges
- Learn best practices for instructor effectiveness
- Expand professional network
- Build community
- Access resources
- Contribute to others



In Chat:

Indicate which benefits interest you most.



Your Community Activities



- Attend quarterly meetings



- Engage in Absorb Learning Management System

This CoP is a requirement for Instructors.



Mandatory Quarterly Meetings Schedule



2026 Instructor Communities of Practice Schedule*:

- Quarter 2 - June 18, 2026
- Quarter 3 - August, 2026
- Quarter 4 - November, 2026

****You may register for these webinars on the Partner Guide.. Actual dates will be determined at a later time.***



Module 2: Community of Practice

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

- Define high-quality instruction in IL Works
- Align instruction to curriculum and outcomes
- Apply engagement strategies
- Identify common challenges and best practices





What is High-Quality Instruction?



- Clear structure and expectations
- Balance of classroom and hands-on learning
- Active engagement
- Real-world application
- Continuous feedback





IL Works Instructional Expectations



- Work-based learning
- Tutoring and support
- Documentation and compliance

Objectives			
1. Prepare students to successfully enter a DOL-registered apprenticeship program of their choice			
2. Provide students with industry-recognized credentials			
Instructional Hours	183	Delivery Format	Face-to-face, online (synchronous), hands-on laboratory, work-based learning/worksite
Logistics			
Option 1: attend three days a week, 4 hours per day, 12 hours per week for 14 weeks			
Option 2: attend four days a week, 4 hours per day, 16 hours a week for 10.5 weeks			
Option 3: Other			
Pre-requisites			
HS/GED/HiSET diploma or transcript; interest in construction and the trades up to becoming a journeyman; Illinois resident; minimum 18 years of age (high school programs exceptions), and ability to pass a drug test.			
Industry Recognized Certifications/Credentials			
NCCER Core Curriculum Certification			
OSHA 10-Hour Construction			
Certification First Aid/CPR Certification			



IL Works Instructional Expectations



- TradesFutures MC3/NCCER/ICCB /other construction curriculum approved by ILWPP
- OSHA 10-Hour Construction
- First Aid/CPR

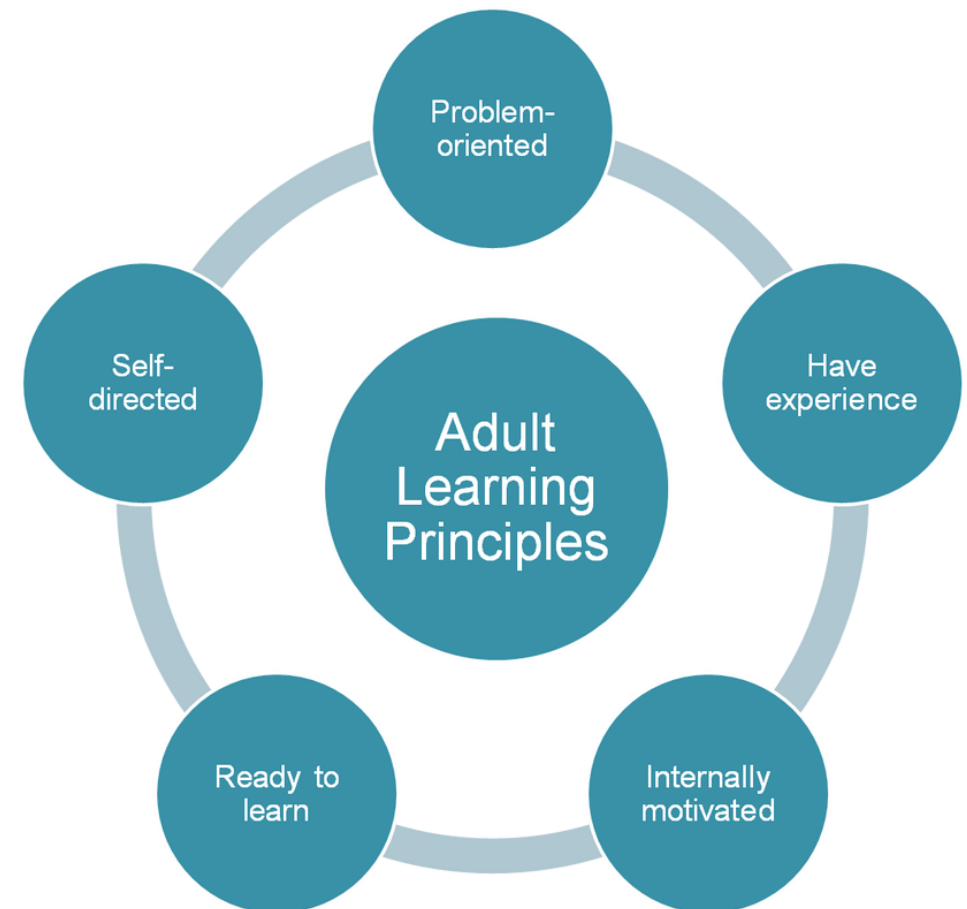
Program Modules		
Delivery Format	Module Name	Number of Hours
Face-to-Face	ILW Orientation	4
Face-to-Face	Module 100 - Introduction to Construction and Its Trades	4
Face-to-Face	Module 101 - Basic Safety	3
Face-to-Face	OSHA-10 Hour Construction Certification	12
Face-to-Face	First Aid/CPR Certification	6
Face-to-Face	Module 102 - Introduction to Construction Math	10
Face-to-Face	Supplemental Construction Math	30
Face-to-Face	Module 103 – Introduction to Hand Tools	12
Face-to-Face	Module 104 – Introduction to Power Tools	12
Face-to-Face	Module 105 – Introduction to Construction Drawings	12
Face-to-Face	Module 106 - Introduction to Basic Rigging	10
Face-to-Face	Module 107 – Basic Communication Skills	8
Face-to-Face	Module 108 – Basic Employability Skills (Part I)	8
Face-to-Face	Harassment Prevention	4
Face-to-Face	Diversity & Inclusion in Construction	4
Face-to-Face	Employability Skills (Part II)	16
Face-to-Face	Module 109 – Introduction to Materials Handling	8
Face-to-Face	Test Taking Skills	4
Face-to-Face	Work-based Learning/Worksite	16
	Total Hours	183



