Illinois Department of Commerce & Economic Opportunity

ILLINOIS WORKS

Department of Commerce & Economic Opportunity (DCEO)

2026 Grantee Manual

Illinois Works Pre-Apprenticeship Program

January, 2026

ILLINOIS WORKS Pre-Apprenticeship Program

Table of Contents

Section 1: Introduction to Illinois Works 6

- Department of Commerce & Economic Opportunity
- Overview of Illinois Works
- Benefits of Apprenticeship Programs
- Innovative Workforce Development Model
- Three Key Programs
  - Illinois Works Apprenticeship Initiative
  - Illinois Works Pre-Apprenticeship Program
  - Illinois Works Bid Credit Program
- Illinois Works Pre-Apprenticeship Program Design
  - Program Goal
  - Program Description
  - Nationally Recognized Pre-Apprenticeship Program Design Elements
  - Program Requirements
- Definitions
- Additional Information, Links, and Documents

Section 2: Program Culture 35

- Program Culture
- Program Core Values
- Tools to Measure Core Values
- Illinois Works Equity-focus
  - What We Know
  - Illinois Works Equity Goals
  - Why This is Important
- Diversity, Inclusion, Belonging, and Equity (DIBE)
  - Diversity
  - Inclusion
  - Belonging
  - Equity
- Legal Implications
  - COVID-19 Legal Implications
- Equity-focused Training
- Program Culture and the Pre-apprentice LifeCycle
- Additional Information, Links, and Documents

Section 3: Staff Roles, Partner and Provider Relationships, and Leveraged Resources ... 57
Staff Roles
Administration Onboarding
Program Partnerships and Provider Relationships
Role Definitions
Partner and Provider Requirements
Tracking Partner Engagement in the Illinois Works Reporting System (IWRS)
Leveraged Resources
Additional Information, Links, and Documents

Section 4: Outreach and Recruitment 66
Outreach and Recruitment
Effective Outreach and Recruitment
Tracking Participant Outreach and Recruitment
Participant Leads
Pre-screen Assessment
Outreach and Recruitment Tools
Outreach and Recruitment Methods
Additional Information, Links, and Documents

Section 5: Program Application and Intake 79
Application Process
Eligibility Requirements
Program Application
Referral Sheet
Standardized Interview
Enrollment Decisions
Cohort Structure
Administrative Withdrawal
Participant Skimming
Drug Testing
Intake
Building Rapport with Participants
Assessing Participant Needs for Wrap-Around Services
Additional Information, Links, and Documents

Section 6: Participant Wrap-Around Services and Student Support Services 92
Wrap-Around Services
Wrap-Around Service Assessment
Supporting Participants with Complex Needs
Performance-Based Stipends
Additional Considerations for ILWPP Stipends
Student Support Services
Providing Student Support Services
Tracking Supportive Services in the Illinois Works Reporting System

ADA Requirements
Additional Information, Links, and Documents

Section 7: Training, Instruction, and Certifications 110
Why Training?
Staying in Scope
Orientation
Orientation Agenda
Orientation Career Assessment
Commitment Agreement
Illinois Works Pre-Apprenticeship Curriculum
Curriculum Requirements
ILWPP Approved Nationally Recognized Construction Certifications
Additional Certifications, Training Requirements, and Considerations
Employability Skills
Additional Content Considerations
Training Modalities
Worksite Personal Protective Equipment (PPE)
Tools
Core Toolbox
Instructional Planning
Curriculum Approval
Alternate Curriculum
Tracking Training Services in IWRS
Evaluating Instruction
Kirkpatrick Model for Training Evaluation
Additional Information, Links, and Documents

Section 8: Program Completion, Transition Services, and Follow Up 147
Program Completion
Participant Satisfaction Survey
Transition Services
Pre-transition Career Assessment
Transition Plan
Career Services and Transitions
Illinois Works Bid Credit Program
Transition Staff
Expected Outcomes and Deliverables
Follow Up
ILWPP Identification of Transitions
Long-term Follow-up
Additional Information, Links, and Documents

Section 9: Professional Development and Technical Assistance 163
Grantee Training and Professional Development Expectations
Illinois Works Professional Development Offerings
Onboarding
Webinar Sessions
Community of Practice (CoP)
Program Coaching
Technical Assistance
Toolbox Tuesdays
Regional Meeting
ILWPP Annual Conference
Grantee Internal Professional Development
Linguistic and Cultural Skills in Professional Development
Additional Information, Links, and Documents

Section 10: Grantee's Data Management 185
Why Is Data Important?
Data Management Process
Data Collection
Data Entry
Quality Control
Accurate Reporting
IWRS Participant Status Definitions
ILWPP Close Out Process
Additional Information, Links, and Documents

Section 11: Finances, Records, and Reports 196
Recordkeeping vs. Reporting
Participant Records and Files
Participant File Organization and Maintenance
Other Illinois Works Reporting
Grant Accountability and Transparency Act (GATA) Requirements
GATA Standardized Reports
The Appropriate Use of Funds
Advances
Allowable Costs
Budget Modifications
Procurement Policy
Performance-Based Payment Model
Funding Benchmarks and Funding Formula
Determining the Monthly Reimbursement Maximum
Fund Disbursement

Performance-based Payment Appeal
Additional Information, Links, and Documents

Section 12: Using Data for Program Management and Continuous Improvement 213
Illinois Works' Continuous Program Improvement Model
Program Performance and Measuring Outcomes
Benchmark Performance Outcomes Against Program Goals
Brainstorming Strategies for Improvement
Implement New Strategies and a Program Improvement Plan
Program Evaluation
Longitudinal Study
Role of Grantee
Additional Information, Links, and Documents

Section 13: Programmatic Monitoring 224
Program Monitoring
Compliance Review
Monthly Compliance Review
Verification Process
Employment Verification Form
Participants Enrolled in Multiple ILW Pre-Apprenticeship Programs
Communicating Compliance Ratings and Findings
Grantee Renewal Process
Carryover Credit
Carryover Credit Timeline
Carryover Credit Administrative Extension
Progressive Corrective Action
Quarterly Administrator Meetings
Additional Information, Links, and Documents

Section 14: Audit Requirements 240
Audit Requirements
Audit Types
Audit Requirements
Audit Reporting Documentation
Audit Submission Deadline
Additional Information, Links, and Documents

References 244

Appendix 249

Section 1: Introduction to Illinois Works

Section Overview

By the end of Section 1, you will be able to:

- Articulate the mission of the **Department of Commerce & Economic Opportunity** (DCEO).
- Explain how the **Illinois Works Jobs Program Act** supports the Governor's 5-year economic plan.
- Describe the **benefits** of apprenticeship programs.
- List the three **key** Illinois Works Programs that together create a unique and innovative three-prong workforce development model.
- Describe each of the **DCEO Office of Illinois Works Programs: Apprenticeship Initiative, Pre-Apprenticeship Program, and the Bid Credit Program.**
- Recognize each of the program's **design elements** and **requirements**.
- Reference fundamental program **definitions**.

Department of Commerce & Economic Opportunity

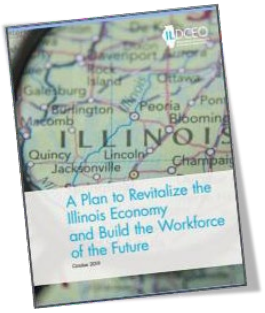
The Department of Commerce & Economic Opportunity's (DCEO) mission is to support and maintain a climate that enables a strong economy by keeping, attracting, and growing businesses, maintaining a skilled workforce, and enhancing communities so that the climate in Illinois is one in which businesses both small and large, as well as their workers, can succeed to the greatest extent possible.

DCEO delivers impactful and efficient programs and services through its various offices, including the **Office of Illinois Works.**

Overview of Illinois Works

The Illinois Works Jobs Program Act was created as a result of Governor Pritzker's historic $45 billion capital plan, Rebuild Illinois, and his commitment to expanding equity in Illinois' construction workforce.

The Illinois General Assembly passed the Illinois Works Jobs Program Act (30 ILCS 559/) on June 28, 2019. This state law also appropriated funds for the implementation of the various Illinois Works programs.



The **Illinois Works Jobs Program Act** is a statewide initiative to ensure that all Illinois residents have access to state capital projects and careers, including in the construction industry and building trades. The goal is to provide contracting and employment opportunities to historically underrepresented populations including women, people of color, and veterans.

Unfortunately, diverse populations have not been adequately represented in the construction industry and the building trades. Data shows that the construction industry and the best paid building trades have fewer than 10% of apprenticeships extended to women and people of color. With the new Rebuild Illinois capital funding set to pave the way for tens of thousands of jobs over the next decade, **Illinois Works (ILW)** was intentionally designed to increase equity and opportunity in capital construction projects.

This is a top priority of the Governor's **Five-Year Economic Growth Plan**! The intention is to reinvigorate for the future the construction workforce in Illinois. This initiative will create opportunities for Illinois businesses, communities, families, and residents.

Benefits of Apprenticeship Programs

ILW is designed to expand apprenticeship opportunities for underrepresented populations across the state of Illinois.

- Apprentices earn while they learn. They learn a skilled trade while earning a wage with a sense of job security.
- Apprenticeships often serve as an entry point into a career that would otherwise be closed due to an individual's lack of relevant experience.
- Serving in an apprenticeship provides a lifetime skill and a comprehensive knowledge of the trade.
- Apprenticeship training enhances economic security, since graduate apprentices are often promoted to supervisory positions.
- The skills apprentices learn are transferable from one employer to another and generally from one area of the country to another.

- ∉ Traditionally, student loans are not associated with these programs. As a result, participants receive training and complete their programs debt-free.

An expansion of apprenticeship opportunities will help **boost employment and wages** for more Illinois residents and yield significant benefits for our economy at large. Construction and building trade occupations, job summaries, and 2021 median wage data are displayed in the table below.

Table 1: Construction and Building Trade Occupations, Job Summary and 2021 Median Pay

Occupation	Job Summary	2021 Median Pay
Boilermakers	Boilermakers assemble, install, maintain, and repair boilers, closed vats and other large vessels or containers that hold liquids and gases.	$64,290
Carpenters	Carpenters construct, repair, and install building frameworks and structures made from wood and other materials.	$48,260
Construction Equipment Operators	Construction equipment operators drive, maneuver, or control the heavy machinery used to construct roads, buildings, and other structures.	$48,290
Construction Laborers and Helpers	Construction laborers and helpers perform many tasks that require physical labor on construction sites.	$37,520
Construction and Building Inspectors	Construction and building inspectors ensure that construction meets building codes and ordinances, zoning regulations, and contract specifications.	$61,640
Construction Equipment Operators	Construction equipment operators drive, maneuver, or control the heavy machinery used to construct roads, buildings, and other structures.	$48,290
Drywall Installers, Ceiling Tile Installers, and Tapers	Drywall and ceiling tile installers hang wallboard and install ceiling tiles inside buildings. Tapers prepare the wallboard for painting.	$48,350
Electricians	Electricians install, maintain, and repair electrical power, communications, lighting, and control systems.	$60,040

Elevator and Escalator Installer and Repairers	Elevator and escalator installers and repairers install, maintain, and fix elevators, escalators, moving walkways, and other lifts.	$97,860
Flooring Installers and Title and Stone Setters	Flooring installers and tile and stone setters lay and finish carpet, wood, vinyl, tile, and other materials.	$47,310
Glaziers	Glaziers install glass in windows, skylights, and other fixtures in buildings.	$47,180
Ironworkers	Ironworkers install structural and reinforcing iron and steel to form and support buildings, bridges, and roads.	$57,160
Masonry Workers	Masonry workers use bricks, concrete and concrete blocks, and natural and manmade stones to build structures.	$48,040
Painters, Construction and Maintenance	Painters apply paint, stain, and coatings to walls and ceilings, buildings, large machinery and equipment, and bridges and other structures.	$45,590
Plumbers, Pipefitters, and Steamfitters	Plumbers, pipefitters, and steamfitters install and repair piping fixtures and systems.	$59,880
Roofers	Roofers replace, repair, and install the roofs of buildings.	$47,110
Sheet Metal Workers	Sheet metal workers fabricate or install products that are made using thin metal sheets.	$53,440

(U.S. Bureau of Labor Statistics, 2022)

According to the Illinois Department of Employment Security:

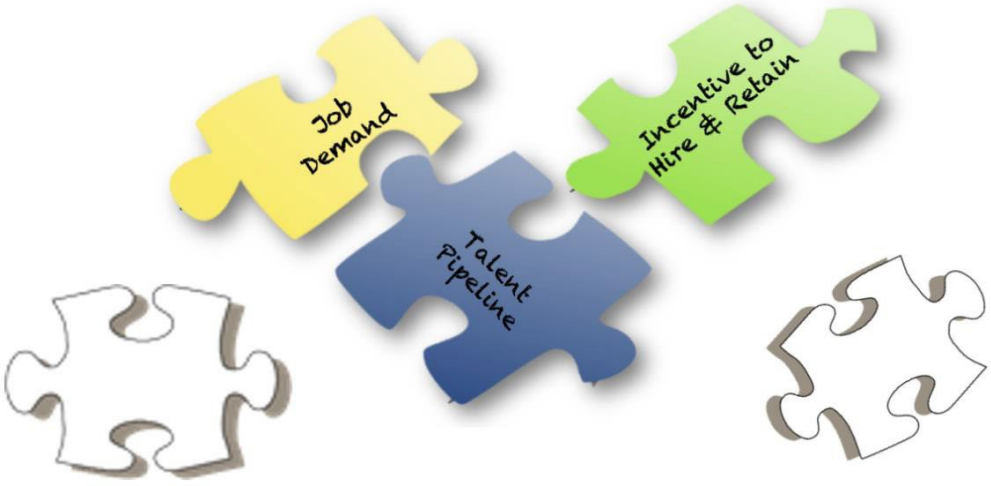
- The construction sector is projected to grow 12% over the next ten years.
- On average, jobs in this sector pay $18 per hour to apprentices enrolled in Department of Labor (DOL) registered apprenticeship programs, and $32 per hour to those that successfully graduate and achieve journey worker status.
- The construction industry and the building trades provide a comprehensive fringe benefit package including health insurance and pension programs, among others.

As a result of the expected growth in demand stemming from capital investments resulting from Rebuild Illinois and the accelerating retirements of the baby boomer generation, ILW, through successfully partnering with community stakeholders, will achieve the following goals:

- Provide a career pathway for members of historically underrepresented communities.
- Provide eligible apprentices with the skills for lifelong job security.
- Promote construction as a viable job industry for women, people of color, and veterans.
- Provide the construction industry with a consistent skilled workforce for generations to come.
- Create new partnerships between state agencies and community organizations.

Innovative Workforce Development Model

Illinois Works is an innovative workforce development model focused on transitioning participants to DOL registered apprenticeship programs (RAPs) in construction and the building trades. This unique model is a three-prong approach to workforce development, each fitting together as a critical piece of a puzzle.



The Illinois Works programs create the:

- Job Demand
- Talent Pipeline
- Incentives to Hire and Retain

Typically, workforce development models have one, or perhaps even two of these key components. Any one or combination of these two would substantially impact the workforce. ILW encompasses **ALL** three of these key components to create a comprehensive response to quickly changing workforce development needs. **ILW is a one-of-a-kind initiative and is in a unique position to make a substantial difference!**

In order to create the **job demand** and the **talent pipeline**, and to provide **incentives to hire** and **retain,** the DCEO Office of Illinois Works is implementing **three key programs**:

- Apprenticeship Initiative
- Pre-apprenticeship Program
- Bid Credit Program

Each program is a critical piece to the puzzle.

Three Key Programs

The DCEO Office of Illinois Works, with the support of community partners, as well as the building trades and construction industry, will deliver three key programs. The intention of these programs is to expand RAP opportunities with a targeted focus on underrepresented populations including women, people of color, and veterans.

Illinois Works Apprenticeship Initiative

The **Illinois Works Apprenticeship Initiative** creates the **demand for jobs**!



It ensures that contractors and subcontractors comply with the goal of 10% of the actual or estimated labor hours of qualifying capital construction projects to be carried out by apprentices.

This program opens the doors of opportunity into the construction industry and the building trades. It applies to public works projects with an estimated cost of $500,000 or more, including both capital grants and direct capital contracts and awards. For applicable projects, the goal is for individuals participating in RAPs to perform 10% of the total labor hours actually worked in each prevailing wage category OR 10% of the estimated labor hours in each prevailing wage category, whichever is less.

Illinois Works Pre-Apprenticeship Program

The Illinois Works Apprenticeship Initiative creates the demand for jobs and the **Illinois Works Pre-Apprenticeship Program** creates the **pipeline** of diverse candidates to help respond to that demand.



This state grant program creates a qualified talent pipeline to fill job opportunities with diverse candidates. This program delivers pre-apprenticeship skills training through a network of non-profit community-based organizations, including community colleges, school districts, faith-based organizations, and business associations. Grantees provide training to prepare underrepresented populations in the construction and building trades. This includes women, people of color, and veterans. Participants of the program attend tuition-free and receive a stipend as they progress. Programs also offer an array of wrap-around services and other supportive services to help overcome systemic barriers to completing the program and entering the construction industry. Those who successfully complete the program receive transition services to assist them in entering a DOL registered apprenticeship program and take advantage of the job opportunities created through the Apprenticeship Initiative.

Illinois Works Bid Credit Program

The Illinois Works Apprenticeship Initiative creates the demand for jobs. The Illinois Works Pre-Apprenticeship Program creates the pipeline of diverse candidates to help respond to that demand. To complete the puzzle, the **Illinois Works Bid Credit Program** helps ensure that the Illinois Works Pre-Apprenticeship program graduates are **hired and retained** by contractors and subcontractors.



This program incentivizes contractors to increase the diversity of their workforce. The Bid Credit program allows contractors and subcontractors to earn bid credits by employing and retaining apprentices who have completed the Illinois Works Pre-Apprenticeship Program. Bid credits can be used toward future bids for public works projects contracted by an agency of the State.

In summary, Illinois Works encompasses three programs: the **Illinois Works Apprenticeship Initiative** creates the **demand for jobs**; the **Illinois Works Pre-Apprenticeship Program** creates the **pipeline of diverse candidates** to help respond to that demand; and the **Illinois Works Bid Credit Program** helps ensure that the Illinois Works Pre-Apprenticeship program graduates are **hired and retained by contractors and subcontractors.**

Illinois Works Pre-Apprenticeship Program Design



Program Goal

The Illinois Works Jobs Program Act is a top priority of the Governor's **Five-Year Economic Growth Plan**. It is a statewide initiative to ensure that all Illinois residents have access to State capital projects and careers, including the construction industry and building trades. It was intentionally designed to increase equity and opportunity in capital construction jobs. The goal of this Act is to provide contracting and employment opportunities to historically underrepresented populations in the construction industry. This effort specifically targets women, people of color, and veterans in the state of Illinois.

The Illinois Works Pre-Apprenticeship Program is a critical component to the success of the Act by increasing the number of qualified construction and building trades apprentices who are women, people of color, or veterans and preparing them to enter RAPs on their way to careers in the construction and building trades.

Program Description

Illinois Works Pre-Apprenticeship Program (ILWPP) grantees are community-based organizations and coalitions that offer pre-apprenticeship programs rooted in nationally recognized pre-apprenticeship training models. All program elements—including outreach, classroom and work site training, wrap-around services, student support services, transition services, and follow-up—must meet ILWPP program requirements and standards. The focus of this grant system is to fund programs that are specifically designed to increase the probability of success for historically underrepresented populations to transition into RAPs in the construction and building trades. Grantees are expected to review best practices and incorporate them into their program strategies as appropriate.

Nationally Recognized Pre-Apprenticeship Program Design Elements

Based on a review of best practices for pre-apprenticeship models, ILWPP believes the following program elements create the conditions for the successful implementation and management of pre-apprenticeship programs that result in strong participant outcomes:

- Fair compensation, including stipends, and compensation that fosters retention (versus dropping out because it is not possible to make ends meet). Performance-based stipends have been found to be effective at supporting participant's financial needs and encouraging high performance and outcomes.

- A focus on equity that goes beyond numeric participant targets and focuses on all aspects of program design and partnerships, including successful transition into a full apprenticeship program, and program belonging and inclusiveness.

- The provision of wrap-around supports, as appropriate and as needed *(see examples below).* Strong partnerships between stakeholder groups, including unions and community-based organizations and/or community colleges and local workforce areas.

- Consistent, transparent entry and success requirements.

- Strong community outreach and community leadership within the programs.

- Development of technical skills through hands-on activities and work-based learning, and development of math and literacy skills.

- Career pathway and alignment with employer needs and explicit connection to apprenticeship programs.

- Offering academic and career exploration.

- Culmination in one and ideally multiple industry-recognized credentials and the ability to receive credit toward associate or bachelor's degrees (if applicable).

- Innovative ways to have participants learn online and participate in virtual immersive training techniques (especially in a COVID-19 environment).

- Strong case management, including screening for benefit eligibility, post-program retention supports, mentorship, fostering alumni networks, and preparing participants for construction workplace culture.

- Training for job search skills, resume development and interview practices.

- ∉ Offering financial literacy, life coaching and education.

- ∉ Enhanced exposure to and the ability to interact with construction and building trades workers of the same race, ethnicity, or gender as participants.

- ∉ Documented plan to provide career and transition services to participant's that do not enroll into registered apprenticeship programs.

- ∉ Documented plan for transitioning pre-apprenticeship participants into a DOL-registered apprenticeship program(s).

These best practices have been leveraged to develop the following program requirements for the **Illinois Works Pre-apprenticeship Program.**



Program Requirements

The **program elements** below represent each of the requirements for a high-quality pre-apprenticeship program that aims to significantly increase apprenticeship opportunities for historically underrepresented populations. Programs will be designed to significantly increase RAP opportunities for historically underrepresented groups including women, people of color, and veterans. Illinois Works Pre-Apprenticeship Program elements are briefly described below and are categorized by their location in the Pre-apprentice LifeCycle. The Pre-apprentice LifeCycle and each of these program requirements will be covered in more detail in later sections of this manual.

Outreach, Recruitment and Application

- ∉ **Equity-Focus –** *(Learn more)*
  The ability to demonstrate an understanding of how differences (i.e., women, people of color, and veterans) impact individual access to, experience with, and ultimately success within construction and building trades apprenticeship programs.

- **Outreach -** (*Learn more*)
  Focuses on a comprehensive strategy that raises program awareness, as well as the opportunities available through the program.

- **Recruitment -** (*Learn more*)
  Proactively creating and implementing strategies to significantly increase the number of underrepresented populations (i.e., women, people of color, and veterans).

- **Delivery of Other Instruction -** (*Learn more*)
  Referring participants who do not have the minimum program requirements to relevant services in their communities such as free literacy, GED, and ESL classes, among others.

Intake and Wrap-Around Services

- **Wrap-Around Services - (***Learn more*)
  A suite of support services designed to mitigate or remove non-academic barriers that might impede participants' ability to be successful in a pre-apprenticeship program.

- **Stipends -** (*Learn more*)
  The goal of a stipend is to help participants stay financially solvent during the pre-apprenticeship period and to encourage participation, retention, and academic performance. This approach is also known as a performance-based stipend.

Student Support Services

- **Student Support Services -** (*Learn more*)
  Tailored academic support that meets participants' needs with the goal of maximizing their ability to be successful in the program and obtain the offered certifications/credentials.

- **Partnerships -** (*Learn more*)
  Coordinate with Local Workforce Areas, as well as local and regional Apprenticeship Navigators and Intermediaries focused on construction and building trades, union groups, community colleges, employers, employer associations, community-based organizations and secondary schools, among others.

Training

- **Learning -** (*Learn more*)
  The coordination of knowledge acquisition through teaching, education, study, or more innovative tools including online/virtual learning, Alternative Reality (AR), Virtual Reality (VR), immersive training, and other skill-building techniques.

- **Curricula and Instruction -** (*Learn more*)
  Delivery of Illinois Works approved curricula that includes TradesFutures MC3, National Center for Construction Education and Research (NCCER), Illinois Community College Board (ICCB), or another construction curriculum approved by the Illinois Works Pre-Apprenticeship Program, that provides instruction with a strong emphasis on hands-on practice in a construction laboratory and at job sites which leads to obtaining relevant certifications for the construction industry.

- **Work-Based Learning and Practicums -** (*Learn more*)
  Opportunities for pre-apprentices to do construction work at job sites while receiving feedback from program instructors. This gives participants opportunities to put into practice what they have learned in the classroom.

- **Leveraging Other Resources –** *(Learn more*)
  Utilization of funding or resources from other partner organizations for process acceleration that help stakeholders rapidly embrace programs. This includes co-enrollment, sharing curricula, standards, and best practices along with providing additional funds for supportive services.

Program Completion

- **Outcome Measures - (***Learn more*)
  The goal is to significantly increase apprenticeship opportunities for historically underrepresented populations. The Illinois Works Act requires grantees to report certain information about their programs, including the number of applicants, participants, individual completions, and construction and building trade apprenticeship placements.

Transition Services

- **Transition Services -** (*Learn more*)
  Assist participants in transitioning to RAPs (union and non-union), connecting them to employers and unions, and referring them to advanced construction education programs.

Follow Up

- **Longitudinal Study -** (*Learn more*)
  Verify over time (up to 10 years post training) the success of the pre-apprentice graduates in their construction or build trades profession, and the impact of the program in general, within communities and the state.

Definitions

For clarification, below are a few relevant definitions you will find in the Grantee Manual.

- **Active Tracking Questionnaire -**
  As part of the follow up requirement, grantees must complete this questionnaire on a quarterly basis after a participant's graduation. This IWRS-based questionnaire can be used to update the Career Pathway Management Platform (CPMP) and is an integral tool utilized for the ILWPP longitudinal study.

- **Accelerator Program -**
  A pilot program launched in the 2024 grant year mainly for first year grantees. This program, for one year, places limits on grantee participant enrollment while providing them with increased support and funding along with a capital advance. It is designed to cultivate new workforce development programs across the state of Illinois through a comprehensive approach to develop their capabilities in all aspects of programming and administration.

- **Advance -**
  Pre-program funding provided to the grantee from their approved grant award. This funding must be requested and approved by ILWPP and will not exceed 10% of the full grant award.

- **Alum -**
  A participant who has successfully completed pre-apprenticeship training and has transitioned.

- **Alternative Construction Transition -** A graduate of an Illinois Works Pre-apprenticeship Program who does not enter a DOL RAP, but instead secures permanent employment in construction, in the utilities, or other construction related work.

- **Applicant** -
  A potential pre-apprenticeship participant prior to being accepted to the program.

- **Administrative Withdrawal -**
  A program participant who was accepted into a pre-apprenticeship program and accepted the offer but never attends instruction. Administrative Withdrawals are not counted toward the enrollment outcome metric, nor do they generate any revenue for the grantee.

- **Attendance -**

The documentation required to verify that a participant was present during the dates and times required for certifications and pre-apprenticeship program graduation. It is the expectation of all Illinois Works Pre-Apprenticeship grantees to track daily attendance of participants using an approved Attendance Roster. These Attendance Rosters will be used to confirm accurate reporting of Attendance, appropriate payment of Stipends, and proper completion will be reviewed during Monthly Compliance. Completion Verifications will not be awarded to the participants of a cohort if a grantee fails to maintain and upload Attendance Rosters as required.

- **Belonging -**
  When participants can bring their authentic selves into the pre-apprentice training rooms and worksites. Belonging makes participants feel valued, allows them to develop positive connections, enhances their sense of well-being, and encourages them to maximize their fullest potential.

- **Benchmarking -**
  Identify points within the program, typically at regular intervals, when actual performance is measured against performance goals.

- **Brainstorming -**
  Facilitated group discussion that may include, but is not be limited to, program leadership and management, appropriate program instructors and staff persons, partners, provides, participants, and/or other relevant stakeholders, to search for new and innovative strategies to improve performance.

- **Budget Modification -**
  Process started by grantees to adjust their existing budget. All budget modifications must originate with and first be approved by the ILW Grant Manager before being processed by the ILW Financial Grant Manager.

- **Bullying -**
  A persistent pattern of mistreatment from others in the workplace that causes either physical or emotional harm. It can include such tactics as verbal, nonverbal, psychological, or physical abuse, and/or humiliation.

- **Career Assessment -**
  A tool utilized by the Transition Services Coordinator that outlines the post-graduation plans and interests of participants. This is delivered manually during Orientation and electronically for a second time 3 to 4 weeks before program completion.

- **Career Pathway Management Platform (CPMP) -**
  The platform used by the Illinois Works Career Services Team to communicate with contractors, grantees, and other construction stakeholders to fill Job Orders through Job Matching, and to address Customized Graduate List Requests.

- **Carryover Credit -**
  Credit awarded to grantees in their first and/or second award renewal year for participants who successfully complete and/or transition after their initial enrollment year. Carryover credits provide a financial credit for the current grant year but does not provide any compliance credit.

- **Closed Lead -**
  Individual who has definitively expressed a lack of interest in being a pre-apprenticeship participant or did not pass the screening process.

- **Close Out Process -**
  The annual process led by ILWPP Grant Managers to verify the accuracy and completeness of participant data in the Illinois Works Reporting System (IWRS). The process begins in the fall of each grant year and continues into the start of the new grant year, culminating in the release of close out funds for reimbursement.

- **Coaching** -
  A tailored engagement between a professional program coach and the grantee.

- **Coaching Needs Assessment Questionnaire -**
  A tool utilized by Illinois Works program coaches to help grantees identify possible barriers to program success. Depending on Track designation, the assessment is used to design an effective Coaching Plan, or a Professional Development Plan.

- **Coaching Plan** -
  Outlines a strategy that responds to program barriers and deficiencies, creates action steps to implement possible solutions, and allocates resources for continuous program improvement support.

- **Cold Lead -**
  Individual who might have at first responded to marketing efforts, but the program staff have not been able to have contact with them or have had some contact, but the person expressed little interest in the program.

- **Commitment Agreement -**
  A document signed by the participant who outlines their commitment to the program and program policies, including compliance with attendance and post-assessment requirements, health and safety measures, drug testing, FERPA and waiver, among others. Participants must sign this agreement to be part of the program.

- **Conference -**
  An annual event that provides an opportunity for industry and subject matter experts along with Illinois Works grantees to share and exchange ideas, information, experiences, new technologies, theories, etc.

- **Continuous Improvement Models -**
  Models that are designed to bring gradual and/or innovative ongoing improvements to service delivery processes through program performance, measuring outcomes, benchmarking against program goals, brainstorming opportunities for improvement, and implementing new strategies.

- **Continuous Program Improvement** -
  An ongoing effort to improve services and program delivery, and it continuously and effectively uses program data to understand a program's strengths and weaknesses at a particular moment in time.

- **Contractor/Vendor** -
  A non-state entity that receives a contract to provide goods and/or services for the awarding non-state entity. The contract creates a procurement relationship between the contractor and the Grantee/Recipient and/or the Subgrantee/Subrecipient.

- **Culture** -
  A pattern of shared basic assumptions learned by a group.

- **Curriculum -**
  Contains the overall content relevant to a training program.

- **Dashboards** -
  Also known as benchmarking dashboards, these allow grantees to visually see the comparative data between actual performance and program goals, exposing any performance gaps.

- **Data** -
  Individual pieces of facts which, when analyzed, can provide the Office of Illinois Works and its grantees with valuable information.

- **Data Collection** -
  An established systemic process for accurately entering data for the purposes of analysis to gain insights.

- **Data Entry Coordinator (DEC) -**
  A staff role responsible for entering data into the Illinois Works Reporting System (IWRS) in a timely and accurate manner.

- **Data Entry** -
  The activity of entering data into a designated computer software application for the purposes of data collection, monitoring, and analysis.

- **Data Management Process** -
  The administrative process of acquiring, validating, and processing data.

- **Delivery of Other Instruction -**
  Referring participants who do not have the minimum program requirements to relevant services in their communities such as free literacy, GED/HiSET, and ESL classes, among others.

- **Department of Commerce & Economic Opportunity (DCEO) -**
  Delivers impactful and efficient programs and services to help maintain a climate that enables a strong economy for taxpayers, businesses, workers, and communities. It accomplishes this by keeping, attracting, and growing businesses, maintaining a skilled workforce, and enhancing communities so that the climate here is one in which businesses, both small and large, and workers, can succeed to the greatest extent possible.

- **Department of Labor (DOL)** -
  Department of Labor (also known as DoL, USDOL, Labor Department, or Labor) is the federal department created in 1913 that is responsible for promoting the working conditions of wage earners in the United States.

- **Digital Literacy** -
  The ability to use information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills.

- **Discrimination** -
  Bias or prejudice resulting in denial of opportunity or unfair treatment when hiring, creating, or applying policies; training, promoting, firing, or laying off employees; or in any other terms and conditions of employment.

- **Diversity** -
  The ways in which people differ, encompassing specific characteristics that may include, but are not limited to race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

- **Diversity, Inclusion, Belonging, and Equity (DIBE) -**
  DIBE is a core component of Illinois Works program culture and should be incorporated throughout the program from the initial contact with each participant,
  emphasized during training and service delivery and reinforced while transitioning participants into an apprenticeship or post training program.

- **Equality** -
  Ensures participants are all given the exact same resources or opportunities.

- **Equity** -
  Recognizes that each person has different needs and circumstances and allocates the resources and opportunities based on those specific needs and circumstances.

- **Equity-Focus -**
  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.

- **Experiential Training** -
  A two-way interaction between the instructor and the participants that requires the participant to perform the job-related task, receive feedback, and reflect on the experience.

- **Family Educational Rights and Privacy Act (FERPA)** -
  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. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

- **File -**
  A collection of records with one or more common property (for instance, a participant file).

- **Graduate -**
  A person who has successfully completed their ILW pre-apprenticeship program including their program's approved curriculum and has met the attendance requirements. In exceptional circumstances, a program participant may be granted completion on appeal or through an administrative process. Participants that are granted completion based on the above exceptions are also considered graduates who carry bid credits for their employers and who can be used by employers to comply with the apprenticeship goal requirements of the Illinois Works.

- **Grant Accountability and Transparency Act (GATA)** -
  The state law that provides oversight of all grants from the State of Illinois, helps to provide transparency to the grant process, and standardizes grant management across all State of Illinois agencies.

- **Grantee/Recipient -**
  Non-state entity that receives a monetary award directly from a state awarding agency to carry out the activities as outlined in the award agreement.

- **Harassment** -

A wide range of unwelcome and offensive behaviors. They can be repetitive, but do not necessarily have to be so.

- **Hot Lead -**
  Individual who has decided they would like to apply for consideration as a pre-apprenticeship participant.

- **Illinois Works (ILW)** -
  A unique and innovative model composed of three programs, the Apprenticeship Initiative, the Pre-Apprenticeship Program, and the Bid Credit Program. The Apprenticeship Initiative creates job demand by requiring construction companies contracted by the State to hire apprentices. The Pre-Apprenticeship Program creates a diverse talent pipeline by recruiting and training Illinoisans from underrepresented populations and transitioning them to RAPs. Finally, the Bid Credit Program incentives contractors and companies to hire and retain Pre-Apprenticeship Program graduates by offering bid credits that can be used to bid for State capital projects. Each of these fit together as critical components of a workforce development strategy.

- **Illinois Works Jobs Program Act -**
  A state law passed by the Illinois General Assembly in 2019 to establish a statewide initiative to ensure that all Illinois residents have access to state capital projects and careers, including in the construction industry and building trades. The goal is to provide contracting and construction industry employment opportunities to historically underrepresented populations including women, people of color, and veterans.

- **Illinois Works Partner Guide -**
  A web-based resource site that houses Illinois Works Pre-apprenticeship Program resources, tools, webinars, training schedules, and other essential information. The Partner Guide is also where grantees can access the current Grantee Manual. The Illinois Works Partner Guide can be accessed through Illinois workNet.

- **Illinois Works Pre-apprenticeship Program** -
  An Illinois Works program that increases the number of qualified construction and building trades apprentices who are women, people of color, or veterans (underrepresented populations) and prepares them to enter DOL-registered apprenticeship programs on their way to careers in construction and the building trades. This program creates the pipeline of diverse candidates to respond to the demand created by the Illinois Works Apprenticeship Initiative. Contractors that hire and retain the Pre-Apprenticeship program graduates are eligible to receive bid credits.

- **Illinois Works Reporting System (IWRS)** -
  A custom database developed by Illinois Works in partnership with the Center for Workforce Development at Southern Illinois University. IWRS acts as the information hub for all programmatic tracking and most program reporting.

- **Inclusion** -
  An environment in which individuals are treated fairly, respectfully, have equal access to resources and opportunities, and can fully participate and contribute.

- **Information** -
  Knowledge that can be used to understand program outcomes, uncover key insights, and contribute to informed decision-making.

- **Instructor -**
  A staff role responsible to providing training services to participants including classroom, hands-on, and worksite instruction, and tutoring.

- **Internal Controls Questionnaire (ICQ) -**
  The fiscal and administrative risk assessment, completed annually by grant applicants, typically at the end of the grant application process. The ICQ is mandated by GATA, and it assesses an organization's ability to implement the required program.

- **Learning -**
  The coordination of knowledge acquisition through teaching, education, study, or more innovative tools including online/virtual learning, Alternative Reality (AR), Virtual Reality (VR), immersive training, and other skill-building techniques.

- **Leveraging Other Resources -**
  Utilization of funding or resources from other partner organizations for process acceleration that help stakeholders rapidly embrace programs. This includes co-enrollment, sharing curricula, standards, and best practices along with providing additional funds for supportive services.

- **Linguistic and Cultural Skills -**
  Linguistic and cultural skills provide grantees with the ability to understand the nuances of language and the cultural implications of potential participant. These skills help grantees to respond effectively to the linguistic and cultural needs of all potential program participants.

- **Longitudinal Study** -
  A correlational study that documents variables over an extended period of time. For the purposes of Illinois Works, evaluation will look into program outcomes and impacts up to 10 years after a participant exited the pre-apprenticeship program.

- **Marketing Plan -**

A plan that outlines the target audience, the tasks to be performed, lists the communication channels that are to be utilized, outlines a timeline for when marketing and communications will be distributed, and makes staff assignments.

- **Measuring Outcomes** -
  A systematic way of assessing if programs have achieved their goals through the collection and analysis of data.

- **Monthly Compliance Review** -
  Monthly compliance monitoring by the ILWPP Grant Manager(s) to ensure grantees are adhering to program expectations based on the grant agreement and the approved Work Plan. This review produces the Monthly Compliance Progress Report and Payment Worksheet which are sent to grantee administrators on a monthly basis.

- **Monthly Compliance Progress Report -**
  Documentation of outcome metrics entered in IWRS over the course of the preceding month. It provides per cohort metrics and reimbursement levels in addition to IWRS data trends.

- **Monthly Compliance Payment Worksheet -**
  Documentation of ILWPP approved financial reimbursement per month based on a grantee's performance. It provides aggregate metrics and reimbursement per metric as well as the year-to-date total approved reimbursement level.

- **Orientation -**
  A required session held after program acceptance, at the start of the pre-apprenticeship curriculum instruction with the goals of welcoming participants, introducing staff, communicating expectations, and acclimating them to the grantees' pre-apprenticeship program and schedule. A stipend is allowable for up to 4 hours (as needed) for the orientation, as long as the participant attends the full orientation session and completes all required documents including a W-9 form.

- **Outreach and Recruitment Coordinator (ORC) -**
  A staff role responsible for generating leads and helping potential participants navigate the application process leading up to enrollment.

- **Outreach -**
  Activities and strategies that are part of a comprehensive communication strategy that raises general program awareness geared to widen participation.

- **Participant** -
  An individual who is actively enrolled in a pre-apprenticeship program at an Illinois Works approved grantee organization.

- **Participant Leads** -
  Individuals who are interested in enrolling in the pre-apprenticeship training program. The aim is to funnel leads through the screening process and transform qualified individuals into applicants. Leads can fall into four categories: hot, warm, cold, or closed, depending on the interest level of the potential participant.

- **Participant Satisfaction Survey -**
  Required web-based survey designed by ILWPP to gather feedback from participants once they have completed the pre-apprenticeship program. The survey is anonymous, and individualized information will be kept confidential. Grantees will receive trend data resulting from their surveys to utilize as part of the organization's Program Improvement Plan.

- **Participant Skimming** -
  Participant skimming occurs when programs only select applicants for enrollment who do not require or require fewer wrap-around or student support services in an effort to boost outcome metrics or divert funding to other program activities. Any applicant who meets eligibility requirements and passes a standardized interview must be offered enrollment regardless of their support service needs.

- **Partnerships -**
  They are formally structured long-term relationship. They are typically done by entities that work together to address complex issues to achieve a shared goal. Program partners should contribute unique capabilities to the relationship to maximize outcomes. Partnerships include relationships with Local Workforce Areas, as well as local and regional Apprenticeship Navigators and Intermediaries focused on construction and building trades, union groups, community colleges, employers, employer associations, community-based organizations, and secondary schools.

- **Performance Gaps** -
  The difference between the program goals, as stipulated by DCEO and the Office of Illinois Works in the grant agreement and approved Work Plan, and the actual program performance.

- **Periodic Financial Report (PFR) -**
  Standardized financial report through GATA that is due within 30 days of the end of each month along with supporting documentation for expense submission.

- **Periodic Performance Report (PPR) -**
  Standardized performance report through GATA that is due within 30 days of the end of each quarter as required by the grant agreement.

- **Pre-apprentice LifeCycle** -

The model created by Illinois Works that outlines the progression of individuals through the Illinois Works Pre-Apprenticeship Program from applicant to participant to alum.

∉ **Pre-apprentice Program Application -**
A standardized tool utilized by the Outreach and Recruitment Coordinator to gather additional information and further determine eligibility for the Illinois Works Pre-Apprenticeship Program. This form is found in the Illinois Works Reporting System (IWRS) and is also available in hard copy.

∉ **Pre-Apprenticeship Program** -
A program designed to prepare individuals for successful entry into DOL-registered Apprenticeship Programs.

∉ **Pre-Apprentice Program Interview Questionnaire -**
A standardized set of interview questions that allow grantees to learn more about applicants, understand an applicant's interest in construction, and identify the construction trades the applicant is interested in. The interview is carried out by two staff members who score the applicant's responses, which are then used as a determining factor in enrollment decisions.

∉ **Pre-screen Assessment -**
A set of six questions asked to determine basic eligibility for the Illinois Works Pre-Apprenticeship Program. This assessment is located in the Illinois Works Reporting System (IWRS) and is also available in hard copy.

- **Primary Transition – Preliminary -**
Completion of the application process to enroll in a construction-based US DOL Registered Apprenticeship Program.

- **Primary Transition – Final -**
Enrollment in a construction-based US DOL Registered Apprenticeship Program.

∉ **Professional Development (PD) -**
The culmination of tools, techniques, and strategies that impact the knowledge, skills, behaviors, and attitudes of grantees with the goal of improving their performance and enabling them to successfully implement an Illinois Works Pre-Apprenticeship Program. Professional Development includes webinars, Toolbox Tuesdays, Regional Meeting, the Annual Conference, and Program Coaching. Grantees with a Track II or Track III designation are required to engage in Program Coaching. Track I grantees can opt-in.

∉ **Program Administrator -**
A staff role responsible for ensuring overall program compliance, meeting performance metrics, completing required reporting, and overseeing staff and operations. In high school-

based programs, serves as dedicated personnel focused on program success and adherence to Illinois Works standards. This required position is also responsible for attending all mandatory ILWPP in-person and remote meetings and Professional Development events.

- **Program Coach** -
  A member of the Illinois Works technical assistance team who provides resources, assistance, and guidance to support program improvement and success. Although required for Track II and Track III grantees, a Program Coach is also available to assist other programs on an as-needed basis or when Illinois Works determines that it is necessary.

- **Program Core Values** -
  Core ethics or principles which the program is expected to abide by. They serve as a guiding light for behavior and decision-making at each level within the program. The Illinois Works core values include Overcome Barriers, Empower for Resilience and Self-sufficiency, Impact through Outcomes, Innovate Persistently, and Build a Community of Collaboration.

- **Program Culture** -
  Also referred to as program environment, this is the pattern of beliefs, values, rituals, relationships, and practices shared by Illinois Works, its program grantees, and pre-apprenticeship participants.

- **Program Elements** -
  Each of the requirements for a high-quality pre-apprenticeship program that aims to significantly increase apprenticeship opportunities for historically underrepresented populations.

- **Program Evaluation -**
  Employs empirical analysis using program and other data to describe the operation of a program, measure the program impacts on outcomes of policy and program interest, and/or determine cost effectiveness of the program to identify improvements, best practices, and/or what works and does not work. Illinois Works uses a longitudinal evaluation model that looks at all programs and their combined outcomes and impacts through time (up to ten years).

- **Program Improvement Plan (PIP) -**
  A bi-annual plan developed by grantees that outlines their performance, action steps to improve performance even when meeting or exceeding goals, assigns staff to specific improvement tasks, and sets reasonable timelines. This plan is an integral part of the ILWPP Continuous Program Improvement philosophy. The PIP is only required of grantees after the first year of programming and during first and second renewal years.

- **Program Management -**

The process of directing and overseeing two or more related activities that have the same aim with the goal of compliance with program expectations, improving performance, and ensuring outcomes are met.

- **Program Manager**
  Oversees daily program operations, onboards staff, monitors performance, and ensures compliance with Illinois Works requirements through direct engagement with participants and staff. Collaborates with the Program Administrator and, in high school-based programs, works with school personnel to support program success.

∉ **Program Monitoring -**
The associated activity for ensuring a program is making the expected incremental progress to achieve its goals within a defined timeframe.

∉ **Programmatic Risk Assessment (PRA) -**
A web-based assessment used to determine the barriers to the grantee's ability to successfully execute the specified program. This assessment is completed at the end of the application process and conditions produced by it are added to the grantee's grant agreement. The PRA is also one of the tools utilized to determine grantee track assignments.

∉ **Secondary Transition -**
Transitions other than Primary or Alternative Construction Transitions. Examples include securing permanent employment in a sector other than construction, enrolling in a 2-year or 4-year college/university, or enrolling in an advanced training program.

∉ **Transition -**
The activity that participants take to move from the ILW Pre-Apprenticeship Program to their long-term career. Since the goal of ILW is for ILWPP graduates to become journey-level tradespeople, the ultimate transition, referred to as Primary Transition – Final, is enrollment in a US DOL Registered Apprenticeship Program.

∉ **Quality Control -**
The process of periodically reviewing data collected and entered in IWRS for accuracy.

∉ **Quarterly Administrator Meetings -**
Meetings where ILWPP presents grantee network progress and upcoming changes to programming, reporting, or important deadlines. Four meetings are scheduled throughout the year: two in-person and two hosted virtually.

∉ **Rapport -**
The creation of a professional relationship that features mutual understanding and connection that cultivates trust between grantee staff and participants.

- **Red Flags -**
  Warning signals that indicate a potential performance concern. Flags are located in IWRS and are triggered when a participant's attendance (80% per training module) or post-assessments scores (70%) fall below required thresholds. When a red flag is triggered, the SSCS should add Student Support Services in IWRS to address the related flag (i.e., make up hours, test retake, and tutoring, among others).

- **Record** -
  A collection of related data items and/or information.

- **Recordkeeping** -
  The process of ensuring the maintenance of pre-apprenticeship records, including all required activities, transactions, and events that are reported into IWRS.

- **Recruitment -**
  Activities and strategies focused on attracting specific students or groups that grantees are seeking to enroll in their program or to partner with.

- **Regional Meeting -**
  Bi-annual in-person professional development gatherings for grantee staff members and administrators. These full-day sessions promote networking among grantees, offer training and development sessions focused on grantee needs, and provide updates on ILWPP or IWRS.

- **Registered Apprenticeship Program (RAP) -**
  A RAP is an apprenticeship program that includes five core components: (1) Employer Involvement – the apprentice must be employed; (2) Structured On-the-Job Learning – with a mentor(s); (3) Related Program completion and Instruction – this can be in a classroom/conference room or online; (4) Rewards for Skill Gains – as the apprentice learns more, they are paid more; and (5) National Occupational Credential. RAPs are approved by the US Department of Labor (DOL).

- **Reporting** -
  The process of organizing records into topic-specific summaries that are used to monitor the program and determine if goals are achieved.

- **Retaliation** -
  Any employer/grantee action that could discourage a reasonable employee/participant from making or supporting a charge of harassment or discrimination. For example, threatening to deny access to wrap-around services.

- **Stipends -**

A payment made to a trainee or learner for living expenses. A stipend is not legally considered wages. The goal of a stipend is to help participants stay financially solvent during the pre-apprenticeship period and to encourage participation, retention, and academic performance. This approach is also known as a performance-based stipend. Although stipends are not classified as wages, they are still considered taxable income. Therefore, a W-9 should be completed by each participant before stipends are paid, ideally during Orientation.

- **Student Support Services Action Plan -**
  This action plan is created by the Student Support Services Coordinator (SSSC) when a participant is struggling academically in the program including excessive absences, missing or failing post-assessments, or needing support with key lessons. It outlines a set of tasks that participants must complete to regain good standing in the program. Action plans may outline dates for make-up sessions or post-assessment retakes, referrals for tutoring services, or provide longer time periods for participants to take post-assessments.

- **Student Support Services -**
  Tailored academic support that meets participants' needs, with the goal of maximizing their ability to be academically successful in the program and obtain the offered certifications/credentials. These support services may include tutoring, retesting, and make-up sessions, among others.

- **Subgrantee/Subrecipient -**
  A non-state entity that receives a subaward for the purpose of carrying out part or a portion of a state award. The subaward creates an assistance relationship between the Grantee/Recipient and the Subgrantee/Subrecipient.

- **Target Audience** -
  A select group of individuals with similar job roles/functions, responsibilities, and/or needed competencies for task mastery and who are required to attend a particular training course such as the Illinois Works webinar series.

- **Target Populations** -
  The groups for which the Illinois Works program is tailored to respond to the specific needs. Illinois Works requires programs to target underrepresented groups including women, people of color, and veterans. See also "underrepresented populations."

- **Teaching -**
  Information dissemination, knowledge acquisition, and learning.

- **Technical Assistance -**
  The process of providing targeted assistance to grantees with the goal of program performance improvement through program development.

- **Training -**
  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 Modality** -
  A form of learning content delivery, such as online training, instructor-led training, or video training, among others.

- **Transition Services Coordinator (TSC)** -
  A staff role responsible for transitioning participants from the Illinois Works Pre-apprenticeship Program to a registered apprenticeship program and/or employment, and for post-graduation follow-up through IWRS and the Career Pathway Management Platform (CPMP).
- **Transition Services** -
  A suite of support services designed to assist participants in successfully transitioning to DOL-registered apprenticeship programs, connecting them to employers and unions, and referring them to advanced construction education programs.

- **Underrepresented Populations** -
  Also known as underrepresented groups, these are individuals with specific shared characteristics who are insufficiently or inadequately represented in the construction industry and the trades. For purposes of Illinois Works, as defined by the Illinois Works Program Act, women, people of color, and veterans are all defined as underrepresented groups.

- **Warm Lead –**
  Individual who has shown some interest in being a pre-apprenticeship participant but are not yet ready to apply. They might have responded to social media marketing or other recruitment and outreach activities and program staff has had some contact with them.

- **Work-Based Learning and Practicums -**
  Opportunities for pre-apprentices to do construction work at job sites while receiving feedback from program instructors. This gives participants opportunities to put into practice what they have learned in the classroom.

- **Work Plan -**
  A standardized document submitted by grantees at the start of the grant agreement term that outlines outcome metrics and the timelines for enrollment, completion, and transition of participants.

- **Wrap-Around Service Coordinator (WSC)** -
  A staff role responsible for providing non-academic support to participants and setting up necessary wrap-around services as determined by participants through the Wrap-Around Service Assessment.

- **Wrap-Around Service Assessment -**
  A tool utilized by the Wrap-Around Service Coordinator to inform participants of available non-academic supports they are eligible for as an Illinois Works Pre-Apprentice. This tool is also used for participants to decide on the services they need to support their success.

- **Wrap-Around Services -**
  A suite of support services designed to mitigate or remove non-academic barriers that might impede participants' ability to be successful in a pre-apprenticeship program and more importantly, to effectively transition to a DOL-registered apprenticeship program.

Additional Information, Links, and Documents:

- Illinois Works Jobs Program Act
- Illinois Works Jobs Program Act (30 ILCS 559/)
- Introduction to Illinois Works and Its Program

Section 2: Program Culture

Section Overview

By the end of Section 2, you will be able to:

- List the six Illinois Works Pre-Apprenticeship Program **core values**.
- Incorporate recommended **tools to measure the utilization of the core values**.
- Articulate the impact of an **equity-focus** on Illinois Works program goals.
- Infuse **diversity, inclusion, belonging, and equity** into your program's culture, each of the program's elements, and each phase of the Pre-apprentice LifeCycle.
- Avoid potential **legal consequences** by implementing a **comprehensive anti-discrimination, harassment, and bullying policy,** and develop a **reporting and routing process**.
- Identify each phase in the **Pre-apprentice LifeCycle**.

Program Culture

Culture is a pattern of shared basic assumptions learned by a group (Schein, 2010). A **program's culture**, also referred to as program environment, is the pattern of beliefs, values, rituals, relationships, and practices shared by Illinois Works Pre-Apprenticeship Program (ILWPP), its grantees, and pre-apprenticeship participants. The **program culture is key to effective service delivery and participant outcomes.**

There are four core components to the Illinois Works Program Culture:

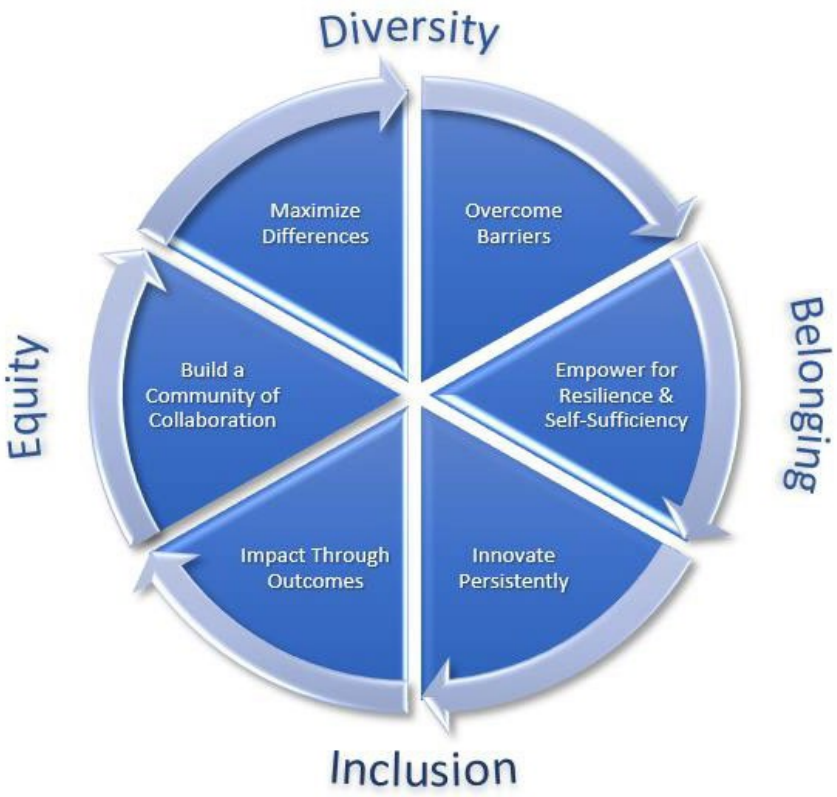
- Honoring the **Program Core Values**
- Tools to **Measure Cultural Elements**
- Understanding the impact of **Illinois Works Equity-focus**
- Incorporating **Diversity, Inclusion, Belonging,** and **Equity** (DIBE)

Each of these should be incorporated throughout the program from the initial contact with each participant, emphasized during training and service delivery, and reinforced while transitioning participants into an apprenticeship.

Program Core Values

Program Core Values are the core ethics or principles which the program is expected to abide by. They serve as a guiding light for behavior and decision-making at each level within the program. They should both inspire and constrain actions to ensure ethics are incorporated into the program's culture.

The following elements are expected to drive the actions, behaviors, and decision-making in Illinois Works Pre-Apprenticeship Programs. Each of these are designed to provide a positive participant environment that counters previous negative experiences of underrepresented groups in the construction industry and building trades.



1. **Overcome Barriers -**
   The foundation of the ILWPP is ensuring equitable access and opportunities to historically underrepresented populations. ILWPP grantees should focus on building an environment that eliminates or reduces the impact of structural barriers facing participants and celebrates cultural, ethnic, and gender differences.

   Thoughtful Questions: How is this program removing barriers for participants? Is the program inclusive of cultural, ethnic and gender differences? How are outreach, recruitment, training, and support services meeting the needs of target populations?

2. **Empower for Resilience and Self-sufficiency -**
   Program design and implementation should focus on how participants will complete the program successfully, but also on teaching participants long-term skills that will allow them to build resilience, become self-sufficient, and secure a long-term career.

   *Thoughtful Questions***:** Are the skills being taught in every module going to set up participants for long-term success? What skills or tools can the program provide that will ensure success in years 1 through 4+ of the participant's apprenticeship? What skills or tools will help participants for life? What certifications are offered to make pre-apprentices marketable candidates for apprenticeships and jobs in the construction industry?