Adult Learning Principles



- Relevance and application
- Experience-based learning
- Problem-centered
- Immediate usefulness





Experiential Learning



- Learn by doing
- Simulations and practice
- Job-site readiness
- Feedback loops





Common Early Challenges & Engagement Strategies



✘ Low engagement

✘ Mixed skill levels

✘ Attendance issues

✘ Lack of structure

Strong opening

Interactive activities

Clear expectations

Frequent check-ins



Peer Discussion



- What do you anticipate to be your biggest challenge?

- Where do you expect learners to struggle?

- What has worked well in the past?



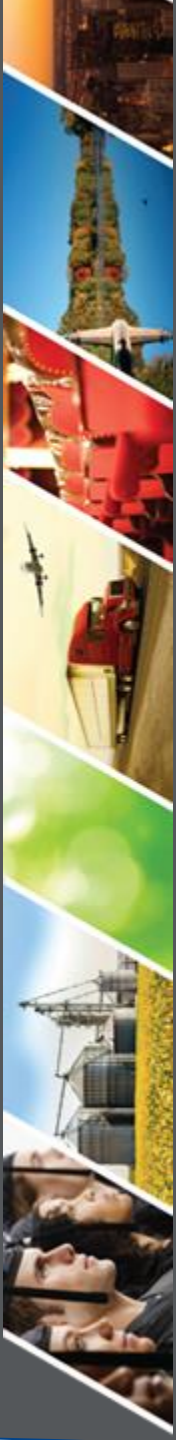


Commitment to Action



One thing you will implement in your first/next session





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Module 3: Impact of Instructors

By the end of this section, you will enhance your ability to:

- Identify appropriate data for compliance data pulls
- Interpret the attendance policy for Illinois Works Pre-Apprenticeship Program
- Describe accurate data on participant certifications/cards
- Identify appropriate individual(s) for data entry into IWRS





Impact on Compliance



- Monthly Compliance
- Grant Manager's Ratings
- Completion Verification






Impact on Attendance Forms

- Use a separate Roster for each training module approved to be delivered in your curriculum.
- Participant's legal names must be pre-printed, alphabetically by last name, before instruction begins.
- Participants are required to sign the Roster, acknowledging their attendance to the module.
- The instructor is responsible for entering the daily training hours for each participant no later than the end of each training day, recorded in increments of 15 minutes, and documenting any shortfalls in attendance per the ILW guidance.