3. **Impact Through Outcomes -**
   People and programs grow when goals are set and outcomes are measured. ILWPP grantees are expected to track program and participant metrics and make adjustments to cultivate further success or strengthen weak points. While outcomes are fueled by metrics, it is important to remember that outcomes also measure a program's impact and the difference the program is making in the lives of participants. It is a measure of the mission of an organization and program, not just a number.

   Thoughtful Questions: How is the program using metrics to adjust training and marketing, among other factors, for success? How is the program providing flexible supports to help students maintain success or strengthen weak points? How is the overall program increasing the number of women, individuals of color, and veterans in the construction trades?

4. **Innovate Persistently -**
   Ongoing progress and adaptation allow for long-term success. This value focuses on helping the program and participants develop a drive to continue acquiring and strengthening skills.

   Thoughtful Questions: How is the program helping participants cultivate curiosity and creativity? Is the program helping current and former participants connect with alumni networks, job opportunities, professional development, continued education? How is the program staying up to date on industry best practices? How is the program using creativity to meet participants' needs and exceed expectations?

5. **Build a Community of Collaboration -**
   Successful learning is rooted in a safe, welcoming, and collaborative environment. ILWPP grantees should develop an environment that promotes respect for all participants and staff, practices open and empathic listening, and attends to the lived experiences of all participants.

   Thoughtful Questions: Are staff and participants taught how to empathically listen? Are there standards for communication that are defined and taught to students and staff? Are staff and participants offered continued education on key topics like trauma or gender-informed services? What mechanisms are in place that ensure student and staff contributions are valued?

6. **Maximize Differences -**
   Diversity, inclusion, belonging and equity mean more than meeting certain metrics. It is ensuring that each participant feels they belong in the program and the classroom, that their voice is heard and that their contributions are valued.

   Thoughtful Questions: What steps is the program taking to not only ensure members of the target populations are present, but that their contributions and voices are heard? How does the program create a sense of belonging and inclusion? How is the program helping pre-apprentices build self-confidence and self-efficacy which will be very valuable as they transition to DOL-registered apprenticeship programs?

Tools to Measure Core Values

Measuring cultural elements can be difficult, but it is possible. In addition to investigating evidence-based practices, consider facilitating a **working session** with team members. A working session can ensure that the **Cultural Strategies Measurement Matrix (Table 2)** is both tailored to the organization and comprehensive.

Below are a few questions that can help prompt a discussion with staff during a working session.

- How do you personally exhibit each of the core values for the pre-apprenticeship program?
- What specific strategies do you employ with pre-apprentice participants to demonstrate each of the core values?
- What do you look for as evidence that your behavior is having the intended impact with the pre-apprenticeship participants?
- What feedback do you get from the pre-apprenticeship participants that provides evidence that the program is having the intended impact?
- What specific outcomes might indicate that you are ***not*** having the intended impact and what new strategies may need to be considered?
- What specific outcomes might indicate that the program is ***not*** having the intended impact and what new strategies may need to be considered?

Use the **Cultural Strategies Measurement Matrix (Table 2)** below to identify program strategies for incorporating the core values, as well as the tools to measure the program's ability to successfully do so. All the tools outlined in **Table 2** will be available in the later sections of this manual.

Table 2: Cultural Strategies Measurement Matrix

Core Values	Measurement Tools and Utilization
Overcome Barriers	Wrap-Around Service Assessment Wrap-Around Services will be a direct action that grantees can take to mitigate or eliminate key barriers to student success. Reviewing wrap-around service data can also help grantees identify needed relationships with partners that provide services grantee organizations do not have the capacity to offer. Participant Satisfaction Survey These surveys can help grantees identify what barriers their participants are facing or have faced during the program. They also provide the participant's perspective on how the program was able to address those barriers. This can help programs gather information on how to restructure their program or where to build new partnerships/relationships to address gaps that may be identified.
Empower for Resilience and Self-sufficiency	Wrap-Around Services Assessment In addition to mitigating barriers, this assessment can also act as a foundation for long-term planning for participants who may have needs beyond the program. While grantees are not responsible for wrap-around services beyond the program, grantees may seek to help students address these issues through alternate programs or develop plans that extend beyond graduation.
Innovate Persistently	Program Improvement Plan These plans will be produced on an annual basis and require grantees to review overall program data. This data should be utilized to evaluate how to improve key areas of the program and the participant experience even when programs met all the required outcome metrics. Participant Progress Reports Providing updates on participant progress including strengths and opportunities for growth can help participants challenge themselves and motivate them to improve their skills and knowledge.

Impact Through Outcomes	Orientation and Pre-Transition Career Assessment Setting goals and creating plans to achieve them increases the likelihood of success for participants. These career plans, in combination with Participant Progress Reports, can help participants track movement toward their goals. Program Improvement Plan In addition to being a tool utilized to help programs improve performance, this can also demonstrate the impact the grantee has made in the previous year. These metrics are invaluable for grantee annual reports or newsletters and help build a basis for capacity growth. IWRS Dashboard, Work Plan, and Monthly Compliance Progress Report In preparation for a monthly program review with the ILWPP Grant Manager, grantees can use the IWRS Dashboard to verify their progress towards meeting their program required outcomes and how they compare to other programs in the ILWPP grantee network.
Build a Community of Collaboration	Non-Discrimination, Harassment, and Bullying Complaint Forms & Log Ensuring participants feel safe and that their concerns will be taken seriously is a key component in developing a collaborative environment. Grantees should track complaints related to any form of discrimination, harassment, and bullying as well as the investigation process and results. Participant Satisfaction Survey Satisfaction surveys will provide a space where participants can rate the program on critical components such as offering support for target populations, empathetic listening, and ensuring instructors and program staff are trained in key areas like trauma-informed and gender-informed services.

Maximize Differences	Standardized Interview The wealth of information that can be gathered from these one-on-one interviews is extremely helpful in program planning and helping connect students to one another, alumni, or apprenticeships. Through the participants' answers grantees can ensure participants' alternate interests are celebrated and used as a benefit to the program overall. Exit Interview Exit interviews take place when a participant leaves the program prematurely either through withdrawal or dismissal. These one-on-one, confidential meetings can offer vital information about if and how the program succeeded in offering participants, a sense of inclusion and belonging. Negative exit interviews can act as a foundation for program improvement plans. (Refer to **Exhibit 1: Illinois Works Pre-apprenticeship Program Exit Interview** in the Appendix of this manual or in the resource section of the Illinois Work Partner Guide on Illinois workNet).

Illinois Works Equity-focus

As discussed before, Governor Pritzker's historic $45 billion capital plan demonstrated his commitment to expanding **equity** in the Illinois' construction workforce through the Illinois Works Jobs Program Act. Illinois Works 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, along with **diversity, belonging** and **inclusion** tie the Illinois Work Pre-Apprenticeship Program's core values and requirements together. Equity-focus is also one of the Illinois Works Pre-Apprenticeship Program's 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. Equity is focused on interventions that create more equal outcomes.

Data shows that the construction industry, as well as the trades, have not been accessible for many diverse groups resulting in fewer than 10% of apprenticeships being extended to women and minority groups in many of the higher paid trades.

According to the Illinois Department of Labor (2019) and the United States Census Population Estimates as of July 1, 2021, the following are the relevant percentages of apprentices employed in

the State's construction industry broken down by groups and compared to the state and national percentages.

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, 2021a)

Factors that impact this include, but are not limited to:

- 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

Table 4: Percent of Women in Illinois Construction and Building Trades

Construction Trade	Number of Jobs	Median Hourly Earnings	Percent Female
Construction Laborers	42,456	$22.66	3.8%
Construction Laborers	42,456	$22.66	3.8%
Carpenters	35,784	$28.16	2.0%
Electricians	25,725	$39.38	2.5%
Plumbers, Pipefitters, and Steamfitters	18,608	**$43.17**	**1.5%**
First-Line Supervisors of Construction Trades	14,208	$37.97	3.9%
Painters, Construction, & Maintenance	12,614	**$22.02**	**7.4%**
Operating Engineers & Other Construction Equipment Operators	11,214	$38.22	2.8%

(Lightcast™, 2021)

What We Know

Ensuring underrepresented groups can successfully enter occupations within the construction and building trades is not just about benevolence, or even justice; it is also intelligent business. According to research by McKinsey & Company, gender and ethnic/cultural diversity continue to demonstrate a statistically significant correlation with financial performance. Diverse companies experience improved customer service, employee satisfaction, and decision-making. Companies performing at the highest-levels of success have all developed inclusion and diversity (I&D) strategies for which they were strongly committed (Hunt, Prince, Dixon-Fyle, & Yee, 2018).

Closing the gender gap in work could add up to $28 trillion to the annual GDP by 2025 (Woetzel et al., 2015). Moreover, companies in the top quartile for **ethnic and racial diversity at the management levels were 35% more likely to experience financial returns above their industry average** (Hunt et al., 2018).

Including underrepresented groups allows companies to have access to the totality of the available intellectual capital in Illinois. Companies who are strategic in taking advantage of the intellectual capital available to them will also experience the benefits. In fact, ***improving opportunities for underrepresented groups is a WIN/WIN strategy.***

Illinois Works Equity Goals

ILWPP was uniquely designed to:

- Provide a career pathway for residents in disadvantaged communities.
- Provide eligible apprentices with the skills for lifelong job security.
- Promote construction as a viable job industry for women and minority communities.
- Provide the construction industry with a consistent skilled workforce for generations to come.
- Create new partnerships between state agencies and community organizations.

Why This is Important?

Having access to social capital and networks is still one of the main avenues toward getting a job; however, women and people of color tend to have less access to break into necessary networks in the construction industry, thus reproducing inequalities. The construction industry and the building trades generally provide a sustainable living wage, contributing to economic independence. Yet, these careers have historically been and continue to be less accessible to women and people of color. ILW's three key programs tackle these issues by creating the demand for jobs, creating a pipeline of diverse candidates to help respond to that demand, and providing incentives to help ensure program graduates are hired and retained by contractors and subcontractors.

As the nation begins its economic recovery from the COVID-19 pandemic, there has been an increased focus on infrastructure projects. The demand for construction workers creates a window of opportunity to increase underrepresented groups' access to jobs in the construction industry and the building trades. Unfortunately, the construction industry has historically been described as a non-traditional occupation for women and people of color, providing unwelcoming and even hostile environments.

The imperative is for grantees to help fulfill the mission of ILWPP by implementing programs and services that remove barriers, create a welcoming environment, and ensure that underrepresented groups can successfully enter occupations within construction and the building trades and have viable careers.



Diversity, Inclusion, Belonging, and Equity (DIBE)

Successful implementation of the Illinois Works Pre-apprenticeship program integrates diversity, inclusion, belonging, and equity with the goal of fostering an environment that allows individuals to feel safe, participate fully, develop professionally, and reach their fullest potential. DIBE join all six of the ILWPP core values together and are woven into all program requirements.

Diversity



A successful pre-apprenticeship program helps create a qualified talent pipeline to fill job opportunities in construction and the building trades with diverse candidates from underrepresented groups.

Diversity is defined as the ways in which people differ, encompassing specific characteristics that may include, but are not limited to, race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. The Illinois Works Pre-Apprenticeship Program specifically targets the following diverse groups: women, people of color, and veterans.

Careers in construction and the building trades have been less accessible to these underrepresented groups. Current apprenticeship programs were not designed with their specific needs in mind. Furthermore, those who pursued careers in construction and the building trades often encountered barriers to both entry and advancement opportunities.

Diversity is a critical step in achieving the Illinois Works Pre-Apprenticeship program goals. Diversity provides underrepresented groups with access. Once historically underrepresented groups are on board, grantees need to keep them on board and prepare them for enduring success. This requires an intensive focus on diversity, inclusion, belonging, and equity.

Table 5: Diversity: What You Can Do

Diversity: What You Can Do
∉ Ensure ALL program staff are trained on Diversity.
∉ Form a Diversity and Inclusion Council with representation from both staff and participants to assess performance, respond to concerns, and make recommendations for improvement.
∉ A popular saying is, "I do not see color." Diversity requires you to SEE differences.
∉ Understand that information on an application is not a person's full story. Consider unconventional experiences (for example, volunteer work, creative endeavors, compensated services like lawncare, snow shoveling, and babysitting, among others).
∉ Actively reach out to and recruit diverse groups. If they have been historically underrepresented, do not expect them to come and show up.
∉ **Explicitly express a commitment to diversity during training sessions, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others). And most critically, do this in practice!**
∉ Ensure that underrepresented participants are not only present, but represented in the physical space, in online and print materials, and among staff.
∉ **Nurture the program's existing diversity. Word of mouth is a very powerful tool.**
∉ **Ensure diverse cultures are represented and valued in the educational setting, curriculum, and instructional materials including language, heritage, historical contributions, and current thought leaders.**
∉ Identify concrete metrics for measuring diversity.

(Conrad, A., Fitzpatrick, K., & Jarr, K.,2020)

Inclusion



The Illinois Works Pre-Apprenticeship Program requires **diversity,** as one of its primary goals to *support the development and recruitment of a diverse pipeline of apprentices*, with a focus on women, people of color, and veterans. While diversity, is a requirement, it is also the grantee's responsibility to ensure inclusion. **Inclusion** is an environment in which individuals are treated fairly, respected, have equal access to resources and opportunities, and can fully participate and contribute (Stamper, C.L., & Combs, G., 2021).

While state and federal laws, as well as the ILWPP requirements, help to ensure diversity, inclusion can be seen as a choice. However, for ILWPP, it must be proactively pursued.

Table 6: Inclusion: What You Can Do

Inclusion: What You Can Do
1. Ensure ALL program staff are trained on Inclusion.
2. Form a Diversity and Inclusion Council with representation from both staff and participants to assess performance, respond to concerns, and make recommendations for improvement.
3. A popular saying is, "I do not see color." Inclusion requires you to SEE, acknowledge, and celebrate differences.
4. Listen fully to participant feedback regarding their experiences, even if you may have observed the situation differently.

5. Explicitly express the commitment to inclusion during training sessions, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others). And most critically, do this in practice!
6. Ensure that underrepresented participants are not only present, but represented in the physical space, in online and print materials, and among staff.
7. Integrating learning materials that acknowledge the contributions of individuals from underrepresented groups.
8. Ensure diverse cultures are represented and valued in the educational setting, curriculum, and instructional material including language, heritage, historical contributions, and current thought leaders.
9. Identify mentors and coaches who are from the underrepresented groups of your targeted population(s) and have shared or similar experiences.
10. Clearly and overtly acknowledge the value of participant identities and cultural contributions.
11. ALL program staff should model behaviors in alignment with inclusion practices.
12. Identify concrete metrics for measuring inclusion.

(Conrad, A., Fitzpatrick, K., & Jarr, K.,2020)

Belonging



Grantees are accountable for fostering a sense of belonging. **Belonging** is when participants are able to bring their authentic selves into the pre-apprenticeship training rooms and worksites. Belonging ensures participants feel valued, allows them to develop positive connections, enhances their sense of well-being, and encourages them to maximize their fullest potential

The need to belong is fundamental to the human experience. Belonging in the workplace impacts an individual's emotions, cognition, sense of self, self-efficacy, self-esteem and, ultimately, performance. It also mitigates the internal conflict that emerges between who an individual knows themselves to be and how their immediate environment can make them feel (Waller, 2020).

Grantees need to take positive actions that make participants feel they belong in the program. When participants feel like they belong, their voices are being heard, their contributions are valued, and **differences are maximized**.

***Note**: If participants feel they are not represented in the learning process, their willingness to engage in educational risk taking is minimized at best and stops at worst (Kohl, 1994; Steele & Aronson, 1995). Establishing an environment where participants incorporate their own knowledge and experiences has been shown to foster critical thought, educational risk taking, and success.*

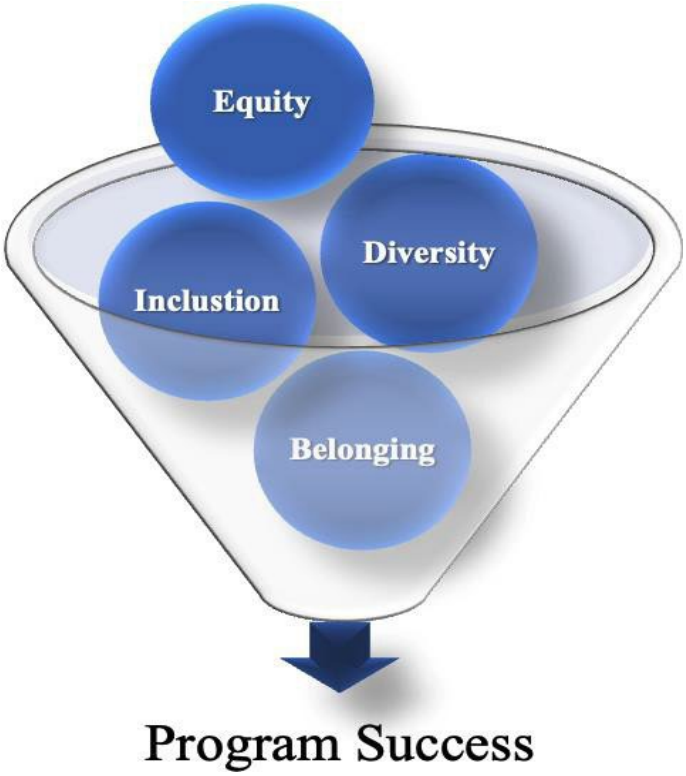
Table 7: Belonging: What You Can Do

Belonging: What You Can Do
1. Ensure ALL program staff are trained on Belonging.
2. Explicitly express the commitment to belonging during training session, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others). And most critically, do this in practice!
3. As early as the program orientation, instructors and facilitators take the time to learn who the participants are and how they self-identify with respect to their specific groups.
4. Participants are encouraged to incorporate their current body of knowledge and utilize their lived experiences and personal expertise to achieve personal success.
5. Recognize, welcome, and elevate participant contributions in the training room, worksite, and program environment as a whole.
6. Ensuring one person's or group's voice is not more important than others. Everyone's ideas, engagement, recommendations, and even approaches to problem solving are heard and considered.

7. Use supportive communication that frames participants as members of a professional community (the construction industry and the building trades), not just a participant in a program.
8. Participants must be culturally acknowledged and valued.
9. Environmental and historical factors that impact underrepresented groups are acknowledged in the curriculum, among staff, and on the worksites.
10. Belonging relies heavily on the ability of instructors, facilitators, mentors, coaches, worksite monitors, and other relevant program staff to develop genuine and quality relationships with participants.
11. Encourage and support participants in developing genuine and quality relationships with their cohort peers.
12. Show participants how their cultural values, current knowledge, and experiences are transferable and reflected in their chosen profession (construction and the building trades).
13. Intentionally communicate positive cultural and social messages regarding their career choice in the construction or building trades.
14. The physical environment, online and print materials, instructional content, and staff engagement should emphasize the value of their contributions to the profession.
15. Validate participants' self-worth, inherent ability, and creativity to help counter the "imposter syndrome" and respond to their internal questions: "Am I supposed to be here?" "Do I fit in here?" "Can I be successful here?" "Do I belong here?"
16. Consciously acknowledge all sexes, genders, and ethnicities in educational settings. Positively affirm contributions and inquire about relevant personal experience.
17. Minimize/eliminate exclusionary practices within the learning environment and on worksites (for example, inequities, negatively singled out participants, overlooking or ignoring certain participants, verbally insulting or marginalizing membership in certain groups, or otherwise discounting the value of certain characteristics).
18. Provide scaffolding by continually reinforcing the program's goal of supporting their success.
19. ALL program staff should model behaviors in alignment with belonging practices.
20. Identify concrete metrics for to measure belonging.

(Conrad, A., Fitzpatrick, K., & Jarr, K., 2020)

Equity



Diversity does not guarantee equity and cannot serve as a standalone goal. While belonging and inclusion create an environment that can cultivate success for diverse populations, **equity** recognizes that each person has different needs, presents with different circumstances, and allocates the resources and opportunities based on those needs and circumstances. Equity helps pre-apprentices **overcome barriers** and levels the playing field. Successful programs require diversity, belonging, inclusion and equity!

It is important to differentiate between equality and **equity**. **Equality** ensures participants are all given the exact same resources or opportunities. **Equity** understands that each participant is different and allocates the resources based on need to ensure an equal outcome.

Best practices include recruitment, partnerships, and training context that specifically respond to the needs of the program's target populations. Other relevant activities that require an equity focus include, but may not be limited to, hiring, advancement, retention, and earnings. Various strategies should be employed by programs to cultivate equity.

Table 8: Equity: What You Can Do

Equity: What You Can Do
1. Ensure ALL program staff are trained on Equity.
2. Ensure ALL program staff are trained on recognizing how stereotypes, implicit biases, and negative messages prevent students from fully accessing apprenticeships.
3. Explicitly express the commitment to equity during training session, in instructional materials, in physical spaces, online and print materials (for example, posters, and website, among others). And most critically, do this in practice!
4. Implement continuous monitoring and improvement to ensure inclusion for all sexes, gender, race/ethnicity, ability, sexual orientation, or religion.
5. Make all program requirements easily accessible.
6. All program staff should model the behaviors.
7. Identify and leverage strengths in diverse participants and build on those strengths.
8. Strengthen the voice of underrepresented groups by participating in meaningful engagement, solving problems, and extending power to participants who have not historically had power in the current environment (construction and building trades).
9. Ensure program rules, guidelines and policies do not inadvertently marginalize a group (for instance, you must be able to lift 100 pounds to apply for the pre-apprenticeship program).
10. Ensure compensation for participation and access to supportive and transition services are equitable.
11. All program staff should model behaviors in alignment with an equity focus.
12. Program staff, instructors, facilitators, and worksite monitors proactively share insights and wisdom, as well as their influence and power across participants to develop skills, confidence, and leadership. It is critical that certain groups are not inadvertently singled out (for example, choosing a male to serve as a team leader for all of the group projects when the participants are very diverse in terms of gender).

13. Provide additional instruction, coaching, mentoring, and sponsorship, as needed, for individuals who require the supplementary or different support to be successful.
14. Be willing to discuss and address difficult/taboo topics to find equitable solutions.
15. Identify concrete metrics for measuring equity.

(Conrad, Fitzpatrick, & Jarr, 2020)

Legal Implications

ILWPP strives to create and maintain working and training environments in which all people are treated with dignity, decency, and respect. Effective program cultures are free of discrimination, harassment, bullying, or any other emotional or physical harm.

Discrimination is bias or prejudice resulting in denial of opportunity or unfair treatment when hiring, creating or applying policies, training, promoting, firing or laying off employees or in any other terms and conditions of employment or program participation. **Harassment** can be a wide range of unwelcome and offensive behaviors. They usually are repetitive, but do not necessarily have to be so. **Bullying** is a persistent pattern of mistreatment from others in the workplace/training environment that causes either physical or emotional harm. It can include such tactics as verbal, nonverbal, psychological, or physical abuse, and humiliation.

Exposure to any of these is not only immoral but may also be illegal. **Harassment and discrimination are illegal**, and individuals' rights are protected by local, state, and federal legislation.

It is important to be aware of the following statutes related to harassment and discrimination:

- **Title IX of the Education Amendments Act of 1972 -** (*Read More*)
  No person in the United States, based on sex, should be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. (U.S. Department of Health and Human Services, n.d.)

- **Title VII of the Civil Rights Act of 1964 -** (*Read More*)
  Prohibits discrimination in employment based on race, color, sex, religion, or national origin. (U.S. Equal Employment Opportunity Commission, n.d.-a)

- **The Equal Pay Act of 1963 (EPA) -** (*Read More*)
  This is a United States labor law amending the Fair Labor Standards Act. This abolishes wage disparity based on sex. (U.S. Equal Employment Opportunity Commission, n.d.-b)

- **Illinois Human Rights Act -** (*Read More*)
  State law that prohibits discrimination with respect to:
  - Age (40+)
  - Ancestry
  - Arrest record
  - Citizenship status
  - Color
  - Conviction record
  - Disability (physical and mental)
  - Familial status (with respect to real estate transactions)
  - Gender identity
  - Marital status
  - Military status
  - National origin
  - Orders of protection
  - Pregnancy
  - Race
  - Religion
  - Retaliation
  - Sex
  - Sexual harassment
  - Sexual orientation
  - Unfavorable military discharge (Illinois Human Rights Act, 1979)

- **American with Disabilities Act (ADA) 1990 -** (*Read More*)
  Prohibits discrimination against people who are physically or mentally challenged who are able to perform the essential functions of the job. It also requires employers to offer reasonable accommodations to enable those workers to do their jobs. (Americans with Disabilities Act, 1990).

***Note**: The U.S. Equal Employment Opportunity Commission (EEOC) is responsible for enforcing the statutes in this section, and the Illinois Human Rights Commission is responsible for enforcing state law.*

A proactive approach can help protect your organization, as well as your program participants. In 2022, the Society for Human Resource Management (SHRM) developed a sample Anti-harassment Policy and Complaint Procedure policy, which is available as a template in the appendix titled **Template 1: Sample Discrimination, Harassment, and Bullying Policy.** Additional templates to support organizational processes and compliance include **Template 2: Sample Discrimination/Harassment/Bullying Complaint Form** and **Template 3: Sample Checklist for Addressing Discrimination/Harassment/Bullying Complaints.** These are also available in the appendix.

COVID-19 Legal Implications

Due to the COVID-19 public health emergency, all grantees are required to adhere to "social distancing" and all applicable executive orders issued by the Governor of Illinois, rules issued by an Illinois state agency, or other directives and/or guidance issued by Illinois state agencies related to the prevention of the spread of COVID-19. These same requirements apply to grantees in carrying out the activities of the program throughout the award term.

Equity-focused Training

To maximize the impact and effectiveness of diversity, inclusion, belonging, and equity (DIBE) awareness efforts and to ensure compliance with guidance, ILWPP will provide technical assistance and training to program administrators and staff related to the following topics:

- DIBE—Diversity, Inclusion, Belonging, and Equity
- Unconscious and Implicit Bias
- Anti-Discrimination, Harassment, and Bullying
- Understanding Barriers to Employment in the Construction Industry
- Stereotyping and Reducing Prejudice

More information related to equity-focused training can be found in *Section 9: Professional Development/Technical Assistance* of this manual.

Program Culture and the Pre-Apprentice LifeCycle

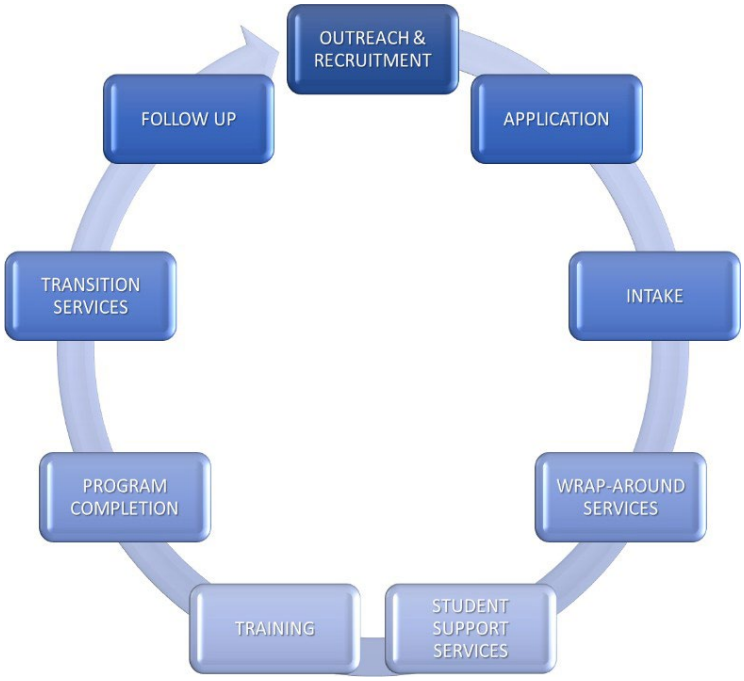
To cultivate a new generation of construction and building trade workers, programs must be able to effectively serve diverse underrepresented populations. Programs must be tailored to the specific needs of the target population with a focus on tools to counter pre-existing barriers to entry, and to support program completion and employment. Pre-apprenticeship programs must foster an environment that allows target participants to feel safe, participate fully, develop professionally, and reach their fullest potential.

The ability to integrate DIBE and the six core values into all elements of the Illinois Works Pre-Apprenticeship Program requires deliberate intention. These must be proactively incorporated into each phase of the Pre-Apprentice LifeCycle which outlines the steps that participants take as they move through their pre-apprenticeship program.

The **Pre-Apprentice LifeCycle** tracks participants progress through the Illinois Works Pre-Apprenticeship Program from the initial program outreach to the post-transition follow-up. Each stage of the LifeCycle for the pre-apprentice demonstrates an integral step in preparing participants

to enroll in RAPs. With support from ILWPP, grantees will guide their participants through a strategically planned and carefully implemented program that will specifically address the needs of the grantee's target population(s).

Detailed information regarding each step of the Pre-Apprentice LifeCycle can be found in *Sections 4 – 8* of this manual.



Additional Information, Links, and Documents

- Template 1: Sample Discrimination, Harassment, and Bullying Policy
- Template 2: Sample Discrimination/Harassment/Bullying Complaint Form
- Template 3: Sample Checklist for Addressing Discrimination/Harassment/Bulling Complaints
- Exhibit 1: Illinois Works Pre-Apprenticeship Program Exit Interview

Section 3: Staff Roles, Partner and Provider Relationships, and Leveraged Resources

Section Overview

By the end of Section 3, you will be able to:

- Assign staff roles and responsibilities to appropriate organization team members.
- Define **partnerships and providers**.
- Understand key requirements of **grantees/recipients, subgrantees/subrecipients, and contractors/vendors.**
- Utilize strategies for **leveraging resources and collaborations**.

Staff Roles

To effectively carry out all the program requirements, grantees must have a dedicated staff. Below is a list of the staff roles that ILWPP expects all grantees to have at their sites.

Staff roles are defined as a list of responsibilities attributed to a staff member(s). ILWPP fully understands that many grantees will have staff that cover more than one role or utilize partnerships to fulfill these roles. Each of these roles will be discussed in more detail in later sections of this manual.

Program Administrator
The **Program Administrator** is accountable for ensuring program compliance, meeting performance metrics, and completing all required programmatic and financial reporting. This required position is also responsible for attending all mandatory ILWPP in-person and remote meetings and Professional Development events.

For high school-based programs, the Program Administrator serves as dedicated personnel solely focused on ensuring the program's success and compliance with all Illinois Works requirements.

Program Manager
The Program Manager is responsible for day-to-day operations, onboarding staff, and monitoring the performance of other program roles. This individual must engage regularly with both participants and staff to ensure full compliance with all Illinois Works requirements. The Program Manager and Program Administrator must work collaboratively to ensure program success and adherence to all Illinois Works

guidelines. The Program Manager reports to the Program Administrator regarding daily activities and overall program operations.

For high school-based programs, the Program Manager also works closely with high school teachers and administrators to ensure compliance and the implementation of best practices.

Outreach and Recruitment Coordinator (ORC)
The **ORC** secures a constant flow of leads for the program, conducts Pre-screen Assessments, ensures program applications are completed, and conducts, along with other team members, standardized interviews. Refer to *Section 4: Outreach and Recruitment* in this manual for more information on the requirements outlined here.

Wrap-around Service Coordinator (WSC)
The **WSC** is responsible for non-academic support beginning with the Wrap-Around Service Assessment during Intake. This role will complete the assessment, set up necessary services, and work with the Student Support Specialist to offer additional support (if needed) if participants begin to struggle academically. The WSC will also source from outside providers and partners other needed support services and refer participants to those services. Refer to *Section 6: Participant Wrap-around Services and Student Support Services* in this manual for more information on the requirements outlined here.

Instructor
Each ILWPP grantee is required to have qualified and dedicated **instructors** for their program. This does not mean the instructors have to be employees, only that programs have a contract with an individual or partner organization that will be carrying out the training portion of their pre-apprenticeship program. Instructors should provide classroom, hands-on and worksite training, as well as tutoring. In addition to instructors who are experienced and certified in construction training and those who have experience in the delivery employability skills training, grantees are also required to have qualified instructors who deliver construction math lessons that develop participant's practice of applied mathematical skills, and mechanical aptitude testing skills. Refer to *Section 7: Training, Instruction, and Certifications* for more information regarding instructor certifications and requirements.

Student Support Services Coordinator (SSSC)
The **SSSC** is responsible for the academic needs of students, specifically the implementation of Student Support Services, participant progress reports, action plans, monitoring attendance and academic performance, hosting make-up sessions or post-assessment retakes, and coordinating tutoring services for participants. Refer to *Section 6: Participant Wrap-around Services and Student Support Services* in this manual for more information on the requirements outlined here.

Transition Services Coordinator (TSC)
The **TSC** is responsible for ensuring the Orientation and Pre-transition Career Assessments are completed and individualized career plans are created in coordination with other program staff, including the creation of resumes and the delivery of career readiness services such as mock interviews, as well as assistance with completing an apprenticeship program application, among others. The TSC also works with employers, DOL-registered apprenticeship programs, and other partners to ensure the timely and successful transition of program graduates. The TSC also conducts the required post-program proactive follow-up of graduates and responds to job postings in the Career Pathway Management Platform (CPMP) along with other required coordination with the Illinois Works Career Services Team, including annual grantee required Career/Job Fair, and Regional Career/Job Fairs. Refer to *Section 8: Program Completion, Transition, and Follow-Up* in this manual for more information on the requirements outlined here.

Data Entry Coordinator (DEC)
Programs must ensure their program data is entered and reported in IWRS in real time. This must be completed by the **DEC**. The DEC is responsible for ensuring timely reporting of program's data in the Illinois Works Reporting System (IWRS) including entering participant information, programmatic and service data, outcome metrics, and verifying data accuracy. Refer to *Section 10: Grantee's Data Management* for more information on this role.

All staff and partners that are paid through ILWPP funds are required to be qualified to serve in their role. This includes having relevant experience and/or credentials when applicable. All grantees are required to have a procedure which outlines how these qualifications will be verified during the recruitment process. Grantees must also have updated resumes for all staff. Resumes need to be made available to ILWPP staff when requested.

Administrative Onboarding

At the beginning of each program year, grantees are assigned both an Illinois Works Programmatic Grant Manager and a Financial Grant Manager. The Programmatic Grant Manager will schedule an Administrative Onboarding meeting with the grantee's Program Administrator as early in the grant period as is feasible, generally in early February. The purpose of Administrative Onboarding is to formalize the required documents that were submitted during the application process and negotiation process, among others. It is mandatory that the Program Administrator and applicable staff attend this meeting to discuss the following items:

- Staffing Plan
- Marketing Plan
- IWRS access authorization

- Final Curriculum Form
- Work Plan
- Difference between ILW Programmatic Grant Managers and Financial Grant Managers
- Grant Timeline
- Stipend Policy
- Program Improvement Plan (Renewal grantees only)
- Other documents as required by the ILW Pre-Apprenticeship Program

Program Partnerships and Provider Relationships

The implementation of the Illinois Works Pre-Apprenticeship Program requires a comprehensive set of expectations that includes the program elements discussed in *Section 1: Introduction to Illinois Works*. While programs will likely have expertise in one or multiple of these areas, it is possible that they will need support with others. Programs can close service gaps by creating partnerships.



Partnership development is one of the central program elements. Programs must coordinate with other organizations, some of which may include Local Workforce Areas, local and regional Apprenticeship Navigators, and Intermediaries focused on construction and the building trades, union groups, community colleges, employers, employer associations, community-based organizations and secondary schools, among others.

The Illinois Works Pre-Apprenticeship Program acknowledges the following roles:

- Partners
- Providers

Partners are typically formally structured and tend to have long-term relationships. They are entities that work together to address complex issues to achieve a shared goal. Program partners should contribute unique capabilities to the relationship to maximize outcomes.

On the other hand, it is not necessary that **providers** contribute to solving complex issues, or even that they have joint strategic goals. Providers can contribute by effectively delivering a needed service. They can be an extension of the program's service team. An effective provider contributes services (i.e., activities and/or tasks) that support program outcomes, per their commitment. Their role is to simply get their job done.

Both partners and providers can provide critical support for a program's success.

Partners include the following:

- Grantee/Recipient
- Subgrantee/Subrecipient

Providers include the following:

- Contractor/Vendor

Roles Definitions

- **Grantees/Recipients -**
  Non-state entity that receives an award directly from a state awarding agency to carry out the activities as outlined in the award agreement.

- **Subgrantees/Subrecipients -**
  A non-state entity that receives a subaward for the purpose of carrying out part or a portion of a state award. The subaward creates an assistance relationship between Grantee/Recipients and the Subgrantee/Subrecipient.

- **Contractors/Vendors -**
  A non-state entity that receives a contract to provide goods and/or services for the awarding non-state entity. The contract creates a procurement relationship between the contractor and the Grantee/Recipient and/or the Subgrantee/Subrecipient.

***Note**: A vendor may provide products or services but does not necessarily require a contact. However, it will create a procurement relationship. Refer to Section 11: Finances, Records, and Reports for procurement policy information.*

Partner and Provider Requirements

As outlined above, the Illinois Works Pre-Apprenticeship Program (ILWPP) acknowledges two roles: partners, including grantees/recipients and subgrantees/subrecipients; and providers, which includes contractors/vendors. There are specific requirements that organizations must meet to be qualified as one of these roles.

***Note**: ILWPP grantees can only have subrecipients/subgrantees or contractor/vendors.*

Partners can be:

Grantees/Recipients

- ∉ Must be GATA Pre-qualified
- ∉ Are officially on record for the grant and can receive the actual funds for the grant through a grant agreement with DCEO
- ∉ Require an MOU with subgrantees
- ∉ Must be a non-profit
- ∉ Must report program participation and outcomes through the periodic performance report and periodic financial report plus other required reporting through the IWRS
- ∉ Must maintain program documentation for 3-5 years

  Note: *ARPA requires 5 years; most state programs require 3.*

Subgrantees/Subrecipients

- ∉ Do not need to be GATA Pre-qualified

  Note*: Must not be on the debarred list, suspended list, excluded parties list, nor the sanctioned parties list.*
- ∉ Are officially on record for the grant

  Note*: If this is a program requirement.*
- ∉ Require an MOU with Grantees/Recipients
- ∉ Can be for-profit
- ∉ Can be non-for-profit
- ∉ Must report program participation and outcomes to the Grantees/Recipients
- ∉ Must maintain program documentation for 3-5 years

  Note*: This must be in line with the funding source and outlined in the grant agreement.*
- ∉ Provide services and outcomes that are reported and managed by the Grantees/Recipients

- ∉ Are supervised and monitored by the Grantees/Recipients

Providers can be:

Contractors/Vendors

- ∉ Do not require GATA Pre-approval
- ∉ Are not officially on record for the grant agreement
- ∉ Are compensated by the Grantees/Recipients or Subgrantees/Subrecipients
- ∉ Do not require a MOU

  Note: *A written agreement to confirm services, activities, payments, and other appropriate documentation can add value to this process.*

- ∉ Can be for-profit
- ∉ Can be non-profit
- ∉ Must report activities and services per the requirements of the Grantees/Recipients or Subgrantees/Subrecipients
- ∉ Are supervised and monitored by the Grantees/Recipients or Subgrantees/Subrecipients

It is important to note that contractors/vendors do not have to be a part of the grant contract but utilizing a contractor/vendor will create a procurement relationship. For more information about procurement policies go to *Section 11: Finances, Records, and Reports.*

Table 9: Partnership and Provider Relationship Requirements

Requirement	Grantees/ Recipients	Subgrantees/ Subrecipients	Contractors/ Vendors
GATA Pre-qualified	X		
On Record for the Grant	X	X	
Receives Funds	X		
Requires an MOU	X	X	
Can be a Non-profit	X	X	X

Can be a For-profit		X	X
Must Report Program Participation and Outcomes	X	X	X
Must Maintain 3-5 yrs. of Program Documentation	X	X	

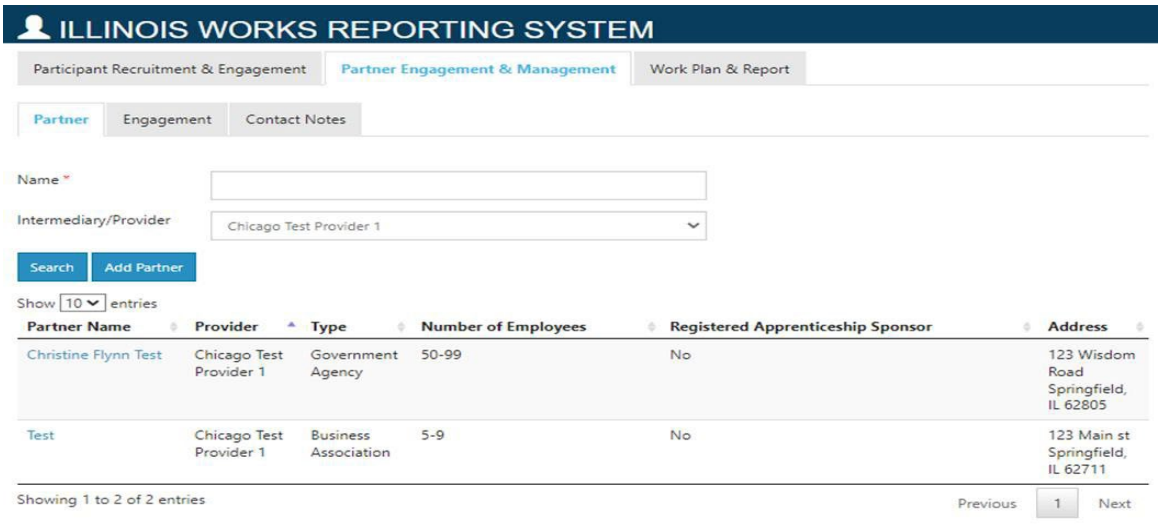
It is important to keep in mind that **the Grantee/Recipient will be held accountable by ILWPP and DCEO for all grant outcomes and for following all the required program guidance**. If a Subgrantee/Subrecipient or a Contractor/Vendor is not performing as agreed, they can be removed and/or replaced. **However, a Grantee/Recipient is the party legally responsible for executing the project as agreed with DCEO!**

Tracking Partner Engagement in Illinois Works Reporting System (IWRS)

The Illinois Works Reporting System (IWRS) is designed to manage participant progress and partner engagement. Through the Partner Engagement & Management tab, grantees will track partner relationships and engagement including the type of partner (i.e., business association, community college, union, social service agency, and employer, among others), and the services the partner offers (i.e., supportive services, jobsite training, other instruction, and daycare, among others). This type of tracking is critical for programs to develop a robust and ever-growing network of partners. As stated throughout this manual, engaging with partners can provide significant benefits to grantees and participants.

The ILWPP team will look at partner recruitment and engagement data as one of the key metrics denoting grantee success.

For technical instructions on how to track participant or partner recruitment and engagement, visit the resource page of the *Illinois Works Partner Guide*.



Leveraged Resources

ILWPP encourages its grantees to maximize the use of their resources and minimize duplication of efforts through system alignment, leveraging alternate funding, network building, and information sharing.

ILWPP recognizes four forms of leveraged resources:

1. **Co-Enrollment -**
   In addition to enrolling in the Illinois Works Pre-Apprenticeship Program, participants may also qualify for alternate programs that can offer critical services for participants (i.e., Workforce Innovation and Opportunity Act (WIOA). ILWPP allows co-enrollment; however, it is important to note eligibility or ineligibility for other services does and should not impact a grantee's decision to accept the participant into the pre-apprenticeship program.

2. **Alternate Funding -**
   ILWPP does not require grantees to seek out additional funding for programming. However, if grantees are interested in securing alternate funding for service support or to help accelerate their programming, this is permissible. If additional funding is secured and utilized for ILWPP services, grantees are required to report matching and/or leveraged funds from partners over the life of the project, including WIOA formula funds and other federal, state, local, and private resources.

3. **Service Networks -**
   Many grantees have existing informal or formal relationships with other community-based organizations. These networks can be invaluable in helping to enhance existing programs and services. Informal relationships may consist of referral networks, while formal relationships may be solidified in a Memorandum of Understanding (MOU). Grantees that can leverage their networks often provide a stronger menu of support services to their participants.

4. **Resource and Best Practice Sharing -**
   ILWPP will offer grantees a suite of tools and resources based on industry best-practices that are available for use throughout their grant year. Grantees are encouraged to utilize available tools both in this manual and in the *Illinois Works Partner Guide*. ILW also encourages grantees to reach out to their fellow ILWPP grantees to pull from the network's collective knowledge and experience.

Additional Information, Links, and Documents

- Developing Partnerships for Effective Program Outcomes (2024 Recording)

Section 4: Outreach and Recruitment

Section Overview

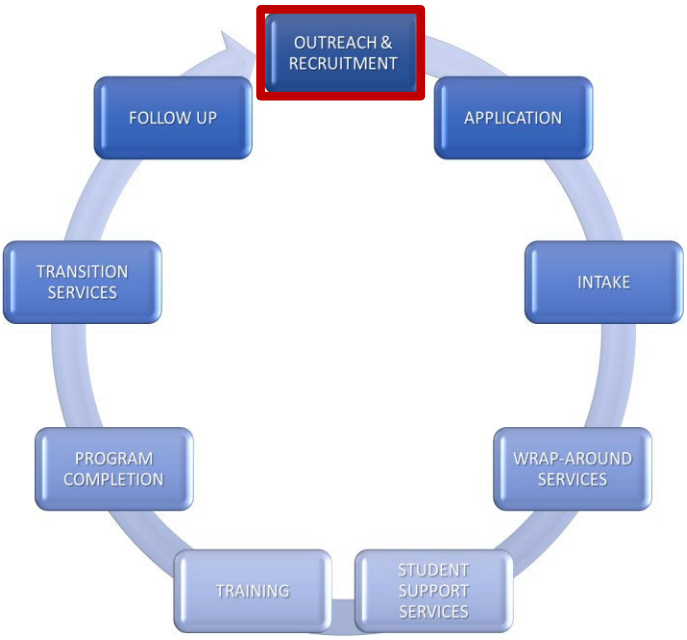
By the end of Section 4, you will be able to:

- Describe the role of **outreach and recruitment** in the success of the pre-apprenticeship program.
- Describe the types of **participant leads** and follow-up activities with each lead type.
- **Leverage outreach and recruitment resources, methods, samples, and tools** to create a pipeline into the pre-apprenticeship program.
- Learn to **track outreach and recruitment** efforts in the Illinois Works Reporting System (IWRS)
- Integrate **DIBE and the six core values** into all elements of your program's outreach and recruitment strategy.

Outreach and Recruitment

Outreach and recruitment efforts are the first-time potential participants will encounter the Illinois Works Pre-Apprenticeship Program (ILWPP) and grantee. It is essential that during these efforts, grantees can articulate not only the program requirements and curriculum, but also the opportunity the program offers. For many potential participants, this may be the first time they have heard about pre-apprenticeship training or may not know the benefits of following a construction trades career path. Through these materials and the communicated messages, grantees will also have an opportunity to highlight the goals, program components, and core values of ILWPP.

These activities should emphasize the goal of diversifying the construction trades, as well as promote an environment of collaboration, innovation, and resilience where each participant's unique experiences and backgrounds will be valued. Additionally, outreach and recruitment materials should highlight the needs of potential participants and how the grantee's program will help them overcome barriers.



Effective Outreach and Recruitment

Outreach and recruitment are both critical elements for a grantee's success. While these concepts have some overlap, there are distinct differences between outreach and recruitment that grantees must be aware of. This section will provide information and guidance related to outreach and recruitment of program participants.

Outreach

Outreach activities and strategies are focused on a comprehensive communication strategy that raises general program awareness geared to widen participation. Outreach is synonymous with marketing and establishing a marketing plan allows grantees to set goals, dedicate resources, and track progress. All grantees will be required to submit a marketing plan and budget to ILWPP. Marketing plans are discussed in greater detail in the following subsection.

Additionally, even though marketing materials should include diversity, equity, and inclusion for underrepresented groups, the materials should not exclude - explicitly or implicitly - groups that are not a part of the target populations.

Recruitment

Recruitment activities and strategies are focused on attracting specific participants or groups that grantees are seeking to enroll in their program or to partner with. For ILWPP, participant

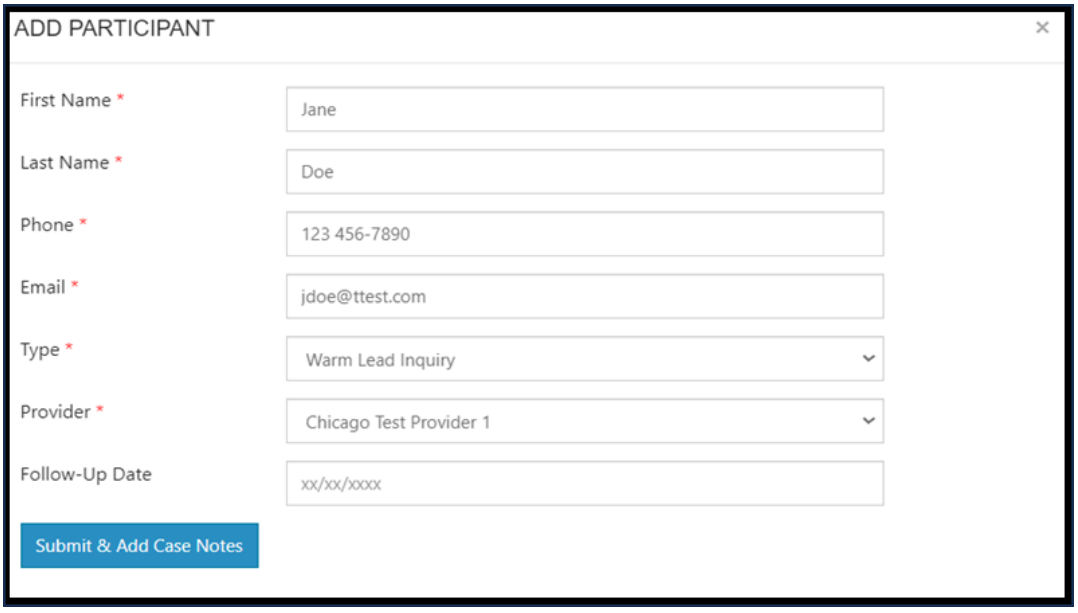
recruitment efforts should be focused on the target population(s) the grantee outlined in their grant proposal, as well as individuals who are interested in transitioning to a DOL-registered apprenticeship program. As a result, recruitment efforts should outline the benefits of apprenticeships. **In fact, recruitment efforts are crucial to attracting qualified participants.**

Recruitment messages for participants should emphasize the positive aspects of the ILWPP program. Materials should contain specific information on the program and should not be misleading in any way. Additionally, recruitment materials and activities should emphasize that the program offers pre-apprenticeship training and that participants are expected to complete the program and transition into DOL-registered apprenticeship programs. Recruitment information should also highlight creating career pathways for livable wages and economic self-sufficiency. Outreach and recruitment efforts may also be geared toward partner agencies to grow a grantee's partner network. For outreach and recruitment efforts geared toward specific partner agencies, grantees should identify the specific needs of participants or gaps in services then seek out and build relationships with agency partners that may address those needs.

Tracking Participant Outreach and Recruitment

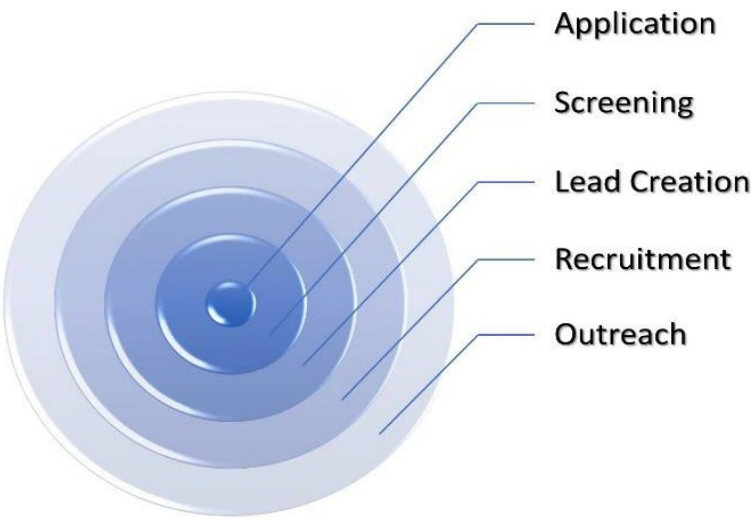
As stated above, outreach and recruitment are program requirements for ILWPP. As a result, all activities and strategies must be recorded in IWRS. Participant recruitment is tracked through the Pre-screen Assessment which begins by adding in a "lead". **Participant leads** are individuals who may be interested in enrolling in the pre-apprenticeship training program. More information about leads and lead types can be found below.

When adding in a lead, grantees will first enter the individual's name, contact information, their lead status (hot, warm, cold, closed), document follow-up dates, and add-in case notes. 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.



Participant Leads

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.**



Leads are classified into four categories: cold, warm, hot, and closed. The categories inform the follow-up action steps, dictate the pace of the intake process, as well as impact the amount of follow-up that recruitment and outreach staff should dedicate to the lead.

Lead Categories

- **Hot Lead** -
  Individual who has decided they would like to apply for consideration as a pre-apprenticeship participant.

- **Warm Lead** -
  Individual who has shown some interest in being a pre-apprenticeship participant but are not yet ready to apply. They might have responded to social media marketing or other recruitment and outreach activities and program staff has had some contact with them.

- **Cold Lead** -
  Individual who might have at first responded to marketing efforts, but the program staff have not been able to have contact with them or have had some contact, but the person expressed little interest in the program.

- **Closed Lead** -
  Individual who has definitively expressed a lack of interest in being a pre-apprenticeship participant or did not pass the screening process.

The goal of outreach and recruitment efforts is to transform qualified and interested leads into applicants. This is accomplished through consistent, strategic communication with potential applicants referred to as touches. A touch is any communication opportunity that motivates qualified individuals to apply. Most outreach and recruitment activities can be considered a touch, including a grantee presentation/webinar, phone call, flyer, branded email, word of mouth, newsletter, blog post, text message, postcard, social media post/connection, and face-to-face conversation, among others.

Though the data varies, it can take between six to eight touches to convert a cold lead into an applicant. However, by the third or fourth touch, nearly 90 percent of organizations and businesses stop trying. Cold leads typically require more touches than warm leads. Warm leads typically require more touches than hot leads. Grantees 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.

To assist you, below is the Lead Follow-Up Steps and Timeline (**Table 10**).

Table 10: Lead Follow-Up Steps and Timeline

Lead Category	Action Steps	Follow-Up Timeline
Closed	No immediate action necessary.	Not applicable.
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

Pre-screen Assessment

Prior to completing a program application, all applicants with the assistance of the ORC are required to complete an initial set of pre-screening questions. These questions are designed to ensure that grantees can easily assess if applicants meet the basic requirements of the program.

***Note**: Applicants who have previously completed and received an ILW approved certification such as the NCCER Core Curriculum, the TradesFutures Multi-Craft Core Curriculum (MC3), or Illinois Community College Board (ICCB) certification/certificate are not eligible to participate in the Illinois Works Pre-Apprenticeship Program.*

Pre-screen Assessment Questions

1. ***Do you have an interest in making a career in the construction industry?***

   This question assesses whether the applicant is planning to make a career in the construction trades.

   If the answer to this question is "no," the grantee should continue the screening for follow-up purposes but then refer the applicant to alternate programs. However, the grantee should follow up with the applicant 6-12 months later to re-assess the applicant's interests and to determine if they have changed.

2. ***Do you have the ability to attend the program?***

   This question assesses whether the applicant has the time and capacity to meet program time requirements and expectations.

   If the answer is "no," the grantee should determine the reasons the applicant does not have the ability. If the barrier can be mitigated or eliminated through wrap-around services, then the applicant can move forward. However, if the barrier is not immediately solvable, the grantee should maintain the applicant's information and follow up within 6-12 months.

3. ***Do you have a high school diploma or GED/HiSET?***

   Applicants must have a high school diploma or a GED/HiSET certificate to participate in the Illinois Works Pre-Apprenticeship Program, unless the grantee is an Illinois Works approved high school-based program.

   If the answer is "no," the grantee should refer the applicant to a partner organization that offers GED/HiSET training. The grantee should maintain the applicant's information and follow up within 6 months.

4. ***Are you at least 18 years of age?***

   It is a requirement of the Illinois Works program that all applicants be at least 18 years of age, unless the grantee is an Illinois Works approved high school-based program.

   If the answer is "no," follow up at the time the participant is 18 years of age.

5. ***Are you an Illinois resident?***

   All applicants must be an Illinois resident.

   If "no," but the applicant plans to move to Illinois, the grantee should maintain their information and follow up within 6-12 months or at an agreed upon date.

   If "no," and the applicant does not plan to move to Illinois, the grantee should refer them to an alternate program in their state of residence.