Template 21: Sample Illinois Works Attendance Roster


Sample Illinois Works Attendance Roster

ORGANIZATION _____ INSTRUCTOR NAME _____ TRAINING DATES _____

ORGANIZATION	TRAINING DATES	To	To		
INSTRUCTOR NAME	TRAINING TIME				
INSTRUCTOR'S ORG.	COHORT #			MODULE DATES	
MODULE NAME	MODULE #			MODULE HOURS	

Use a separate Roster for each training module approved to be delivered in your curriculum. Participants' legal names must be pre-printed, alphabetically by last name, before instruction begins. Participants are required to sign the roster, acknowledging their attendance to the module. The instructor is responsible for entering the daily training hours for each participant no later than the end of each training day, recorded in increments of 15 minutes, and documenting any shortfalls in attendance per the ILW guidance.

	Participant Signature	Attendance Notes	Training Dates		Total
			Training Hours		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

INSTRUCTOR NOTES

I certify that the students listed on this attendance roster attended training for the time indicated above. _____ Instructor's Signature _____ Date

On behalf of _____, I confirm the accuracy of this attendance roster. _____ Program Manager/Administrator's Signature _____ Date





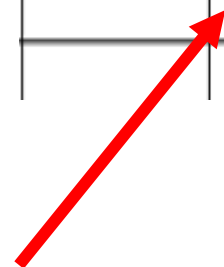
Impact on Attendance Forms

ORGANIZATION	→	TRAINING DATES	To
INSTRUCTOR NAME	→	TRAINING TIME	To
INSTRUCTOR'S ORG.		COHORT #	MODULE DATES
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	Training Dates																			
	Training Hours																			Total
Participant Signature	Attendance Notes																			





Impact on Attendance Forms



- All attendance sheets **MUST** be signed and dated by the instructor to verify data in IWRS.
- Identification of Grantee Organization and signature of Program Manager/Administrator (with) date **MUST** be executed.



I certify that the students listed on this attendance roster attended training for the time indicated above.

Instructor's Signature

Date

On behalf of _____, I confirm the accuracy of this attendance roster.

Grantee Organization

Program Manager/Administrator's Signature

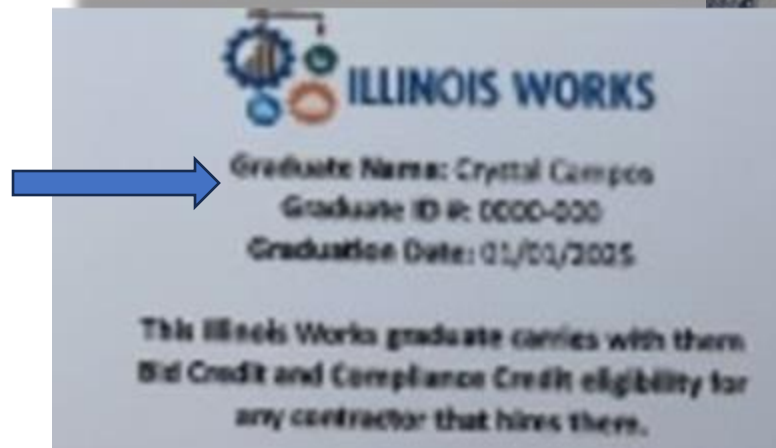
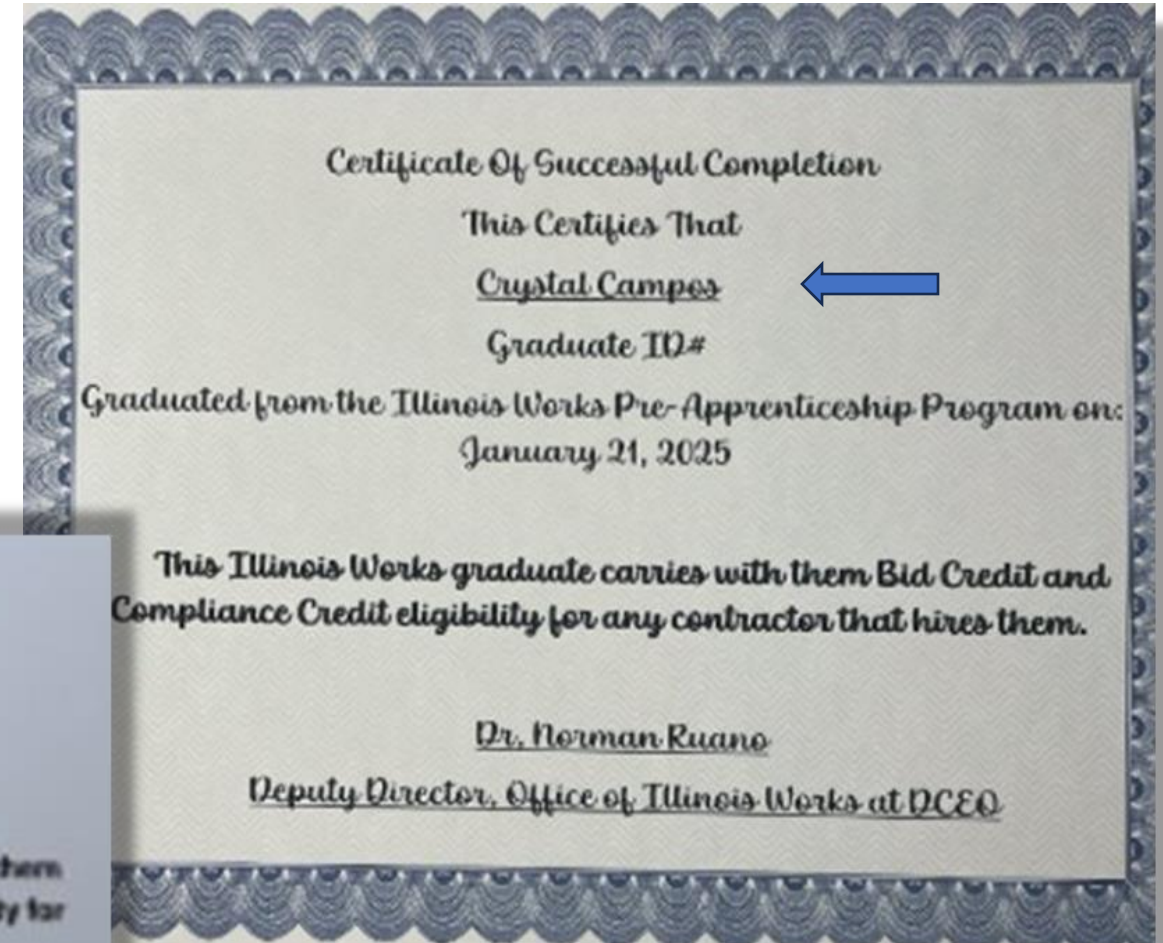
Date