6. ***Have you previously participated in a US DOL-registered apprenticeship program in construction or a building trade?***

   This program is designed for individuals who are new to the construction industry and the trades and are interested in pursuing a career through a US DOL-registered apprenticeship program. Individuals who have already enrolled or participated in a US DOL-registered apprenticeship program in construction and the trades are not eligible for enrollment. Also, individuals declared by a US DOL-registered apprenticeship program in construction or the trades to be a journeyperson are not eligible for enrollment.

7. ***How did you hear about this program?***

   A drop-down menu will be provided for grantees in IWRS to choose how the applicant heard about the pre-apprenticeship program (i.e., friends or family member, social media, flyers, non-profit, or faith-based referral, among others).

If the answer is "yes" to the first five questions and "no" for the sixth question or eligibility is met for approved high school-based programs, the applicant should complete a program application.

After completing the questions above, the assessment requests how the individual heard about the program, the participant's sex and race, and the grantee's determination if the individual meets all program requirements. Once the assessment is completed, the individual will be listed as an Inquiry in IWRS. At this point, the grantee can leave the individual as an Inquiry or choose to move on to the next step, completing a program application.

Note*: The IWRS Pre-screen Assessment determines basic eligibility for the program. Organizations and institutions may NOT impose criteria from other workforce development or academic programs on Illinois Works applicants. Of specific note, colleges, universities, and other academic institutions cannot deny admission if an applicant owes the institution money for ANY reason (i.e. tuition, parking tickets, meal plans, etc.). The eligibility is determined using the Pre-screening Assessment and cannot be modified by the grantee.*

If needed, the Pre-screen Assessment can be conducted on paper, 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. A hard copy of the pre-screening assessment can be found in the Appendix of this manual Exhibit 21: Pre-screen Assessment.

Outreach and Recruitment Tools

Outreach and recruitment tools aide in creating and implementing strategies that generate participant leads resulting in the submission of applications and enrollment of eligible and qualified candidates into the Illinois Works Pre-apprenticeship Program.

The following are recruitment and outreach tools that can help support your recruitment goals:

- **Marketing Plan -**
  A marketing plan is a critical tool for successful outreach. A marketing plan should outline the target audience, a list of communication channels that will be utilized, a timeline for when marketing and communications will be distributed and make staff assignments. **Grantees will be required to submit a marketing plan and budget to ILWPP. Template 4: Sample Marketing Plan Worksheet and Timeline** is available in the Appendix of this manual.

- **Flyer -**
  Effective, eye-catching, informative flyers are a key part of the recruitment effort. Flyers should be available at the program site and should also be shared with partners to distribute and display to attract potential participants. When deciding on locations for flyers, programs should think of places their ideal candidates may visit such as local community centers, parks, grocery stores, gyms, libraries, community colleges/schools, daycare centers, and churches, among others.

  Template 5: Sample Illinois Works Pre- Apprenticeship Program Flyer is available in the Appendix of this manual.

- **Information Sheet -**
  Information sheets should be provided to applicants during the application process and should also be made available on the program's website for the public and partners to access. The information sheet should describe the overall program design, eligibility requirements, and selection criteria. The information sheet should also include the curriculum, the number of training hours, the available wrap-around, student support, and transition services, the certifications to be offered, and the goals of the program. **Template 6: Sample Illinois Works Pre-Apprenticeship Program Information Sheet** is available in the Appendix of this manual.

***Note**: All outreach and recruitment tools listed above are also available on the Illinois Works Partner Guide.*

Outreach and Recruitment Methods

These following best practices have been collected from academic sources, interviews with local workforce representatives, and best practices from recruiting toolkits and other resources. Utilization of these methods is not a requirement but can offer great benefits for grantees.

- **Diversify Recruitment Team -**
  In order to keep DIBE on the radar, it is crucial to include people who are committed to these ideals on the outreach and recruitment team. Consider including staff and employees from underrepresented groups (women, people of color, and veterans). When potential participants can identify with recruiters, they may feel more comfortable applying for the pre-apprenticeship program.

- **Advertise on Social Media Platforms -**
  Advertise and market on social media platforms based on potential participants' and target populations' platform usage. For example, Facebook is the most used social media platform among all represented groups. As of February 2021, 74% of Blacks used Facebook while 72% of Hispanics and 67% of Whites reported using the platform. Also, 77% of women reported using Facebook while only 61% of men reported using the platform. For more data related to specific social media platform demographics, visit Social Media Facts Sheets.

  Among the most popular social media platforms are Facebook, YouTube, Twitter, LinkedIn, and Instagram. Each of these create an opportunity to connect with your target population. Below you will find a few pros and cons for each platform.

Table 11: Social Media Platforms – Pros and Cons

Social Media Platform	Pros and Cons
Facebook A popular and free social networking website that allows registered users to create profiles, upload photos and video, send messages, and keep in touch with friends, family, and colleagues.	*Pros:* Facebook has 190 million American users. The demographics of Facebook are primarily female with the majority age range spanning 18-34. This is the most popular social network, with more than one billion users. It has a user-friendly interface. You can track page statistics and engagement. The platform allows you to run contests and competitions, market upcoming events, and fundraise, among other business-related tasks. *Cons:* It requires consistent interaction (at least 4-5 posts per week). Also, new algorithms have made it more difficult for small organizations to compete without paid advertising. Despite this change, it is important to maintain a Facebook page as many people utilize organization/business pages as a source of critical information and events.

YouTube A free video-hosting website that allows members to store and serve video content.	*Pros*: It is a great way to interact given that videos garner higher engagement than texts or photos. This can be an ideal place to post fundraising videos featuring participants or stakeholders. It can also be used to shape the opinions of your target populations, impressions, and sentiments more effectively than other sites. You can track the views and subscribers on your page to determine the effectiveness of this tool. *Cons*: Videos can be both entertaining and informative. However, video production and editing can be time consuming. There is no requirement to have a significant budget to produce videos. But the higher the quality of video content, the more engagement it will gain.
X (Formerly Twitter) A microblogging and social networking service on which users post and interact with messages known as "tweets."	*Pros:* Twitter has 68.7 million American users. The market for Twitter is overwhelmingly male, and the primary age range is 25-49. All updates are posted in real-time, and you can post new content with a high frequency. You and your followers can send and respond to messages privately, including responding to complaints or questions. *Cons:* You are only allowed 280 characters per message. It can be easy for users to miss your content since everything posted is shared chronologically. As a result, posting on this platform can have a disproportionate time demand when compared to other platforms.
LinkedIn A business and employment-oriented online service primarily used for professional networking and career development; and allows job seekers to post their CVs and employers to post jobs.	*Pros:* LinkedIn has 174 million members in the United States. The intention of this platform is professional engagement. Its goal is to build professional relationships and collaborate with individuals within your profession, or those who want to be in a particular field of practice. LinkedIn can be a great recruitment tool for participants and partners. As of 2021, most LinkedIn members are male and between 25-34. *Cons:* It is a smaller platform than some of the others and with its business focus (depending on your target participant population) their members may be less likely to be on LinkedIn.

Instagram Instagram is a photo and video sharing social networking service. It allows users to edit and upload photos and short videos through a mobile app.	*Pros:* Instagram has over 140 million American users and allows followers to explore your organization and programs through images and videos. This platform is ideal for individuals aged 20 – 34, particularly women. *Cons*: Sharing must be done from a mobile device, though messaging and comments can take place on a desktop. It can require ongoing interaction, which can be time-consuming for staff that are not directly assigned to these tasks.

(Delgado, 2014; Newberry, January 2021; Newberry, February 2021; WebsiteBuilder.org, 2020)

- **Create a Landing Page on Organization Website –**
  Organization websites will be one of the first locations where potential participants will seek program information. 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. This page should also be linked and included in social media posts or other outreach/recruitment materials.

- **Feature Underrepresented Populations in Construction and the Building Trades -**
  When underrepresented groups are featured in marketing materials, participant leads can visualize themselves in the program and look forward to doing that type of work.

- **Partner and Collaborate with Community Organizations -**
  Build partnerships with organizations that can give access to the underrepresented populations that are being targeted. In fact, entities that are expected to play a partnership role throughout the program should begin by supporting the recruitment process in whatever way is appropriate for their role. Examples of partnering organizations and/or agencies include: the Department of Human Services, workforce centers, high schools, community colleges, community centers, grassroots nonprofit organizations, community organizing groups, local housing authorities, Head Start programs, churches, and advocacy organizations. Work with community organizations' staff to introduce the pre-apprenticeship program during regularly scheduled meetings in which potential candidates will be present.

- **Career Fair**
  These events often take place at high schools, community colleges, or community centers and offer a prime opportunity to access a group of individuals seeking to start or change careers. Some career fairs may have a small fee or be no cost to register. Reach out to local partners and request to be included in any upcoming or annual career fairs. Often these fairs coincide with graduation dates in late spring/early summer.

- **Host Open House Event -**
  Host an open event and invite potential participants, partners, and staff from other community organizations or training organizations along with local government representatives. These events create an ideal opportunity to discuss the program offerings, the career opportunities offered by construction and the trades, and collect potential participant information for follow-up. Inviting pre-apprenticeship and DOL registered construction apprenticeship program alumni to share their experiences may create a sense of belonging and inclusion for potential participants. At a minimum, the open house agenda should include suggested times, an outline of the program, and contact information for the program coordinator.

  For more information on how to run a successful open house refer to the Appendix of this manual **Exhibit 2: Tips for Running an Open House.** A sample Open House Agenda can be retrieved from the resource section of the *Illinois Works Partner Guide* on the Illinois workNet page or in the Appendix of this manual Template 7: Sample Illinois Works Pre-Apprenticeship Program Open House Agenda.

- **Public Service Announcements (PSAs) -**
  Many local television, radio, and print media outlets will air information for free as a public service announcement about the program and how to apply. Contact local media outlets to ask about this service.

- **Encourage Word-of Mouth Recruitment -**
  This is one of the most effective ways of recruiting potential participants into pre-apprenticeship programs. Encourage word-of-mouth marketing among women, veterans, and people of color who have successfully transitioned from a pre-apprenticeship program to a registered apprenticeship program (RAP) and/or have completed a RAP and are currently employed in the construction industry.

- **Meet Potential Participants "Where They Are" (Street Outreach) -**
  Create a recruitment team that literally "meets potential participants where they are." The team should consider visiting vulnerable and underserved communities to recruit potential participants. This practice is especially beneficial for participants who experience transportation and childcare barriers to employment. This type of outreach method creates a window of opportunity to serve individuals that may be interested in pre-apprenticeship programs, but who have barriers that prevent them from visiting program centers. Such barriers can be addressed with specified wrap-around services if they join the program.

  Street outreach staff and their supervisors should work together to plan for safety during scheduled activities. Some safety tips to keep in mind and share with staff include:

  - Always use the buddy system: no staff member should conduct activities alone. Activities should be conducted in teams of two to four people.

- Always identify yourself and your employer, introduce the team, and inform community members about your work.
- Always inform on-call supervisors and/or other staff members of your exact location.
- Alert the on-call supervisor and/or other staff members to the beginning and end of each shift.
- Always remain in well-lit and designated areas.
- Only conduct activities during daylight hours.
- Become familiar with and surveil the area before conducting activities.
- Avoid confrontation or debate of any kind.
- Inform supervisor of any unusual developments, questions, or concerns.
- Adhere to COVID-19 guidelines. Cover your mouth and nose with a mask when in public settings or around others and maintain at least a six-foot distance between you and others.
- In case of an emergency, call or have another person call 9-1-1.

- **Veteran Organizations -**
  Partner with Veterans of Foreign Wars (VFWs) posts and/or alternate veteran organizations. These partnerships focus on the recruitment of veterans and transitioning service members. Military career transition personnel may be a resource to recruit veterans and transitioning service members. Many community colleges also have offices that serve veterans seeking to transition to a new career.

- **Create "Easy-to-Read" and Multilingual Marketing and Recruiting Material -**
  Language is the primary medium through which people communicate. Marketing is all about effective communication. Therefore, marketing materials should be easy to read and understand. Highly technical and complex jargon should not be used. Also, information should be shared in languages other than English to recruit members from underrepresented groups who possess limited English proficiency.

Additional Information, Links, and Documents

- Template 4: Sample Marketing Plan Worksheet & Timeline
- Template 5: Sample Illinois Works Pre-Apprenticeship Program Flyer
- Template 6: Sample Illinois Works Pre-Apprenticeship Program Information Sheet
- Template 7: Illinois Works Pre-Apprenticeship Program Open House Sample Agenda
- Exhibit 2: Tips for Running an Open House

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.

Application Process

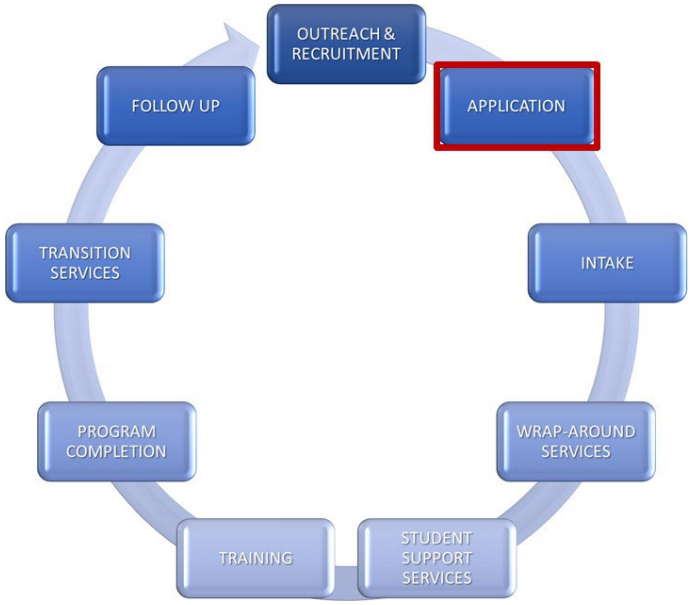
The Illinois Works Pre-Apprenticeship Program (ILWPP) participant application process, carried out by the Outreach and Recruitment Coordinator (ORC), is designed to enroll participants who are able and ready to make a career in the construction trades. The ILWPP application process builds off the Pre-screen Assessment conducted during the Outreach & Recruitment stage of the Pre-Apprentice LifeCycle. Once a participant lead is determined to be a "hot lead," they can begin the application process.

The first step is a formal application completed by the participant in partnership with a member of the intake staff. Once the grantee determines the applicant should move on in the process, the applicant then must participate in a standardized interview in which two grantee staff members will score the applicant's interview answers. Based on the application and interview, the grantee will make an enrollment decision.

This multi-stepped process is intentionally rigorous for two reasons which are rooted in the ILWPP values.

The first is related to making an **impact through outcomes**. **The primary outcome measure of ILWPP, and in turn the ILWPP Grantee Network, is to transition participants into DOL-registered apprenticeship programs** (RAPs). Reaching those metrics begins with recruiting and enrolling individuals who are driven to pursue apprenticeships upon graduating the program. Enrolling an applicant who is unsure if construction is the correct path for them could mean not offering a space to another candidate who is passionate about joining a trade. These decisions can limit the impact the program in the ultimate ILWPP goal of diversifying the construction trades in Illinois.

The second is related to **building a community of collaboration** by honoring the dedication and commitment of participants. Grantees are offering an opportunity that will have a generational impact on all participants. As a result, participants who choose to enroll in this program and are seeking a career path in the construction trades must be surrounded by others who have the same drive. Great programs and participants can be stunted when uncommitted and disengaged participants are admitted.



Eligibility Requirements

All pre-apprenticeship construction programs funded by ILWPP must use the following participant eligibility requirements:

- **Age -**
  Participants must be at least 18 years old to enroll in the ILWPP. Only a grantee approved by the Office of Illinois Works to operate as a high school-based pre-apprenticeship program may enroll participants under the age of 18. However, all participants must be 18 or older 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.) along with uploading it to IWRS.

- **State of Illinois Residence -**
  Participants must be State of Illinois residents when they apply to the ILWPP. Grantee must obtain and upload to IWRS documentation of the participant's residence (Driver's License, State ID, City ID, Utility or Phone Bill, etc.).

- **High School/GED/HiSET -**
  Participants must have at least 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. High school-based participants must have enough credits when entering the pre-apprenticeship program to ensure they will complete their high school diploma prior to or in tandem with the pre-apprenticeship training program. Grantees are required to upload a copy of a participant's High School Diploma, GED, HiSET certificate or transcript to the Illinois Works Reporting System.

  A high school diploma, G.E.D., or HiSET certificate must include the name(s) and address(es) of the high school(s) attended. A high school diploma must be issued from a school recognized by the responsible foreign or state government agency, or a home school. The exact information included on a high school diploma may vary, but it typically includes as a minimum the student's name, the school's name, the conferral date, and signature of school authority.

  For Veterans only: As an alternative document, grantees may submit a copy of a participant's DD214 (officially DD Form 214 – Certificate of Release or Discharge from Active Duty) to verify the participant's high school completion. The DD214 may only be used if the following criteria are met:

  - The DD214 indicates that the individual is a high school graduate or equivalent.
  - The participant applies to a US DOL RAP that accepts the DD214 as verification of high school graduation. Proof of application acceptance must be uploaded to IWRS.
  - The participant's high school diploma or transcript is unavailable.

  Grantees with students that have foreign high school diplomas or transcripts are responsible for having the diplomas evaluated for U.S. high school equivalency and their transcripts translated into English by qualified vendors. For a list of qualified vendors that perform these services, refer to the Illinois State Board of Education (ISBE) Educator Licensure Out-of-Country Credential Evaluation Sources list.

  Grantees are required to upload a copy of a participant's High School Diploma, GED, HiSET certificate or transcript to the Illinois Works Reporting System (IWRS). College transcripts or College diplomas are not acceptable proof of High School completion documents.

∉ **Driver's License -**
Not having a driver's license does not automatically disqualify individuals from participating in the pre-apprenticeship program, but it is essential for success in construction and the building trades. As a result, participants must have a valid driver's license to successfully complete the program. **Participants who do not already have a valid driver's license, must meet with support staff to develop a plan to secure one to successfully complete the program.**

∉ **Social Security Number (SSN) -**
Illinois Works requests but does not require applicants to provide a social security number. If a participant does not provide an SSN, this does not disqualify them from participating in the program. However, a lack of an SSN will bar them from admittance into certain RAPs. This factor should be addressed in discussing career plans with the participant.

∉ **Reliable Transportation -**
A lack of reliable transportation does not automatically disqualify individuals, but it is essential for success in construction and the building trades. Grantees can offer transportation support during the program, but a plan should be created to ensure participants secure reliable transportation beyond the program's term.

∉ **Drug Testing -**
Candidates must be able to pass a random drug test during the pre-apprenticeship training program, though this is not a required part of the application or intake process. Grantees may choose the timing and type of drug test to administer (hair follicle, urine sample, etc.) based on the guidance provided in this section of the Grantee Manual. Drug testing is an important factor related to safety concerns during construction lab and job-site training. The ability to pass a drug-test is a requirement of most RAPs.

∉ **English Proficiency -**
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, and grantees should follow-up with the potential participants to reengage them after their English instruction. For participants that can actively participate in instruction in English but need further assistance related to the English language, grantees can use funding to support the needed tutoring services.

∉ **Time Availability -**
Participants must be available to participate in all required pre-apprenticeship instruction (classroom, construction laboratory, and jobsite), student support services and transition activities are required by the grantee.

- **Pass Standardized Interview -**
All participants are expected to pass a standardized interview to be accepted into the program. *Refer to the Standardized Interview section below for more details.*

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 ORC or as a paper application. A participant's **legal name** must be entered into IWRS. The legal name will also be used when issuing certifications such as First Aid/CPR, OSHA 10-Hour Construction, etc. Government documents demonstrating the name change must be uploaded to IWRS for an individual who has experienced a name change (for instance high school diploma vs current legal name, among others.)

Note: *If the application is initially completed on paper, the contents of the application must be entered into the IWRS within 24 hours of completion.*

Contact information that was collected in the Pre-screening Assessment or during the creation of an Illinois workNet account will be automatically copied to the application including name, phone number, and email address.

Additional contact and demographic information will be collected while completing the application including the applicant's primary address, alternate phone numbers, social media contact information, gender at birth, preferred gender, military status, marital status, ethnicity, work authorization, and the applicant's highest level of education.

The application will also cover other considerations that might influence the applicant's ability to successfully engage in the program or a DOL-registered apprenticeship. This includes having or securing a driver's license and reliable transportation, passing a background check and drug-test, and the applicant's English proficiency.

Final application questions address current employment history (if applicable), and if the applicant has one year of high-school level algebra or equivalent with a grade of "C" or better (only required if the applicant wants to pursue the electrical trades).

A hard copy of the application can be found in the Appendix of this manual **Exhibit 3: Pre-apprenticeship Program Application Referral Sheet.**

Referral Sheet

A referral sheet should be provided to individuals who apply to the program but are ineligible and/or need services that are not provided by ILWPP. The referral sheet should include information about resources and other programs from which the applicant could benefit. These could include the closest One-Stop Career Center, other training programs, and/or adult basic education programs. A sample referral sheet is available in the Appendix of this manual as Template 8: Sample Applicant/Participant Referral Form.

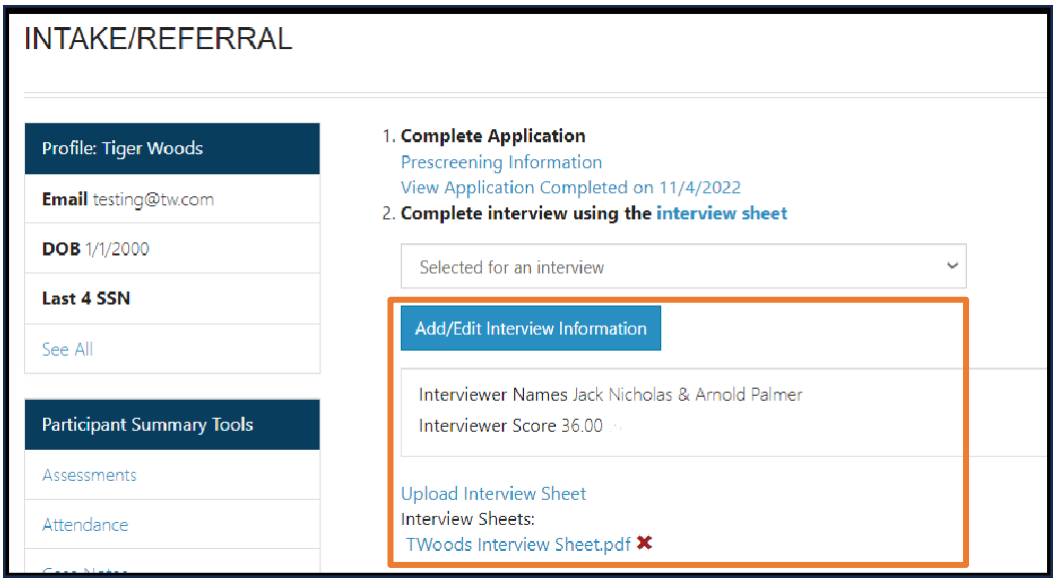
Standardized Interview

This process allows the grantee to gather additional insight into the applicant's interests, long-term goals, and what the participant hopes to gain from the pre-apprenticeship program.

Interview Delivery

The interview must be **conducted by at least two grantee staff members** who will record the applicant's answers, and each provide an independent score. Once the interviewers have completed their individual interview questionnaires, the total scores should be averaged and a single score provided for the applicant. **The maximum average score is 40 (100%) and the minimum score for acceptance is 32 (80%).** Individuals who receive a score less than 32 should not be admitted to the program unless there are significant mitigating factors.

If the grantee chooses to enroll a student with mitigating factors, these factors and reasoning for enrollment must be documented on the applicant's IWRS profile. No more than 20% of enrolled participants in a particular cohort should be admitted under the "mitigating factors" category. The interview questionnaire should be printed and completed manually. **The final interview score must be entered into IWRS, and both interviewers' questionnaires must be scanned and uploaded into IWRS.** Uploading applicant questionnaires allows for greater transparency and record keeping for grantees and ILWPP.



A hard copy of the Pre-Apprenticeship Program Interview Questionnaire can be found in the Appendix of this document (Exhibit 4: Pre-Apprenticeship Program Interview Questionnaire) or it can be downloaded from IWRS by clicking "interview sheet" in step 2 on the Intake tab.

Enrollment Decisions

Once applicants have completed their applications and interviews, the grantee must make the final enrollment decision. **Enrollment options include full acceptance, conditional acceptance, and denial.** These enrollment decisions should be accompanied by a formal letter from the program to the applicant that clearly outlines the enrollment decision. Letters may be mailed or emailed. A copy of the letter should be uploaded to IWRS regardless of the enrollment decision. Templates for these letters are available digitally in the resource section of the *Illinois Works Partner Guide* housed in Illinois workNet or in the Appendix of this manual.

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. This letter should clearly outline the enrollment decision and action steps for the participant to take such as submitting identifying documentation and/or transcripts. The applicant should also be made aware of the date/time for orientation (**which is a program requirement**) and any critical programmatic information including the class schedule.

Refer to the Appendix of this manual for a sample acceptance letter - Template 9: Enrollment Decision Sample Letter – Full 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. Some reasons for conditional acceptance may be a lack of a Driver's License but a commitment and ability to procure one or pending high school transcripts.

This letter should clearly outline the enrollment decision including the conditions for acceptance and action steps for the participant to take such as submitting additional identifying documentation or transcripts. The applicant should also be made aware of the date/time for orientation (**which is a program requirement**) and any critical programmatic information.

Refer to the Appendix of this manual for a sample conditional acceptance letter -Template 10: Enrollment Decision Sample Letter – Conditional Acceptance.

Note: *If conditional acceptance is offered to an applicant 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's file.*

Denial is for applicants who do not meet, or either cannot or will not meet all program requirements. This also applies to an applicant that can meet program requirements, but scores 31 or below on the standardized interview and cannot be considered under the "mitigating circumstances" category. This letter should clearly outline the enrollment decisions and include referrals to alternate programs/services.

Refer to the Appendix of this manual for a sample denial letter - Template 11: Enrollment Decision Sample Letter – Denial.

Cohort Structure

The Illinois Works Pre-Apprenticeship Program utilizes a cohort model for instruction. A cohort is a predefined limited group of participants engaged in an area of study under the guidance of a highly engaged trainer or instructor. Cohorts cultivate a sense of belonging, collaborative learning, creativity, self-efficacy, and a desire to complete the program with fellow cohort members, which in turn impacts retention. Cohorts work together in the same academic program, progressing through the same academic curriculum, and completing their program together—they start and end at the same time. Since a cohort consists of participants attending instruction together in the same location at the same time and in the same class, more than one cohort cannot operate in the same physical space and time. Cohorts are limited to no more than 30 participants.

***Note**: Accelerator programs are limited to 30 participants per year regardless of whether they operate one or two cohorts.*

Rolling enrollment allows new applicants who have been accepted into a program to start their academic experience at the point of admission. There is no hard deadline by which they need to submit their application nor a definitive start date. Students are unlikely to have the same academic experience nor complete their program at the same time or pace as those who are simultaneously enrolled.

As a best practice, **the Illinois Works Pre-apprenticeship Program leverages the structure of a cohort model. Rolling enrollment is not an approved Illinois Works approach**. Grantees must adhere to the start and end dates of their approved work plan. **Any participants enrolled after the first day of instruction and post orientation require ILWPP Grant Manager pre-approval.**

Administrative Withdrawal

In some cases, a grantee will offer acceptance to a participant and that participant will commit to attending the program, but then never attend instruction. In these cases, the participant is deemed an Administrative Withdrawal. In the event a participant does not show up to instruction, grantees should attempt to contact the participant at least two (2) times via phone. If after two attempts the participant is still unresponsive or states they are no longer planning to attend, the grantee should update the participant's IWRS status to "Administrative Withdrawal" through the Program Completion/Follow Up tab and document the call/contact attempts as a case note.

Administrative Withdrawals do not count toward a grantee's enrollment metric.

Participant Skimming

In any grant-based program, there is significant pressure to achieve outcome measures to meet expectations of the funder or of the grant agreement. This at times may result in unintended participant skimming. **Participant skimming** is when programs select applicants that are deemed more likely to succeed and may have less need for wrap-around or supportive services. When making enrollment decisions, it is important that grantees make decisions based solely on the applicant's ability to meet eligibility requirements and that the applicant has a primary goal of transitioning to a DOL-registered apprenticeship. An applicant's potential wrap-around and student support service needs should not be taken into consideration unless those needs would make them ineligible for the program.

Drug Testing

The majority, if not all, of DOL-registered apprenticeship programs require applicants and/or apprentices to take and pass a drug test. As a result, it is imperative that Illinois Works pre-apprenticeship graduates are prepared for and can successfully pass a drug test. **Passing a drug test is not a pre-requisite to apply and enroll into an Illinois Works Pre-Apprenticeship Program.** However, all grantees must have partnerships and develop the ability to send participants for drug testing in the following circumstances:

- Due to the nature of construction lab and jobsite instruction and the use of power tools, it is imperative that programs send for drug testing those participants that have identifiable signs of being under the influence of a substance(s) that can impair their performance and may result in self-harm or the harm of others including program participants, instructors, and staff.

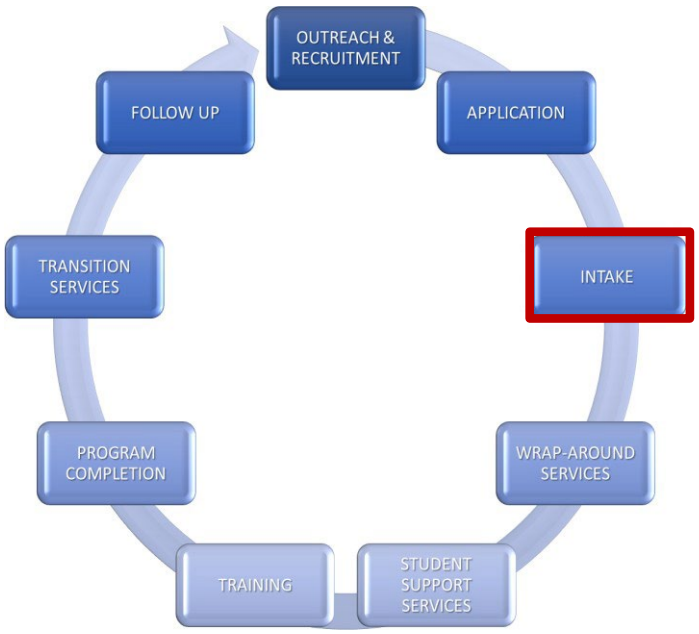
  Note: *When drug testing confirms the presence of drugs, grantees must work with participants and provide the needed support including counseling, among others. The grantee may also apply disciplinary action based on its program policies.*

- When a grantee determines that it is necessary that their graduates, before transitioning to a RAP and/or employment, need to pass a drug test to ensure successful transitioning and outcomes. The above note is also applicable in this circumstance.

Please notice that applicants are asked questions in the Program Application related to their ability to take and pass a drug test and their willingness to do so. As a result, it should not be a surprise to a participant who is sent for a drug test.

Intake

Following an acceptance decision of the grantee, participants will move onto the intake process. This process is focused on the **Wrap-around Service Assessment**, but it also acts as an opportunity for intake staff/case managers to meet with participants one-on-one. During this meeting, the staff can assess participant needs, establish wrap-around supports, and begin building rapport. It is important to remember that this meeting will be the first time program staff will be interacting with the participant as an enrollee not an applicant.



This meeting should set the tone for the program overall. It is critically important that participants also start to see and feel the four DIBE components as well as all aspects of the core values. For a program culture to be successful, staff and participants must contribute to its success, and intake meetings serve as a key moment in building a positive cohort culture.

Building Rapport with Participants

Building rapport is essential to creating a program culture that fosters belonging, inclusion, and collaboration. **Rapport** is the creation of a professional relationship that features mutual understanding and connection that cultivates a trusting relationship between grantee staff and participants. Intake meetings are an ideal space for grantee staff to being establishing rapport with participants. Rooted in person-centered social work practices, building rapport is the ability to develop a professional relationship with participants based on mutual trust. When participants feel they have trust and can trust those around them, they can better engage in instruction, support services, and career transition.

The ability to build rapport with participants is a skill like any other. It can be learned, and it can be improved over time with dedicated practice. Below are some examples of how staff can begin to build rapport with participants.

- **Remember Participant Names -**
  This may seem a small act, but for many this can be a significant gesture. Remembering participants' names can reinforce a sense of belonging.

- **Be Prepared for Participant Interactions -**
  Not being properly prepared for instruction or participant meetings may make participants feel that interacting with them is not a priority. Being on time, greeting participants, and having necessary resources available or following up after meetings can strengthen grantee staff connections to participants.

- **Find Common Experiences or Opinions -**
  Enrolling in a program like ILWPP will be new for many participants and it can be helpful for staff to find common connections with participants to further promote positive connections. Find common experiences or opinions that can help root the relationship and provide a shared connection. It is also helpful to foster these relationships between participants and alumni. Perhaps students are from the same neighborhood, attended the same school, or cheer for the same sports team. These connections do not have to be deeply rooted but revealing these connections foster belonging.

- **Actively Listen -**
  Being fully present in a conversation means more than being physically present. Building rapport also requires staff to be mentally and emotionally present as well. Some ways to do this during a conversation are to make eye contact with participant or asking follow-up questions.

- **Be Aware of Body Language -**
  Non-verbal communication is equally if not more important than verbal communication. However, at times it can be misleading, which can cause a rupture in a staff/participant relationship. It is important for grantee staff to be mindful of the messages being sent by hand movements, facial expressions, vocal tone and volume, as well as distance from participants.

  For example, a staff member who is very passionate might move closer to a participant, move their hands more and increase their vocal volume. Their intention may be to communicate excitement, but it may be interpreted as aggressive.

While rapport building is important during intake, these behaviors and activities should extend to all stages of the Participant LifeCycle. It is the responsibility of all staff to cultivate a welcoming and trust-based environment (MasterClass, 2021).

Assessing Participant Needs for Wrap-Around Services

Assessing participant needs for wrap-around services is a critical part of the intake process. Within the IWRS, grantees will have access to a Wrap-around Service Assessment that will display all available wrap-around services provided by the grantee or grantee partners. This listing will offer guiding questions for the intake staff to follow. Intake specialist will document if the participant chooses to opt into or decline each wrap-around support service.

The intake staff's role is to offer services. Wrap-around services are optional for participants, and this process must be led by the participants themselves.

Though this assessment is completed during intake, participants' needs may change throughout the program. As a result, **participants can opt into wrap-around services at any point during their active enrollment in the program**. Wrap-around services may only be provided when a participant is enrolled in the program. A participant that does not complete the program during the approved Work Plan dates of a cohort due to needing to successfully complete all training module(s) (see Student Support Services section below) may be considered "enrolled" for two weeks after the Cohort end date only. For the two weeks, they may be provided wrap-around services if necessary to successfully complete all training module(s).

Graduated participants are not allowed to receive wrap-around services. If a participant opts into a new or additional service(s) while enrolled, the Wrap Around Service Coordinator must add the new or additional service(s) to the Wrap Around Service goal in IWRS before the new or additional support service(s) are provided. The Wrap Around Service Coordinator must also add a case note to IWRS documenting the need for the new or additional service(s).

> *An example of an appropriate case note might be:*
>
> *The participant's mother is ill and can no longer provide free childcare. The participant now needs help to pay for daycare.*

Grantees are also required to add the cost of the new or additional service(s) to the participant profile via the Dollar Value of Service tab.

ILWPP wrap-around service options include, but may not be limited to:

- Transportation costs
- Childcare/family member care
- Technology assistance for virtual learning (broadband and hardware)
- Driver's education fees
- Financial literacy
- Digital literacy

- Other wrap-around support services

Refer to *Section 6: Wrap-Around Services and Support Services* for more detail on the assessment and delivery of wrap-around services.

Additional Information, Links, and Documents

- Exhibit 3: Pre-Apprenticeship Program Application
- Exhibit 4: Pre-Apprenticeship Program Interview Questionnaire
- Template 8: Sample Applicant/Participant Referral Form
- Template 9: Enrollment Decision Sample Letter – Full Acceptance
- Template 10: Enrollment Decision Sample Letter – Conditional Acceptance
- Template 11: Enrollment Decision Sample Letter – Denial
- How to Build Rapport: 6 Tips for Connecting with Others

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

Section Overview

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

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

Wrap-around services and student support services are both closely linked to the Illinois Works (ILWPP) core values of overcoming barriers and empowering participants for resilience and self-sufficiency. Together they create a **supportive service package designed to minimize or eliminate non-academic and academic barriers.** When taken into consideration with stipends and Transition Service expenses, Illinois Works considers the funds used to pay for this supportive service package to be Barrier Reduction Funds. While these Barrier Reduction Funds are to support the participants, only the stipends can be paid directly to participants. All other payments for Wrap-Around Services, Student Support Services, and Transition Services must paid directly by the grantee to the vendor. **No direct participant reimbursement using ILWPP funding is allowed.**

Wrap-around Services are defined as supports that address non-academic barriers. These can include an array of items, but some common services include childcare, mental health counseling, or transportation. Participants must opt into wrap-around services. This model of services leads to greater self-sufficiency as it challenges participants to think through long-term planning for

services. All too often, programs provide a suite of supports for participants while in the program, but when the program ends participants are left without the skills or knowledge of how to address those needs. With the opt-in model, participants will meet with case managers one-on- one to establish services during the program and begin planning for long-term plans to address these needs.

Community Partnerships are a cost-effective approach to deliver wrap-around and support services whenever possible. Your local Community Action Agency is a good resource for exploring potential partnerships. **Grantees will still need to budget between $500 - $1,000 per participant for supportive services not provided through partnerships.**

Student Support Services are defined as supports that address academic needs. Unlike wrap-around services, most of these supports are mandatory for participants based on subpar attendance or performance. Participants may opt into services such as tutoring for math and reading. However, other services, such as making up hours for missed courses, retaking post-assessments after failing, or attending tutoring for certain modules where academic performance is lacking are mandatory to complete the program. Through these services, students will gain lifelong skills that will set the foundation for future growth and opportunities.

Wrap-around Services

The goal of wrap-around services in the ILWPP 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.

ILWPP's focus is on three target populations: ***women, people of color, and veterans***. Each of these populations have been underrepresented in construction and the building trades. It is an expectation that grantees 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. There are many complex and interconnected barriers that can hinder participants' ability to access employment opportunities. For instance, racism and sexism may intersect with an African American mother's need for childcare and transportation, exacerbating exclusion from an industry traditionally dominated by white males.

As a result, the ILWPP requires grantees to provide a host of wrap-around services to address these structural and historic barriers. Grantees can deliver these services internally or leverage partnerships to do so. Wrap-around services may only be provided when a participant is enrolled in the program. A participant that does not complete the program during the approved Work Plan dates of a cohort due to needing to successfully complete all training module(s) (see Student

Support Services section below), may be considered "enrolled" for two weeks after the Cohort end date only. For those two weeks, they may be provided wrap-around services if necessary to successfully complete all training module(s).

Wrap-around Service Assessment

Wrap-around service needs are assessed through the Wrap-around Service Assessment available in the Illinois Works Reporting System (IWRS). Each participant must manually fill out the Wrap-around Service Assessment, using the form provided as Exhibit 22. A scanned copy of the assessment must then be uploaded by the grantee to IWRS (using the link provided). **Responses electronically selected in IWRS must match the responses provided by the participant on the paper assessment.**

Below is a sampling of the wrap-around services that are included in the assessment. Each service below will provide a summary and examples of that service and some guiding questions that WSCs can utilize when meeting with participants to assess their needs.

- **Transportation Costs -**
  A major barrier for many participants in the Illinois Works program may be reliable and accessible transportation.

  Allowable Costs: Public transit fare/cards, emergency car repairs not maintenance (up to a $500 threshold), plate sticker/city sticker renewal fees.

  Non-allowable costs: Rideshares or taxis (Lyft and Uber, among others). Gift cards and cash cards are not an allowable cost. This includes “Visa” type gift cards and gas station-branded cards such as Shell, BP, Marathon, and Exxon, among others.

  Guiding Question(s): Do you have reliable transportation to and from the program? What is your primary form of transportation?

  Program Requirement: All Wrap-Around Services are opt-in. Wrap-Around Service Coordinators must meet with participants to discuss and identify needs. **Programs that provide support such as transit fare cards to all participants, regardless of an opt-in request, will be denied reimbursement for the supportive service expense.**

- **Childcare/Family Member Care -**
  Caregiving for a child or a family member can be a major barrier to participant success. Partial or total costs of care are allowed under the Illinois Works grant. However, programs should attempt to leverage alternate resources to help cover these costs as well.

  Allowable Costs: Childcare/babysitting costs, home aide costs

Guiding Question(s): Do you have any family members that depend on your care? If yes, will your family members have support/care while you are in the program?

- **Technology Assistance for Virtual Learning (Broadband and Hardware) -**
  In some programs, and at some points in most programs, virtual learning may be required. If participants do not have the proper technology to participate in the program, the grantee may utilize funding to assist the participant. Organizations should attempt to enroll participants in existing broadband and technology assistance programs prior to making any direct payment or purchase of goods and services.

  Allowable Costs: Broadband/hot spot fees, purchase of laptops to lend participants

  Guiding Questions: Do you have steady and reliable access to the internet? Do you have a computer that will allow you to access lessons, including videos, online?

- **Driver's Education Fees -**
  Having a Driver's License is not a prerequisite of the pre-apprenticeship program. However, it is a requirement to enter most apprenticeship programs. It is also a requirement to successfully complete the Illinois Works Pre-apprenticeship Program. If participants need to complete driver's education while attending the pre-apprenticeship program, the program may pay the required fees for driver's education and/or obtaining a license.

  Allowable Costs: Fees for driver's education and/or obtaining a license.

  Guiding Questions: Are you confident that you will be able to cover all costs associated with obtaining your Illinois Driver's License no later than the completion of the program? Are you confident that you will be able to cover all costs associated with Driver's education?

- **Financial Literacy -**
  The ability to manage money well is a skill that can have a positive lifelong impact on students and help them far beyond the program. Financial literacy courses teach students the basics of personal finance such as budgeting, saving, debt, and investing. These courses may also cover items such as explanations of pensions, retirement funds, and fringe benefits, among others.

  Allowable Costs: Course materials (handouts, workbooks, etc.), course/class fees, and financial literacy online course fees.

  Guiding Questions: Do you feel confident in your ability to manage your personal finances including budgeting, saving, investing, or debt management?

- **Digital Literacy -**
  If a participant identifies that they need assistance learning and/or utilizing technology, including but not limited to desktop computers/laptops or tablets to fully participate in the ILWPP, a grantee can utilize grant funds to enroll the participant in digital literacy courses or to pay a tutor to assist with these digital needs. Free resources are also available to help with these skills including through Digital Learn which offers "self- guided learning" and resources for trainers seeking to lead in-person training.

  Allowable Costs: Materials, assessments, online registration fees, tutoring. Maximum cost per participant is $300, but additional funds may be requested on a per-participant basis.

  Guiding Questions: Do you feel confident in your ability to use a computer or tablet to perform job functions like submitting a timecard, navigating the internet, or creating a word document?

- **Other Wrap-Around Support Services -**
  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, ILWPP grant funding. **If the grantee wants to allocate ILWPP grant funding, the support service must first be submitted for approval to the grantee's assigned ILWPP Grant Manager. Only after approval can the grantee proceed to add the service to IWRS and provide the service to the participant.**

  Guiding Question: Are there additional supports that would ensure your attendance and completion of the pre-apprenticeship program?

Table 12 below provides examples of ways in which grantees can assist participants in overcoming barriers. These wrap-around services may be delivered internally by grantees and have allowable costs associated with each barrier. Use the following tables to identify potential gaps in wrap-around services and to strategize on how those gaps can be filled.

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 as they prepare to enter an apprenticeship.	• Apprenticeship application fees • Broadband/hotspot fees • Laptop purchase to loan to participants • Financial literacy course fees or purchase of training materials
Childcare/Family Member Care Needs	Disadvantaged parents are likely to face challenges in obtaining quality childcare that meet pre-apprenticeship training schedules	• Childcare/family member care fees
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.	• Driver's education fees • Public transit fare/cards • Emergency car repairs • Plate sticker/city sticker renewal fees
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.	• Mentor/mentee training • Mentor planned activities • Expenses related to mentorship events • Purchase of training materials

Often grantees will need to leverage partnerships with other organizations in order to better serve participants and ensure they have an equitable opportunity to complete pre-apprenticeship training and transition to a RAP and employment. **Table 13** provides suggested partners that grantees can engage to assist participants with challenges that require additional support. ILWPP has also developed Exhibit 15: Wrap-around Services Plan which allows grantees the ability to ensure each wrap-around service has an assigned staff member or partner. This plan can be used by any staff

member who may need to refer a participant to an outside service or connect them internally to ensure their need is met.

Table 13: Other Participant Barriers 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.	• Local/county health center/department
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.	• Local behavioral health center • Community mental health centers & organizations
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.	• Local behavioral health center & organizations • Community mental health centers & organizations
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 (Breiding, Chen, & Black, 2014). When domestic violence intersects with other barriers, participants may find it more difficult to complete training programs and obtain/maintain employment.	• Domestic violence service providers • Department of Health & Human Services
Housing Instability/ Homelessness	Some participants may face difficulties finding permanent housing or are homeless.	• Public housing authorities • Community action agency

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.	• Department of Health & Human Services • Community action agency

Supporting Participants with Complex Needs



In addition to the above barriers, some populations may experience specific challenges that require support beyond ILWPP's scope of services (**Table 14**). Because these groups may be identified as having more complex needs within the ILWPP system, they should be provided with resources and information about programs and agencies that can assist in addressing their specific barriers.

Table 14: Barriers for Specific Groups/Populations

Population	Challenge for Special Population	Potential Partners
Youth (under 18 yrs. old)—this only applies to ILWPPs 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.	• Department of Health & Human Services • Local behavioral health center & organizations
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.	• Department of Health & Human Services • Public housing authorities • Community action agency

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 deportation.	• Illinois Coalition for Immigrant and Refugee Rights (ICIRR) • Department of Health & Human Services
Immigrants	Immigrants may experience language and cultural barriers as they learn English and adapt to a new culture.	• Department of Health & Human Services • Illinois Coalition for Immigrant and Refugee Rights (ICIRR)
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.	• Veteran's Administration • Local Behavioral Health Center & Organizations

Other strategies for developing supportive services for participants with complex needs include planning and coordination of activities including, but not limited to:

- Explore areas of support that are available to populations most in need.
- Convene regional topical interest groups to gather input on target populations, workforce development, career pathway, and transition issues.
- Explore, identify, and share options for providing high-quality counseling and advising to assist all participants in designing an appropriate social, academic and/or career pathway
- and enabling them to persist in the continuum of programs making successful transitions along the way.
- Develop closer partnerships with social service agencies to assist immigrants and refugees with multiple native languages who may have difficulty understanding initial guidance and career counseling.

- Provide support services that empower all learners to take responsibility for self-advocacy.

Performance-based Stipends

Grantees are **required by the Illinois Works Jobs Program Act to provide a stipend** to all program participants. Stipends are a payment made to a trainee or learner for living expenses and are designed to ensure that participants can maintain financial solvency throughout the tenure of the program.

All grantees must comply with the ILWPP performance-based stipend policy (refer to the Appendix for the detailed policy). Grantees may maintain their own stipend policy if it meets or exceeds the ILWPP policy. If grantees choose to implement an alternate performance-based stipend policy, it must be submitted to ILWPP for approval.

All policies must include the following items:

- **Grantees must provide stipends up to $14.50 per instructional hour** -
  Instructional hours are defined as training time spent in a classroom, construction lab, or during worksite practicums. Stipends may not be paid out for hours spent on wrap-around services, student support services, transition services, or during follow-up.

- **Stipend amounts must be the same for all instructional activities -**
  Instructional activities that qualify for stipend payouts include orientation (up to 4 hours as needed, provided the participant attends the entire orientation), classroom instruction (face-to-face, remote, or hybrid), construction lab instruction, and job site/practicum experience. Participants must receive the same per-hour stipend for all these instructional categories. Stipends cannot be paid out for asynchronous instruction. ***Grantees must obtain prior approval to deliver any synchronous or virtual training of any type.***

- **Stipends can only be provided to participants -**
  Participants must be actively enrolled in the ILWPP to qualify to receive a stipend.

- **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. Tardiness at the start of each scheduled day along with late return from breaks will result in stipend reductions.

It is important for grantees to remember that while the stipend amounts are framed as an hourly rate, policies that are based solely on attendance will not be approved. Both academic performance and attendance must be included in the performance-based policy.

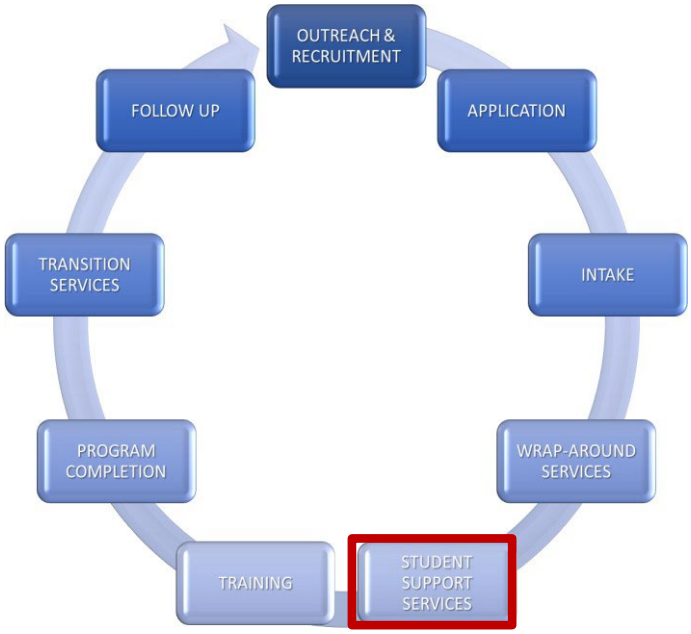
Additional Consideration for ILWPP Stipends

ILWPP programs offer a stipend, not a wage. As noted above, a stipend is a payment made to a trainee or learner, not an employee. As outlined in the ILWPP Notice of Funding Opportunity (2023) to receive a stipend the training must be predominantly for the benefit of the pre-apprentice. Additionally, since stipends are not wages, Social Security and Medicare taxes are not withheld, but stipends do count as taxable income for income tax purposes for participants. The grantee should provide a 1099 form to each participant earning stipends over $600, making it essential for all participants to complete a W-9 before stipends are paid (ideally participants fill out the W-9 form during Orientation).

For these reasons, it is critical that grantees not use wage language or wage equivalents in their program's outreach and recruitment materials, policies, or discussions with participants related to stipends.

A sample performance-based stipend policy and procedure is available grantee use in the Appendix of this manual - Template 12: Sample Illinois Works Performance-based Stipend Policy and Template 13: Sample Illinois Works Performance-based Stipend Procedure.

Student Support Services



In addition to wrap-around services, grantees are required to provide comprehensive **student support services** to reduce barriers to retention and accelerate smooth transitions within and between ILWPP and into RAPs. It is important to note that programs must have a process that

provide all eligible participants access to support services. As much as possible, programs should coordinate services within the local community.

Table 15 below can assist with identifying the specific student support services required to be offered by your organization or through partnerships to help remove barriers to academic success. Use the table to identify potential gaps in student support services and to think about how to successfully fill those gaps.

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.	Tutoring by program instructors or partners
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.	Make-up session(s)
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.	Make-up Post-assessment
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.	Tutoring by program instructors

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:

- **80% or higher attendance per module**
- **70% or higher scores on post-assessments per module.**

If students drop below attendance or performance thresholds, they are required to make-up hours or retake post-assessment. Grantees must have these requirements outlined in the participant's commitment agreement, which is addressed in *Section 7*: *Training, Instruction, and Certifications* of this manual.

Participants may also request additional academic support such as tutoring or more time to take tests. If any of these support services are needed either due to dropping below one of the thresholds above or voluntarily, the SSSC must add the support service to the participants IWRS profile. For technical directions on this refer to the *Illinois Works Partner Guide* - Full List of Resources and click on the PDF for Partner Instructions for Services – Document Student Support Services.

Attendance
Attendance is required to be tracked in IWRS. Participants must attend 80% of the training hours for each training module to be considered in good standing. **If a student drops below the 80% attendance** threshold in a single training module, they will need to make-up missed hours to be considered on track to successfully complete the program.

It is important to note that some credentials or certifications, such as OSHA-10, require 100% attendance. Grantees should ensure participants understand these expectations.
If the participant drops below the 80% attendance threshold (or 100% for specific modules), IWRS will add a red flag alert to the participant's profile.

Attendance Rosters
Participants are to be present for their scheduled training and work-based sessions. Regular attendance and participation are essential to student success. Illinois Works Pre-Apprenticeship grantees are required to track all training attendance of participants using an approved Attendance Roster. These Attendance Rosters will be used to confirm the accurate reporting of Attendance and

appropriate e-payment of Stipends. The roster should be signed and dated by all Instructors/Trainers and staff responsible for IWRS reporting (data entry). Training curriculum and dates should be accurately reported, not including break/lunch times. Attendance rosters must be uploaded to IWRS at the end of each training module.

Template 21: Illinois Works Attendance Roster is to be used by grantees. Template 21 is available for use by grantees in the Appendix of this manual. Please note that ILWPP requires an Attendance Roster to be kept on file and to be uploaded to IWRS.

Template 21A: Illinois Works Attendance Roster Job Aid provides instruction and guidance on the use of Template 21.

The Illinois Works Attendance Roster features, but is not limited to, the following characteristics:

- Each training module must have an Attendance Roster exclusively for that module.
- Participants must acknowledge the attendance required by signing each Attendance Roster.
- All information must be accurately reported, and attendance times cannot include breaks or lunch.
- Rosters must be signed and dated by all Instructors/Trainers.
- Program Administrators or Program Managers must confirm the accuracy of each attendance roster by signing and dating each page of each roster.
- Attendance rosters must be uploaded to IWRS at the completion of each training module.
- Virtual sessions of any type must follow the same documentation (class rosters and assessments) and verification standards as in-person training and require **prior approval from the ILWPP Programmatic Grant Manager before they are planned or delivered.**

Grantees that wish to use alternate attendance rosters, different from the one prescribed by this guidance, must submit the attendance roster to ILW for approval prior to use. Alternate templates must still include the components required by the ILWPP Attendance Roster template and guidance, as outlined above.

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%. 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, IWRS will automatically add a red flag to the participant's profile.

As noted above, 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 these documents have been uploaded to 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 those participants need additional assistance.

The SSSC and other academic staff should meet with participants individually to identify what has caused their attendance or performance to fall below expected standards.

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 profile. These services must outline dates for make-up sessions or post-assessment retakes, referrals for tutoring services, or provide longer time periods for participants to take post-assessments. Once delivered these services should be marked as complete in IWRS.

Grantees must develop policies regarding make-up post-assessments and sessions. Two samples are 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.

If the participant's excessive absences or academic performance are related to non-academic barriers, in addition to matching the participant with necessary academic supports, academic success staff should work with the WSC to address any barriers that are preventing the participant from successfully engaging in the program. If non-academic needs are identified as the cause for excessive absences or low performance, the WSC should conduct a new Wrap- around Service Assessment. Once that is completed, the new support services will be automatically added to the participant's IWRS profile.

Red flags for attendance will be removed from a participant's profile when make-up sessions hours (bringing them at or above the 80% required attendance for the module) are added to the participant's attendance record on the training service they missed. 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.

Technical directions regarding removing red flags are available in the Training & Support Services section of the Full Resources page of the *Illinois Works Partner Guide*.

Tracking Supportive Services in the Illinois Works Reporting System

The level of supportive services and funding attached for those services is a critical part of what makes the Illinois Works model innovative. Grantees are required to track all supportive services offered to participants through the Illinois Works Reporting System (IWRS) including wrap-around support services, student support services, and transition services. While this section focuses on Wrap-around Support Services and Student Support Services, the same principles below apply to Transition Services as discussed in *Section 8: Program Completion, Transition Services, and Follow Up*.

Maintaining the accuracy of these services ensures that:

- Programmatic and financial tracking are aligned for grantees.
- There is an accurate representation of the necessity of these services and impact that this funding has on participants.
- ILWPP can continuously improve and identify new needs or solutions for those needs.

Each of the service types or goals as they are referred to in IWRS (wrap-around services, student support services, and transition services) require that appropriate staff evaluate, provide, follow-up, and document in IWRS. This section covers Wrap-around services.

Wrap-around Services
These services will be automatically added to a participant's Career Plan in IWRS based on their identified needs when completing the Wrap-around Service Assessment during the Intake process. Data Entry Coordinators (DEC) and staff must update these services as they are provided, and each service must have a final status by the participant's graduation. Wrap-around services may only be provided when a participant is enrolled in the program. A participant that does not complete the program during the approved Work Plan dates of a cohort due to needing to successfully complete all training module(s) (see Student Support Services section below) may be considered "enrolled" for two weeks after the Cohort end date only. For those two weeks, they may be provided wrap-around services if necessary to successfully complete all training module(s). **Graduated participants are not allowed to receive wrap-around services.**

Student Support Services
These services are added manually by the Student Support Service Coordinator or a DEC when a participant falls below an attendance or post-assessment threshold. Alternately, these can be triggered by a participant's need for test accommodations or additional academic assistance such as tutoring, among others. Because these services are identified in an ongoing manner, there is no associated assessment for these services. Data Entry Coordinators (DEC) and staff should update

these services as they are provided, and each service must have a final status by the participant's graduation.