Impact on Certifications

- Appropriate Spelling of Names
- Use accurate surname
- Use accurate data on the official completion card





Impact on IWRS

- Incomplete Attendance Rosters can generate red flags that prevent grantees from receiving reimbursement for each participant without proper verification.
- Unverified data prolongs grantees from timely reimbursement.
- Continued delays in verifications could place the program in jeopardy and a forced action plan.





Access to IWRS

- Instructors may have access to IWRS.
- Anyone entering data in IWRS must have formal IWRS training.
- IWRS Training Webinars are in the ILW Partner Guide.
- If the instructor does not have access to enter data in IWRS, then he/she will need to provide accurate documentation for the Data Entry Coordinator or assigned staff.



Question:



“Who is your Data Entry Coordinator?”



Put your answer in the chat.



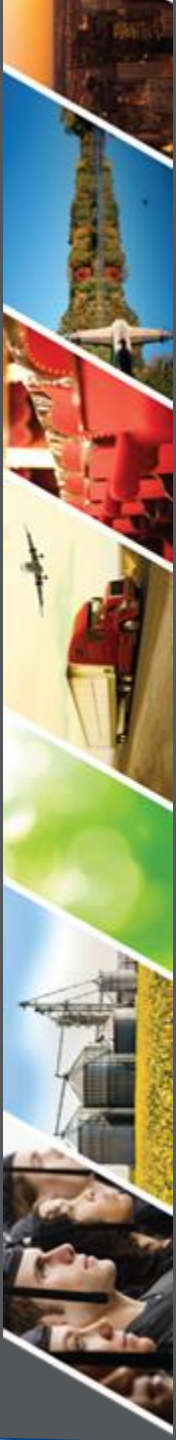
Examples of Impact



- An instructor completed the training and went on vacation before the data was uploaded into IWRS. There was no communication with the grantee on the status of the completions. As a result, the grantee was unable to upload the appropriate data into the system before the Compliance Pull date. Therefore, none of the completion data was verified?
- Given this is a performance-based grant, what impact of not inputting the data into IWRS before the instructor went on vacation have on the participants and the grantee organization?

In Chat:

Write your response to this scenario in the chat for discussion?



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Closing



- Thank you
- Next session: Engagement & Retention

Thank You!



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