Transition Services
These services are added manually by the Transition Services Coordinator (TSC) or a DEC when a career readiness or transition need is identified. These may be identified through the Pre-transition Career Assessment or through end of program discussions between TSCs and participants. These services may include resume or interview assistance, DOL RAP application fees, among others. Data Entry Coordinators (DEC) and staff should update these services as they are provided, **and each service must have a final status in IWRS by the participant's graduation.**

Documenting Supportive Services in IWRS
In the previous sections, information was provided on how each category of supportive service was added to a participant profile. This section will discuss how, once a service is added, it is maintained and brought into a final status.

Maintaining a Supportive Service
Unlike Training Services, supportive services do not require attendance. The main objective for this tracking is determining if that service was provided or not. Additionally, only one service entry is needed per service, meaning even if a participant receives a benefit multiple times only one service is needed. For example, if a participant receives four gas cards throughout the course of the program only one Transportation service needs to be entered.

Closing a Supportive Service
While each service addition to a participant profile begins differently, they all must be brought into a final status by the time a participant ends the program. A final status tells ILWPP what took place with the service: Was it provided? Was it not provided? Was it requested and then not later utilized? Each supportive service must have one of the following statuses added by the end of a participant's program.

- **Successful Completion** – the service was provided to the participant

- **Unsuccessful Completion** – the service was requested by the participant, but was not provided by the grantee

- **Evaluated/Not Required** – the service was requested by the participant, but later they chose not to utilize it or due to circumstances which caused for the service to no longer be needed

It is the expectation of ILWPP that a case note is entered in IWRS detailing **why** a service was not provided if a service's final status is Unsuccessful Completion or Evaluated/Not Required.

ADA Requirements

The Americans with Disabilities Act, or **ADA**, prohibits discrimination against people with disabilities in multiple areas, including:



- Employment
- Transportation
- Public accommodations
- Communications
- Access to state and local government programs and services

Illinois Works Pre-Apprenticeship programs are ethically and legally responsible for adhering to administrative requirements according to the Americans with Disabilities Act (ADA). Pre-Apprenticeship Programs are responsible for compliance with the 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

Additional Information, Links, and Documents

- Template 12: Illinois Works Performance-based Stipend Policy
- Template 13: Sample Illinois Works Performance-based Stipend Procedure
- Template 14: Sample Extenuating Circumstances Policy for Make-Up Post-assessments and Sessions
- Template 15: Sample Make-Up Sessions and Post-assessment Policy
- Template 21: Sample Illinois Works Attendance Roster
- Exhibit 15: Wrap-around Services Plan
- Americans with Disabilities Website

- Digital Learn

Section 7: Training, Instruction, and Certifications

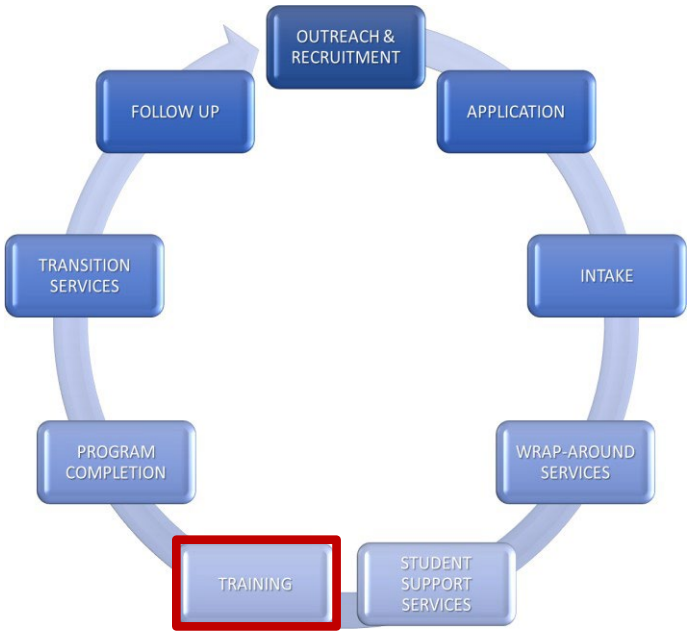
Section Overview

By the end of Section 7, you will be able to:

- Explain **training expectations** within the scope of the Illinois Works Pre-apprenticeship Program.
- Deliver an effective **program orientation.**
- Utilize required tools including the **Career Assessment** and **Commitment Agreement.**
- Comply with the **Illinois Works Pre-apprenticeship curriculum** requirements.
- Consider **additional certifications** or training modules that might be relevant for your target population.
- Apply the **Illinois Essential Employability Skills Framework** to your program's soft skills instructional hours.
- Incorporate **diverse learning modalities** based on participant needs and program expectations.
- Utilize best practices to **evaluate a training curriculum**.
- Integrate **DIBE and the six core values** into all elements of your program's training and instruction.

The Illinois Works Pre-Apprenticeship Program creates a qualified talent pipeline to fill job opportunities with diverse candidates in construction and the building trades. All Illinois Works grantees were chosen because they successfully demonstrated an ability to provide pre-apprenticeship training and to prepare program participants for employment in the construction industry.

Through program instruction, the Illinois Works Pre-Apprenticeship Program will be able to train, prepare, and **empower** participants by fostering **resilience and self-sufficiency**. While grantees cannot provide training for every experience participants may want, this core value ensures that programs provide the tools, skills, resources, and support needed for them to navigate the professional situation they will encounter.



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. Its goal is to ***impact and improve performance***. This is an important distinction from **teaching**, which focuses on information dissemination, knowledge acquisition, and learning, not necessarily skill-building. The distinction can be summarized as theory, education, and information versus **skill-building**, **performance**, and **practical application** (Suggs, 2014).

Grantees are expected to offer **experiential training,** also known as *"development by doing."* Experiential training is a two-way interaction between the instructor and the participants that requires the participant to actually perform the job-related task, receive feedback, and reflect on the experience. It is important to emphasize that the required theory must also be taught as part of the program within an experiential training model. There are several approaches and modalities that leverage experiential training.



These include, but are not limited to:

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

More information will be provided about each of these later in this section.

A well-designed and well-developed experiential training can result in 75% to 90% content retention by participants, the maximum yield from any training strategy (Silberman, 1998). In addition to skill-building, a viable training program can improve workforce productivity and efficiency, maximize safety, and improve employee effectiveness (Lynch & Suggs [formerly Buckner-Hayden, 2010]).

ILWPP should be an immersive experience that provides training that aligns with the skills employers' need in their respective economic regions. By tailoring programs to employers' needs, grantees better prepare participants to meet the minimum entry-level requirements of a DOL-registered apprenticeship program and support participants' long-term professional goals in construction and the building trades.

Staying in Scope

The overarching focus of the ILWPP is to fund grantees that prepare underrepresented populations to successfully transition into DOL-registered apprenticeship programs (RAPs) in construction and the building trades. Effective grantees will create pathways and manage the transition from the pre-

apprenticeship program to a RAP. As a result, ILWPP funding and programming must stay within the scope of this goal.

Pre-apprenticeship curriculums must offer a minimum of **183 hours of instruction,** not to exceed 300 hours of instruction unless specifically approved by the ILWPP.

Instructional hours include:

- ∉ Illinois Works Pre-apprenticeship Program Orientation (required – up to 4 hours)
- ∉ Introduction to construction and the trades (required)
- ∉ Construction math (40 hours required)

  Note: *NCCER Introduction to Construction Math offers 10 hours of instruction. ILWPP minimum required standard for math curriculum is 40 hours; therefore, 30 hours of supplemental math instruction will be required to meet ILWPP minimum standard. ILWPP recommends that grantees use the following NCCER supplemental mathematics course: Applied Mathematics ISBN-13: 9780132272988.*

- ∉ Illinois Works Pre-apprenticeship certifications (required)
  - TradesFutures MC3/NCCER/ICCB/other construction curriculum approved by Illinois Works Pre-Apprenticeship Program
- ∉ Other nationally recognized certifications, if needed
- ∉ **Employability Training** (40 hours required).

  The 40 hours must include:
  - Harassment Prevention (4 hours required)
  - Diversity and Inclusion in Construction (4 hours required)
- ∉ Test taking skills (4 hours required)
- ∉ Work-based/job site learning (10-50 hours required)

Note*: Grantees must obtain prior approval before planning or delivering any synchronous or virtual training.*

The **183** hours of instruction do **NOT** include the items below because they are not considered instruction by the ILWPP:

- ∉ Wrap-around services
- ∉ Student support services
- ∉ Transition services

- ∉ Follow-up activities

It is also important to note that complementary education and support activities such as GED courses, ACT preparatory training, college fairs, and other similar services and activities are outside of the goals and scope of this funding. If relevant supports are necessary for pre-apprenticeship applicants not qualified to enroll in the program (i.e., GED courses), grantees are expected to leverage relationships with partners, stakeholders, and community-based organizations (CBOS) to provide these services. Revisit *Sections 4 and 5* of this manual for more information regarding each of these.

Orientation

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

The orientation should be facilitated by a program manager/director, a Student Support Services Coordinator, or someone who will be working with participants daily. Orientation is particularly important because this is when the participants first complete their Career Assessment, and they sign their Commitment Agreement.

Though Orientation is not expected to have a formal written post-assessment, a post-assessment score must still be entered into IWRS for this course. To achieve 100%, the participant must complete the Orientation Career Assessment (Exhibit 5), Wrap-around Service Assessment, and sign the Commitment Agreement. All of these must be completed and uploaded/entered into IWRS.

Note: *Participants can receive up to four hours of stipend payment, as needed, for their orientation participation.*

Grantees must have a formal process in place for orienting participants and assisting them with identifying personal goals to guide instruction as well as career and transition services. The orientation should also explain the commitment necessary for participants to be successful in the program. ***All participants must receive a comprehensive orientation****!*

Orientation Agenda

The purpose of an orientation agenda is to ensure that the orientation process is both structured and comprehensive. It is important for grantees to develop an **Orientation Agenda** that allocates enough time to cover the required topics (participants can receive up to four hours of stipend payment for orientation, as long as they attend the full session). The agenda should be communicated to participants beforehand to create interest and to set the expectation that attending the orientation is a program requirement.

An orientation agenda may include, but is not limited to:

- ∉ Introduction of program instructors and staff
- ∉ Introduction of cohort participants
- ∉ Organizational culture/purpose (DIBE)
- ∉ Program and attendance requirements
- ∉ Performance expectations
- ∉ Student support services offered
- ∉ Wrap-around services available
- ∉ Stipend policy
- ∉ Career Assessment
- ∉ Career guidance
- ∉ Educational schedule
- ∉ Pre-Apprenticeship Training Program Commitment Letter
- ∉ Criteria for successful program completion

A sample agenda is available in the Appendix of this manual - Template 16: Sample Illinois Works Orientation Agenda. Modify the sample agenda as appropriate to ensure orientation activities are comprehensive and meet Illinois Works expectations. Keep in mind that this orientation will likely take between 3 to 4 hours.

Orientation Career Assessment

On the day of the orientation, each participant must complete Exhibit 5: Orientation Career Assessment. 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. **During orientation, this assessment should be completed by each participant in a group setting using a hard copy version of the assessment.** The hard copy of this document is available in the Appendix of this manual – **Exhibit 5: Orientation Career Assessment.**

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.

This action plan may include, but is not limited to:

- ∉ Building relationships with specific trades and their DOL-registered apprenticeship programs

- Building relationships with contractors that can hire and sponsor participants into DOL-registered apprenticeship programs

- Gathering trade-specific application requirements

Grantees must use each participant's **Orientation Career Assessment (Exhibit 5)** as the primary document guiding all career pathway and apprenticeship placement decisions. The assessment must include, at a minimum the participant's **primary, secondary, and tertiary career goals.** These three career goals must be documented in the participant's file and reflected in the individual's action plan.

Exhibit 5: Orientation Career Assessment **must be entered into the Illinois Works Reporting System (IWRS) within 24 hours after the participants complete it during orientation** and as staff build out a career plan for each participant. The Career Assessment is available on the Intake tab of each participant's IWRS profile.

Pre-Transition Career Assessment
The career assessment will be completed twice during the pre-apprenticeship program. In addition to completing the assessment during orientation, participants will be reassessed using the same questionnaire prior to transition *(three to four weeks prior to their completion of the pre-apprenticeship program).*

Unlike the assessment completed during orientation, this later assessment will be part of a one-on-one interaction facilitated face-to-face between each of the participants and the Transition Service Coordinator. **The Pre-Transition Career Assessment must be completed electronically by the Transition Services Coordinator in partnership with the participant and entered directly into IWRS.**

More information regarding the pre-transition career assessment can be found in *Section 8: Program Completion, Transition Services, and Follow-Up* of this manual.

Commitment Agreement

A **Pre-Apprenticeship Training Program Commitment Agreement** is a required written agreement between the participant and the grantee that clarifies the participant's rights, obligations, and pre-apprenticeship training conditions. It is essential for an effective and efficient implementation of the program. The commitment agreement must be signed by the participant and grantee staff during orientation. **Signed Commitment Agreements must be uploaded into IWRS for each of the participants in the pre-apprenticeship cohort.**

As part of the commitment agreement, participants are also asked to provide permission to grantees to share information with The Office of Illinois Works. This agreement serves as a Family Educational Rights and Privacy Act (FERPA) waiver. The **Family Educational Rights and Privacy Act (FERPA)** is 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. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

It is important to note that without a signed commitment agreement that includes a FERPA waiver, grantees will not be able to track participant data in IWRS. **An unwillingness of the participant to sign the Commitment Agreement or share their information with ILWPP will automatically disqualify them from participation in the ILWPP.**

A hard copy of the Pre-Apprenticeship Training Program Commitment Agreement is available in the Appendix of this manual – Exhibit 6: Pre-Apprenticeship Training Program Commitment Agreement.

Illinois Works Pre-Apprenticeship Curriculum

A **curriculum** contains the overall content relevant to a training program. The Illinois Works Pre-Apprenticeship Program has requirements for program instruction. **Instructional requirements** are necessary expectations that **MUST** be met by a curriculum, without exception. The pre-apprenticeship curriculum should be at minimum **183 hours of instruction** with a strong emphasis on hands-on practice.

This 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.*

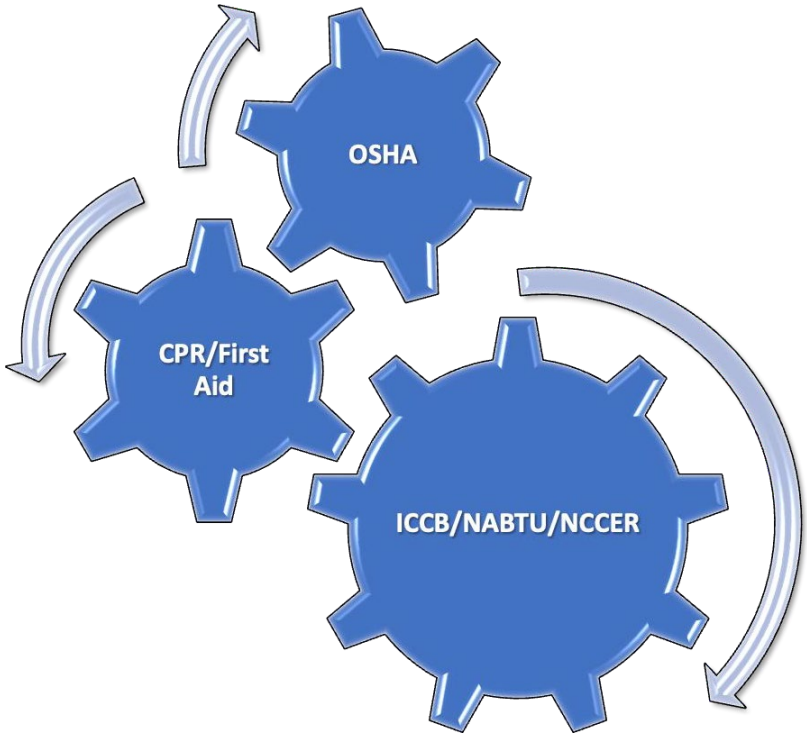
Given the grantees' target population, the specific barriers and needs of the participants, and the grantee's unique program design, the number of instructional hours may vary but should not exceed 300 unless directly approved by ILWPP.

A sample curriculum for grantee's use is available in the Appendix of this manual - Template 17: Sample Illinois Works Pre-Apprenticeship Program Curriculum.

Curriculum Requirements

At a minimum, all grantees **MUST** lead participants through the attainment of the following certifications:

- TradesFutures MC3/NCCER/ICCB /other construction curriculum approved by Illinois Works Pre-Apprenticeship Program, resulting in a corresponding certificate
- OSHA 10-Hour Construction
- First Aid/CPR (AED is not required nor recommended since jobsites are not likely to have AEDs)



ILWPP Approved Nationally Recognized Construction Certifications

All grantees **MUST** base their program on one of the Illinois Works approved curricula—TradesFutures MC3, the National Center for Construction Education and Research (**NCCER**), or Illinois Community College Board resulting a certification as well as OSHA-10 and First Aid/CPR certificates.

TradesFutures MC3 Certificate (*Learn more***)**
The TradesFutures MC3 has a strong history of creating work opportunities with sustainable wages, protecting labor, and providing training and benefit standards for construction workers. Two

tools they use to accomplish these goals are their Registered Apprenticeship Training Program and their Apprenticeship Readiness Programs (ARPs).

Apprenticeship Readiness Programs (ARPs)
The Registered Apprenticeship training program trains workers to understand all aspects of a trade. The **Apprenticeship Readiness Programs (ARPs)** trains and prepares participants to transition into a registered apprenticeship program (RAP), which is a gateway into the construction industry (TradesFutures, n.d.).

The TradesFutures MC3 ARPs partners with community-based organizations and other stakeholders to recruit and train women, people of color, transitioning veterans, and the formerly incarcerated for Building Trades Registered Apprenticeship programs. Their curriculum is a **Multi-Craft Core Curriculum (MC3)** which was developed and approved by the Building Trades National Apprenticeship and Training Committee in 2008. Of important note is that in 2012, the U.S. Department of Labor awarded the Building Trades and the MC3 the Department's Registered Apprenticeship *Innovator and Trailblazer Award* at its 75th Anniversary celebration.

ILWPP requires that grantees utilize MC3 Multi-Craft Core Curriculum with the modules and hours as approved below.

The MC3 Multi-Craft Core Curriculum includes the following modules, each with designated minimum instructional hours:

- Unit 1: Construction Industry and Trades Orientation – 16 Hours minimum
- Unit 2: Tools and Materials - 8 Hours minimum
- Unit 3: Construction Health and Safety - 20 Hours minimum
- Unit 4: Blueprint Reading – 8 or 16 Hours minimum
- Unit 5: Construction Math - 40 Hours minimum
- Unit 6: Heritage of the American Worker - 8 Hours minimum
- Unit 7: Diversity in the Construction Industry - 12 Hours minimum
- Unit 8: Green Construction - 8 Hours minimum
- Unit 9: Financial Literacy – 4 or 8 Hours minimum

***Note**: Programs can add in additional training modules or work- based learning experiences at their discretion.*

All Core modules must follow the Multi-Craft Core curriculum's minimum instructional hours as defined above.

Grantees must administer the TradesFutures MC3 curriculum as originally designed. ILWPP will not accept TradesFutures MC3 certifications where curriculum modifications have been negotiated.

Instructor Requirements
To implement the TradesFutures MC3 curriculum and issue a TradesFutures MC3 Certificate of Satisfactory Completion to participants, program instructors must successfully complete the relevant TradesFutures MC3 Building Trades Apprenticeship Instructor Training. This is a rigorous teacher training program for Apprenticeship Instructors and Training Coordinators.

The Instructor Training Program is designed to:

- Increase instructors' proficiency of instructional techniques and materials
- Acquaint instructors with the philosophy and principles of education, especially trade, industrial, and technical education
- Provide learning experiences in the principles and the fundamentals of the applied knowledge and to expand the understanding of the trades instructors in the technical aspects of their crafts and the latest developments in these industries

Illinois Works requires all instructors to meet the following qualifications:

- A minimum of three to five years of professional experience in the area of instruction that they are providing training.
- An active Illinois Works Instructor Trainer Certification

***Note**: Instructors that have received equivalent training to the Illinois Works Instructor Training may request a waiver.*

Several of their instructor training programs have been assessed for higher education credit and even for college degrees. The hours-for-certification depends on the specific construction trade craft. To learn more about each of the Instructor Certification Trades visit the TradesFutures MC3.

For additional information, contact: Phone number: (202) 347-1461
Email address: *contact@tradesfutures.org*

NCCER Certification (*Learn More*)
The National Center for Construction Education and Research (NCCER) is a not-for-profit 501(c)(3) education foundation. It is the **non-union equivalent of TradesFutures MC3.** In collaboration with construction CEOs, associations, and academic leaders, NCCER worked to revolutionize training for the construction industry. Their efforts resulted in several components which are key to the construction industry's workforce development efforts:

- Accreditation
- Instructor certification
- Standardized training curriculum
- Registry System (qualification tracking system for craft professionals)

- Assessments
- Student certifications

NCCER's **Standardized Training** and **Credentialing** programs target aspiring industry professionals. Students start with the NCCER Core. **NCCER Core** is a prerequisite to all other (i.e., carpentry, electricity) Level 1 craft curriculum.

ILWPP requires that grantees utilize the NCCER CORE 6th edition with the modules and hours as approved below.

The NCCER Core Curriculum (Sixth Edition) includes the following modules, each with designated minimum instructional hours:

- Basic Safety (Construction Site Safety Orientation) - 12.5 Hours minimum
- Introduction to Construction Math - 10 Hours minimum
- Introduction to Hand Tools - 12.5 Hours minimum
- Introduction to Power Tools - 10 Hours minimum
- Introduction to Construction Drawings - 10 Hours minimum
- Introduction to Basic Rigging - 7.5 Hours minimum
- Basic Communication Skills - 7.5 Hours minimum
- Basic Employability Skills - 7.5 Hours minimum
- Introduction to Materials Handling - 5 Hours minimum
- Build Your Future in Construction - 5 Hours minimum

***Note**: Grantee programs that run CareerSafe still have to deliver Basic Safety above and beyond the OSHA 10 Construction Certification.*

All Core modules must follow NCCER's minimum instructional hours as defined above.

Illinois Works requires all instructors to meet the following qualifications:

- A minimum of three to five years of professional experience in the area of instruction that they are providing training.

- An active Illinois Works Instructor Trainer Certification

***Note**: Instructors that have received equivalent training to the Illinois Works Instructor Training may request a waiver.*

After completing the core curriculum, participants will have the basic skills to continue their training in their specific craft area through an apprenticeship program. If grantees choose the NCCER's curriculum as the basis for their pre-apprenticeship program, the requirement is to deliver **NCCER Core Curriculum**.

NCCER also offers several supplemental training modules that can help participants increase their skillset in specific areas including Applied Construction Math, Basic Safety, Tools for Success, and Your Role in the Green Environment. These are not required, but ILWPP does recommend the Applied Construction Math supplement for grantees seeking to increase their math curriculum. As noted, NCCER has curricula for more than 70 craft areas. **Curricula beyond the Core curriculum is not required nor is it appropriate for the Illinois Works Pre-Apprenticeship Program. NCCER Core** provides appropriate instruction for *pre-apprenticeship* training. The Craft Area curricula support instruction for *apprenticeship programs that are beyond the scope of the Illinois Works Pre-Apprenticeship Program.*

Instructor Requirements
Program trainers must receive an NCCER certification to be an instructor for their training curricula. An NCCER Instructor is an individual who has successfully completed the Instructor Certification Training Program (ICTP) conducted by an NCCER Master Trainer with current credentials and who is authorized to teach the NCCER curriculum or directly through the Learning Management System (LMS).

Instructors must meet the following qualifications:

- Experience at a minimum journey or technician level in their area of expertise; OR
- A minimum of three years' experience as a certified teacher in a vocational/technical construction or maintenance-related training program
- A Master Trainer may also serve as an instructor if they meet the above criteria and submit Form 101 and the ICTP information sheet

The Instructor Certification Training Program (ICTP) was developed as part of the accreditation process. It ensures that there is a uniform and consistent delivery of training. For detailed information regarding NCCER instructor certification visit the NCCER Instructor's page (requires account access).

For additional information, contact:
Main: 386.518.6500
Toll-free: 888.622.3720

Transfer of participant NCCER Training Services
Individuals who completed portions of NCCER Curriculum at an ILWPP-funded program or other non-ILWPP program and later apply to join another grantee's program to complete training must

be transferred within the NCCER system from their former instructional provider to the new grantee. Grantees who are NCCER accredited must uphold the requirements for transferring prior NCCER students from their initial Accredited Training Sponsor (ATS), prior to the start of training at the new ATS. Guidance is provided by NCCER in the Credentialing and Compliance Service document.

Illinois Community College Board & Other Illinois Works Approved Construction Curricula
The Illinois Works Pre-Apprenticeship Program welcomes construction education programs offered by high schools and colleges. This includes construction curricula accredited through the Illinois Community College Board (ICCB) taken for college credit and receiving a college certificate or taken for no college credit and only receiving a college certificate. It is the mission of ILWPP to be a leading global advocate of quality construction education and to promote and support accredited construction education curricula. Grantees with a curriculum other than TradesFutures MC3, NCCER, or ICCB are required to maintain procedures consistent with ILWPP *Section 7: Training and Instruction* certification procedures while upholding their Accreditation Agency standards.

Illinois Works requires all instructors to meet the following qualifications:

- A minimum of three to five years of professional experience in the area of instruction that they are providing training.
- An active Illinois Works Instructor Trainer Certification

***Note**: Instructors that have received equivalent training to the Illinois Works Instructor Training may request a waiver.*

OSHA 10-Hour Construction Certification (*Learn More*)
The Occupational Safety and Health Administration (OSHA) is a large regulatory agency of the United States Department of Labor that ensures safe and healthful working conditions for workers by setting and enforcing standards and by providing training, outreach, education, and assistance.

OSHA requires employers to provide training to workers who face hazards on the job. They help accomplish this by:

- Creating training materials.
- Distribute training grants to nonprofit organizations.
- Provide training through authorized education centers.

The **OSHA 10-Hour Construction Certification** provides basic safety and health information to entry-level workers in the general construction industry.

Construction It includes the following:

- ∉ Serious workplace hazards
- ∉ Workers' rights
- ∉ Employer responsibilities
- ∉ How to file an OSHA complaint

Participants who possess a current OSHA 10-Hour Construction or OSHA 30-Hour Construction certification issued within the last three years are not required to retake the training as part of their ILWPP curriculum, providing the grantee receives a copy of the OSHA card and properly documents the situation in IWRS. Note that although OSHA 30-Hour Construction may be used to waive re-taking the OSHA 10 Construction training, grantees may not substitute OSHA 30-Hour Construction training for OSHA 10-Hour Construction. OSHA 30-Hour Construction training provides a greater depth of training that is more appropriate for construction supervisors and managers.

NCCER CareerSafe OSHA 10-Hour Construction Certification
Although ILWPP guidance requires face-to-face and/or virtual synchronous instruction, grantees using the NCCER curriculum may adopt NCCER CareerSafe for their OSHA 10-Hour Construction Certification (only). CareerSafe is an asynchronous curriculum that provides training and assessments specific to OSHA10 guidelines. For the ILWPP to accept CareerSafe to fulfill the OSHA10 certification requirement, it is required for grantees to ensure that CareerSafe instruction is taught in person in an interactive format, and it must be facilitated by an NCCER Certified Instructor with required knowledge, experience, and training in Construction Safety practices.

Note: *The 6th Edition of NCCER Core: Introduction to Basic Construction Skills incorporates CareerSafe's OSHA 10-Hour Construction training into the lesson plan, but extra instructional materials may be needed for the instructor to use in class.*

Note*: Grantee programs that run CareerSafe still have to deliver Basic Safety above and beyond the OSHA 10 Construction Certification.*

Instructor Requirements
Only an **OSHA Authorized Trainer** can deliver OSHA 10-Hour Construction instruction. Authorization includes the following prerequisites:

- ∉ **Experience -**
  Have five years of construction safety experience. A college degree in occupational safety and health, a Certified Safety Professional (CSP), or Certified Industrial Hygienist (CIH) designation may be substituted for two years of experience. Obtain guidance on whether you meet this requirement from the OSHA Training Institute (OTI) Education Center where you want to take the training.

- **Training -**
  Complete OSHA course #510, Occupational Safety and Health Standards for the Construction Industry. This course covers OSHA policies, procedures, and standards, as well as construction safety and health principles. A special emphasis is placed on those topics that are required in the 10- and 30-hour programs, as well as those that are the most hazardous. Course participants are briefed on effective instructional approaches and the effective use of visual aids and handouts.

  ***Note**: You may not substitute one prerequisite to fulfill the other prerequisite. OSHA does not issue waivers for either the experience or training prerequisites.*

  Complete OSHA Course #500, Trainer Course in OSHA Standards for Construction. A special emphasis is placed on those topics that are required in the 10- and 30-hour programs, as well as those that are the most hazardous. Course participants are briefed on effective instructional approaches and the effective use of visual aids and handouts.

Successful completion of all of the above will result in an "Authorized Construction Trainer Card" (U.S. Department of Labor, n.d.-a)

Illinois Works requires all instructors to meet the following qualifications:

- A minimum of three to five years of professional experience in the area of instruction that they are providing training.

- An active Illinois Works Instructor Trainer Certification

***Note:** Instructors that have received equivalent training to the Illinois Works Instructor Training may request a waiver.*

The trainer course is provided at **OSHA Training Institute (OTI) Education Centers**. Each OSHA Education Center posts their course offerings, schedules, and locations on their individual websites. Construction outreach trainers are authorized for four years. Besides being able to deliver OSHA instruction, Authorized trainers may receive OSHA course completion cards for their students.

There are two OTI Education Centers in Illinois:
National Safety Education Center
Northern Illinois University, Continuing and Professional Education (Lead Organization)
148 N. 3rd Street DeKalb, IL 60115-2828
(815) 753-6902
www.nsec.niu.edu

Construction Safety Council
4415 West Harrison Street, Suite 404

Hillside, IL 60162
(800) 552-7744
https://www.osha.gov/advisorycommittee/accsh (U.S. Department of Labor, n.d.-b)

Grantees should reach out to OSHA to gain certification for their instructors if current instructors are not OSHA certified.

First Aid/CPR Certification ***(****Learn More****)***
The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors. In addition, the American Red Cross provides training and skills that help individuals prevent, prepare for, and respond to emergencies. Among these are First Aid and Cardiopulmonary Resuscitation (better known as CPR). Many jobs that address health emergencies or have hazardous work environments require training to ensure employees have up-to-date lifesaving skills.

The Red Cross offers flexibility in delivering training that responds to this need and meets OSHA Guidelines.

- **First Aid –**
  First Aid training and certification qualifies participants to provide the basic medical care given in good faith to a sick or injured person to maintain life and prevent further injury until professional medical care becomes available and takes over.

- **CPR –**
  CPR certification confirms that the participants are able to perform adequate CPR skills. The instructor must certify that participant has completed the formal CPR training, comprehends the minimum requirements for certification and has passed the written examination. (American Red Cross, n.d.)

Instructor Requirements
Red Cross First Aid and CPR instructors must be certified to facilitate CPR and First Aid training and award a Certificate. The Red Cross can train instructors at community centers, online, or at the grantee's facilities.

Illinois Works requires instructors meet the following qualifications:

- A minimum of three to five years of professional experience in the area of instruction that they are providing training.

- Active Illinois Works Instructor Trainer Certification

Note: *Instructors that have received equivalent training to the Illinois Works Instructor Training may request a waiver.*

For additional information, contact:
Phone #: (888) 411-0942
Email: support@redcrosstraining.org

Additional Certifications, Training Requirements, and Considerations

Given the needs of each grantee's program design, participants, and their post program goals, additional certifications and training would be applicable (some are recommendations while others are requirements).

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

- **Test-Taking Skills (4 hours required) -**
  Techniques and strategies that provide participants with the cognitive skills necessary to perform successfully in any test-taking situation.

  Many RAPs require that applicants take tests on various subjects, and it is imperative that participants have effective testing skills in order to maximize their performance on those tests.

- **Flagger Certification -**
  The flagger protects project personnel and provides safe, courteous, and authoritative directions to traffic passage through the work area. This certification teaches participants standard flagger control references, proper flagging signals procedures, and standard flagger practices for various situations. Upon successful completion of the course, participants will receive an ATSSA Flagger Certification card.

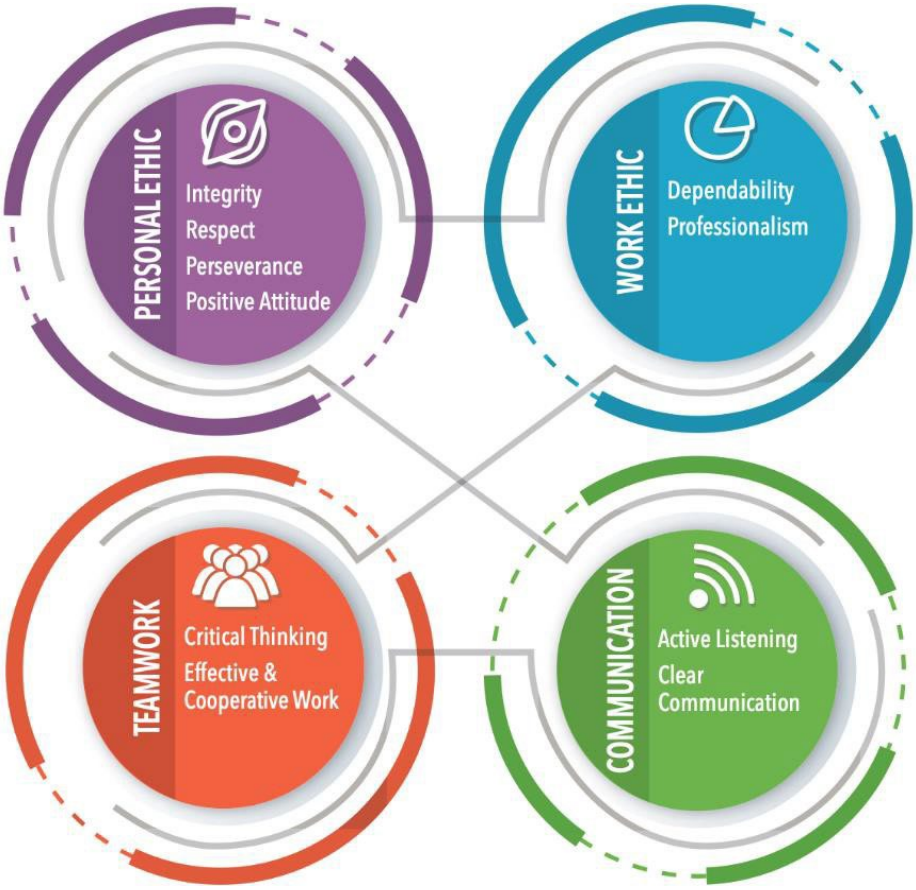
  Note: *Though the Flagger Certification can be a valuable addition to a pre-apprentice's resume, it is important to note that compensation for this isolated task is at the lower end of the compensation scale for construction and building trades. Women are 50.8% of the U.S. population, yet only 4% of the construction and building trade professions. However, for construction flaggers, women make up 36.8%. Given the goal of equity, be cautious not to disproportionally point women in this direction as an isolated occupational craft area.*

Employability Skills

Employability skills are non-technical skills that can help participants increase their ability to succeed in an array of industries and workplaces. ILWPP requires that grantees utilize the Illinois Essential Employability Skills Framework as a foundation for their employability skills training. Grantees are encouraged to build upon this foundation and create or secure employability skills training modules as needed for their target population. ILWPP requires a total of **40 hours of**

Employability Training for each participant. The 40 hours must include 4 hours of Harassment Prevention and 4 hours of Diversity & Inclusion in Construction. *(Learn more)*

The **Illinois Essential Employability Skills Framework** is designed to define and clarify essential employability skills and provide a standard for the state of Illinois. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math, reading, and construction skills. The framework was developed through a collaboration of the Illinois Community College Board (ICCB), the Illinois Department of Commerce and Economic Opportunity (DCEO), representatives of Illinois businesses, local chambers of commerce, secondary, postsecondary, and adult educators and professionals, and other important stakeholders. The framework is comprised of four primary skills - **personal ethics, work ethics, teamwork, and communication** - each with a subset of behaviors or actions.



The above framework should be used to ensure that your pre-apprenticeship program provides the employability skills training to successfully respond to the needs of the current workforce and prepare participants to perform at the highest levels within their professional environments, with the goal of maximizing their success in the workforce.

The Illinois Essential Employability Skills Framework offers multiple assessment tools including a Self-assessment Tool designed as a resource to help programs assess their alignment with the

Illinois Essential Employability Skills Framework and to aid long term planning and development. The second tool, Self-assessment of Exposure to Employability Skills in Classroom Activities and Work-based Learning, is designed to help instructors identify work that integrates essential employability skills into classroom instruction and work-based learning activities.

In **Table 16: Employability Skills Courses**, grantees will find an array of courses based on the Illinois Essential Employability Skills Framework as well as additional recommendations for modules that grantees may consider incorporating into their program. This table is not an exhaustive list of all available courses, but it does offer key skills that will be beneficial for the ILWPP target populations. Please note that ILWPP requires a total of **40 hours of Employability Training** for each participant. The 40 hours must include 4 hours of Harassment Prevention and 4 hours of Diversity & Inclusion in Construction.

Table 16: Employability Skills Courses

Course Title	Course Topics
Developing Personal Ethics	Integrity, Respect, Perseverance, Positive Attitude
Building a Strong Work Ethic	Dependability, Commitment, Professionalism
Critical Thinking	Demonstrate sound decision-making, and how to problem solve effectively
Working Effectively with a Team	How to work with differing personalities, strategies in dealing with conflict or differences
Strong and Effective Communication Skills	Active listening, effective and cooperative work, verbal and written communications
Developing a Customer Service Approach	Adaptability, self-control, accountability, patience, using positive language
Relating to Your Supervisor	Taking responsibility, developing a positive relationship, building trust, managing up
Developing Leadership Skills	Self-awareness, self-development, innovation
Financial Literacy	Developing a budget, pensions, building credit

Effective Decision Making	Goal setting, personal values, critical thinking, weighing costs and benefits
Time Management	Planning, organization, goal setting, prioritization
Diversity, Inclusion, Belonging, and Equity (DIBE)	What is DIBE? Valuing diverse contributions, gender- informed training

***Note**: Grantees must obtain prior approval from the ILW Programmatic Grant Manager before planning or delivering any synchronous or virtual training.*

Additional Content Considerations

The Illinois Works Pre-Apprenticeship Program aims to ensure that all Illinois residents have access to careers in the construction industry and building trades. Unfortunately, diverse populations have not been adequately represented in the construction industry and the building trades. The goal is to provide contracting and employment opportunities to historically underrepresented populations.

Your programs' target population, their professional aspirations within the construction and trade industries, and the systemic and social barriers they confront may require you to augment the core content with tailored information that responds to their specific professional development needs.

Additional content topics for consideration may include, but not limited to:

- Strategies to Address Equity (including support for minority-led organizations)
- Discrimination within Workplaces
- Sexism within Workplaces
- Bullying and Harassment in the Workplace
- Construction and Trades from a Gender Lens
- Construction and Trades Through the Lens of People of Color (specific ethnic groups)

Also, grantee must ensure that their workforce development program aligns with the U.S. Department of Labor: Employment and Training Administration Notice No. 23-23 which defines the criteria necessary for a quality pre-apprenticeship program.

Training Modalities

Multiple modalities can be leveraged to facilitate training. A **training modality** is a form of learning content delivery, such as online training, instructor-led training, or video training, among others. Modalities that are appropriate for pre-apprenticeship training include, but are not limited to:

- **Face-to-Face (F2F) -**
  Face-to-Face training is a real-time instructor-led practice of training (content delivery) between an instructor and participants. Although it is the most common form of training, the caution is to ensure that instruction is not limited to lecture. A **lecture** is a one-way communication strategy, from the instructor to the participants.

  Grantees are highly encouraged to consider other delivery strategies. On average, participants remember approximately 5% of what they hear during a lecture. In a one-hour lecture, the participants will only remember about 8.3 minutes of what was said (Silberman, 1996). However, lectures can be effective if combined with other strategies including, but not limited to:

  - Discussion
  - Demonstration or Live Observation
  - Case Studies
  - Roleplays
  - Practice and Feedback

- **Virtual Training -**
  Virtual training is a web-based delivery of educational content over the internet using a web-based classroom platform. Virtual training can be:

  - *Synchronous* - learning is interactive, two-way online or distance education that happens in real time with an instructor

  - *Asynchronous* - learning occurs virtually online and through prepared resources, without real-time instructor-led interaction

  Virtual training can provide links to reference materials, announcements, bulletin boards, discussion groups, file sharing, electronic whiteboards, among others. Popular platforms generally used for virtual instruction include Microsoft Teams, Zoom, Learning Management Systems, WebEx Meeting, GoToMeetings, and Skype.

- **Small Group Labs -**
  Small-group labs are instructor-led experiences in controlled conditions where participants can practice performing a skill, activity, or task. These can range from short, informal

exercises to formalized problem-solving exercises. The group sizes are approximately five to seven participants, depending on the size of the physical space.

Note: *If small-group labs are being implemented as a COVID-19 mitigation, the goal is to ensure the number of small group participants do not exceed the number of individuals that are able to remain six-feet apart in the physical environment.*

- **Work-based-Learning -**
  Work-based learning is an extension of the training room into a working environment with the goal of acquiring real-world knowledge and developing technical job-based skills relevant to future employment in the respective profession or industry. Work-based learning intentionally merges academic theory with real-world practice application.

  Work-based learning provides participants with career awareness, career exploration, and career planning. They develop work-based competencies, and employability skills.

- **On-the-Job Training (OJT) -**
  On-the-job training is a form of workplace professional development that involves instruction, demonstration, practice, and feedback. Training is actually occurring while a participant performs an essential job function, task, activity, or skill related to a particular occupation. This process is overseen by one or more instructor(s), supervisor(s), manager(s), coach(es), or mentor(s). **OJT is not an allowable cost under the ILWPP grant because this is the model used by apprenticeship programs, and Illinois Works only funds pre-apprenticeship programs.**

- **Practicum -**
  A practicum (also known as work placement) is a work-based experience in a specialized field of study that is designed to give participants supervised practical application within a field of practice.

  On-the-Job Training (OJT) and practicums are sometimes used interchangeably. However, **practicums typically occur prior to employment, while OJT typically occurs after employment.**

  It may also be important to note that practicums also differ from internships. An internship is a period of work experience offered by an organization for a limited period of time. Although an internship is a pre-employment experience, it can sometimes be compensable. Practicums are typically not compensated, though there can be exceptions (i.e., a stipend during or upon completion of the experience).

- **Blended Learning -**
  Blended learning is a curriculum that combines two or more flexible learning modalities throughout the training program. For example, an instructor may leverage aspects of face-to-face training and virtual training solutions depending on the content being delivered.

Worksite Personal Protective Equipment (PPE)

ILWPP grantees must be committed to providing a safe and healthy environment for students participating in construction work-based learning programs. To ensure the safety of our participants, the use of Personal Protective Equipment (PPE) is mandatory while engaged in construction-related activities including lab hands-on instruction, on-the-job training (OJT), work-based learning (WBL), and internships/preceptorships.

This expectation applies to all participants, instructors, trainers, and personnel involved in ILWPP practical learning experiences.

PPE Requirements as appropriate for the learning experience:

- **Head Protection:** Participants must wear an approved hard hat. Hard hats must be in good condition and fit properly.

- **Eye and Face Protection**: Participants 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.

- **Hearing Protection**: Participants must use hearing protection (earplugs or earmuffs) when exposed to loud noise levels, as determined by OSHA and the grantee's safety guidelines.

- **Respiratory Protection**: If the construction work involves exposure to dust, chemicals, or other airborne hazards, participants must wear appropriate respiratory protection as specified by safety guidelines and regulations.

- **Hand Protection:** Participants are required to wear suitable gloves when handling materials or equipment that may cause hand injuries.

- **Foot Protection**: Participants must wear steel-toed or protective-toed boots that comply with safety standards and are appropriate for the construction work environment.

- **Back Support**: 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.

Note: *The CDC, NIOSH, and OSHA view back braces to be unproven as therapeutic for injury prevention. This is not to say that back braces cannot help, but the necessary studies have not yet confirmed it.*

Responsibilities:

- Participants: They are responsible for wearing and properly maintaining the required PPE. They must attend training sessions on PPE use and report any damaged or malfunctioning PPE immediately.

- Instructors and Trainers: They are responsible for ensuring that participants are provided with the necessary PPE and receive training on its proper use. They should also monitor and enforce PPE compliance on construction sites and other environments where PPE must be worn as explained above.

- Grantees: They are responsible for maintaining personal protective equipment (PPE).

Reusable personal protective equipment (PPE) is designed to be used multiple times, offering a more sustainable alternative to disposable options. Reusable PPE typically includes items such as leather gloves, steel-toe boots/shoes, eye protection, and face shields that must be cleaned, disinfected, and reused over an extended period.

Disposable personal protective equipment (PPE) is intended for single use and may include most ear protection.

Note: *If the PPE is reusable, it should remain the property of the grantee. By implementing and adhering to this PPE policy, ILWPP aims to prioritize the safety and well-being of its participants.*

PPE Instruction/Training
All participants of the ILWPP must receive training on the proper selection, use, and maintenance of PPE (as part of their OSHA 10-Hour Construction certification or additional safety training). **This training must be provided before students begin their hands-on portion of the program.** Non-compliance with this PPE policy may result in disciplinary action for the participant, up to and including removal from the ILWPP program.

Note: *If the PPE is reusable, it should remain the property of the grantee. If it is not reuseable, then it can be gifted to the participant. By implementing and adhering to this PPE policy, ILWPP aims to prioritize the safety and well-being of its participants.*

Tools

The tool requirements for the TradesFutures MC3/NCCER Core/ICCB/other construction curriculum approved by Illinois Works Pre-Apprenticeship Program core curriculum include essential hand tools like hammers, screwdrivers, wrenches, measuring tapes, levels, combination squares, pencils, and safety gear, as well as power tools like drills, saws, and possibly specialized tools depending on a specific craft area. These are all necessary to complete the practical exercises within the core curriculum modules covering topics like basic safety, construction math, hand tools, power tools, and construction drawings.

As a best practice, run crews of 5-6 participants and dedicate a core toolbox per crew. The number of each type of tool your program will need depends on the number of crews that will be trained at a time.

A best practice for maintaining the core toolbox is to implement a check-in and check-out log, along with a comprehensive materials list. Assign a tool manager role to a crew member to oversee the process, ensuring all tools are properly checked in and out and regularly inspected for quality and functionality.

Core Toolbox

A **core toolbox** will include a pre-selected set of tools to cover the essential needs for completing the construction lab modules and job site hands-on practice. A typical core toolbox includes a variety of essential tools and accessories specific to the program. Tool storage solutions such as rolling tool cabinets and tool chests keep your workspace organized. Hand tools range from hammers, chisel/punch sets, and screwdriver sets to wrench sets, socket sets, pliers, tape measures, levels, measuring rules and squares, chalk line reels, handsaws, file sets, utility knives, and clamps. Power tools and accessories include drill kits and bit sets, saw blades, reciprocating saw blades, band saw blades, grinding wheels, circular saws, reciprocating saws, band saws, miter saws, and grinders. For safety, there is a range of equipment, including earmuffs, ear plugs, hard hats, safety glasses, face shields, gloves, and fall protection harnesses and lanyards. Additionally, cords and extensions such as pigtail cords and extension cords are included. Finally, measuring tools like levels, tape measures, squares, and chalk line reels complete the core toolbox.

For more information and clarification of tools needed, please contact your TradesFutures or NCCER representative.

Instructional Planning

Grantees are welcome to add additional training modules beyond the required curriculum to address the specific needs of their target audience. These modules may be developed internally by the grantee or may be off-the-shelf items. Regardless, if training materials are designed in-house or purchased off-the-shelf, grantees need to evaluate them to determine the training module's credibility and efficiency.

There are several key characteristics of training materials and courses that grantees should evaluate when creating and implementing an off the shelf training module:

- **Training Program Goal(s) -**
  These are statements that capture the desired outcome(s) for a training program. Effective training goals are specific, measurable, and focused on participant LOs and POs. Training goals help ensure that training content is focused on the intent of the program, the course

design meets the intended expectations, and that the instructor and participant expectations are aligned.

Note: *Each program goal should have correlating learning objectives and performance outcomes*

- **Learning Objectives (LOs) -**
  They are statements that capture the expected knowledge and information attained by participants following instruction.

  Note: *All learning objectives should connect with a program goal(s).*

- **Performance Outcomes (POs) -**
  They are statements that capture the expected skills, behaviors, and attitudes of participants following instruction.

  Note: *All performance outcomes should connect with a program goal(s).*

- **Date -**
  The actual calendar date specific content will be delivered during a training.

- **Start time and End time -**
  The specific start and end time of all activities during a training including content delivery, instruction, breaks, etc. This helps ensure the program stays within the allotted timeframes.

- **Instructor -**
  The individual(s) accountable for instruction, based on the curriculum. An instructor should be a subject matter expert (SME) with extensive knowledge of adult learning principles.

- **Contents -**
  The totality of what is being taught, conveyed, or delivered during a training.

- **Modality -**
  Forms of instruction (i.e., face-to-face instruction, virtual instruction, work-based instruction, etc.). **Grantees must obtain prior approval from the ILW Programmatic Grant Manager before planning or delivering any synchronous or virtual training.**

- **Training Strategy -**
  An approach to delivering training content to achieve learning objectives or performance outcomes.

- **Resources -**
  Digital content, print content, and other equipment and supplies required to facilitate instruction during the training program.

- **Measurement/Assessment -**
  A method that determines the impact of training on participants based on the objectives or performance outcomes.

Additional training modules should be included in the overall pre-apprenticeship training program curriculum. If grantees need assistance evaluating off-the-shelf training modules or developing new modules, they can reach out the ILWPP team for assistance. For a template to develop a new training module, refer to **Template 18: Sample Instructional Plan** in the Appendix of this manual.

Curriculum Approval

The ILWPP curriculum approval process has two components; the submission of the Exhibit 10: Final Curriculum Form, and the entry of the approved curriculum into the Illinois Works Reporting System. The Final Curriculum Form is generated by ILWPP based on the proposed curriculum and negotiation responses provided by the then applicant or grantee seeking renewal. 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.

The grantee returns to the ILWPP Grant Manager the completed Final Curriculum Form, who will review and assess the submitted curriculum. Upon approval, the ILWPP Grant Manager uploads 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 ILWPP Grant Manager will send a signed copy of the Final Curriculum Form to the grantee.

This program year, grantees will not be able to add/edit/remove their own training services through the Provider Info page. If changes to the curriculum are necessary after initial approval, grantees must email their ILWPP Grant Manager, who will review the request. If approved, the ILWPP Grant Manager will modify the training services as appropriate in IWRS and work with the Illinois workNet team to address any necessary changes to participant profiles.

The curriculum must be submitted at least two weeks prior to the programs' start date. Please allow at least one week for feedback and/or approval.

Alternate Curriculum

Curricula used for Illinois Works Pre-Apprenticeship Program training must be industry-recognized, producing nationally recognized credentials. Any curricula selected by grantees for training must abide by Illinois Works approved curriculum design standards. Presently the Illinois Works pre-approved curricula include the TradesFutures MC3, National Center for Construction Education and Research (NCCER), and Illinois Community College Board (ICCB) Accredited collegiate certificates taken for college credit and receiving a college certificate or taken for no

college credit and only receiving a college certificate. Organizations are invited to submit alternate curricula for approval to Illinois Works beyond those listed above. However, alternate curricula must be nationally recognized, meet Nationally Recognized Pre-apprenticeship Program Design Elements**,** and be based on construction industry best practices. Program curriculum must be submitted at least two weeks prior to the Program start date. Please allow at least one week for feedback and final approval.

Tracking Training Services in IWRS

Training services are auto populated in IWRS for grantees based on the **Final Curriculum Form** submitted by grantees and approved by ILWPP at the beginning of each grant year. For this reason, it is essential that when submitting **Exhibit 10: Final Curriculum Form**, the course titles and hours be accurate to what will be offered by the grantee's program. After receiving the **Final Curriculum Form**, the ILWPP Grant Manager enters the services into the grantee's Provider Info page. Once added, under Services grantees can then add to the **planned start and end date for** each training module on the Provider Info page under Cohort Information. The Grant Manager will enter the number of hours required (as defined in the Final Curriculum Form) for each training service.

When the Data Entry Coordinator (DEC) and/or data entry staff enter a new enrollment, after training services and corresponding dates **have been entered into IWRS,** those training services, dates, and required hours are automatically pulled through to the participant's career plan on the Training/Services tab.

Maintaining Training Services in IWRS
Once services are auto populated by IWRS onto the participant's career plan, DECs or data entry staff can begin entering necessary information into each service.

The steps for tracking information on training services are:

1. Confirm service dates and the required hours are still accurate to the program's original plan. If necessary, the dates can be updated on each participant's profile. Changes to the required hours need to be submitted to the ILWPP Grant Manager. The Office of Illinois Works will review the request and approve or deny as appropriate.

2. Update the status of any service(s) that have started to Started/Open.

3. Once the training services have ended, enter the actual number of hours the participant attended the training and the score the participant received for the training service's post-assessment. Update the training service's status to the appropriate final status.

Closing out a Training Service in IWRS

Once a training service has ended, the DEC or other data entry staff must update the training service in IWRS to show a final status. This provides insight for ILWPP into how the participant progressed through the service.

There are three acceptable final statuses for a training service:

- **Successful Completion –** means a participant completed the training service including attending 80% + of the module and scoring 70%+ on the post-assessment (some training services such as OSHA10-Hour Construction require 100% attendance).

- **Unsuccessful Completion –** means a participant did not complete the training service. This is appropriate if a participant started a module and then did not finish it. If they are incomplete, all services except those they completed should be listed as Unsuccessfully Complete.

- **Evaluated/Not Required –** If a participant enters the program with valid pre-existing certifications (e.g., OSHA-10, First Aid/CPR) issued within the last three years, the grantee may waive these modules and must document the exemption in IWRS. The participant's existing certificate/card must also be uploaded to IWRS. Certifications must be valid for at least 12 months after the Cohort's ending date in order for the ILWPP training service to be waived as Evaluated/Not Required. Participants that have a valid, pre- existing certification may not receive a stipend for instructional hours of the training service that has been waived. Participants that have a pre-existing NCCER Core certification or an MC3 certificate are not eligible to enroll in the ILWPP program.

When a participant's overall status has been updated to Incomplete, Complete, Completion & In Transition, or Post Program Active Tracking, all training services must have one of the final statuses listed above.

Evaluating Instruction

Training and instruction evaluation is the systematic process of collecting participant information, comparing it to the curriculum learning objectives and performance outcomes, and determining if the curriculum is effective. The evaluation information provides grantees with feedback to help determine if their pre-apprenticeship program is achieving its program goals. This information can also be used to improve instruction and help make future decisions regarding the instruction.

Note: *For more information on leveraging evaluation results for program improvement, see* *Section 12: Using Data for Program Management and Continuous Improvement.*

An evaluation process and tools are required for all instruction:

- **Evaluation Tool -**
  An aid that collects data about instruction to help determine what worked well and what could be improved.

- **Evaluation Process -**
  A systematic process of collecting data and transforming it into information, which can be used to assess program effectiveness, improve instruction, and make future decisions.

Some of the instructional requirements have an evaluation process and tools built into their curriculum. However, there may still be substantial content within a grantee's overall curriculum that requires an evaluation process and tools. **Table 17: Instruction Content Evaluations** outlines the required and recommended ILWPP curriculum and training modules and if an evaluation tool is included or needs to be created by grantees.

Note: *If the content is purchased or repurposed, it is likely that there will be a built-in evaluation process and available evaluation tools. If the grantee decides to utilize subject matter experts (SMEs) and instructional designers (IDs) to create instruction for specific content areas, that process must include the creation of an evaluation process and tools.*

Table 17: Instructional Content Evaluations

Instructional Content	Built-in Evaluation	Evaluation Creation Required
TradesFutures MC3	X (Level 2)	
NCCER*	X (Level 1 & 2)	
ICCB**	X (Level 1)	
OSHA 10-Hour Construction	X (Level 2)	
First Aid/CPR	X (Level 2)	
Illinois Works Pre-Apprenticeship Program Orientation		X
Illinois Essential Employability Skills Framework		X
Construction and Building Trades Math (unless NCCER Supplemental Math module is utilized)		X
Test-Taking Skills		X
Diversity, Inclusion, Belong, and Equity (DIBE)		X
Discrimination within Workplaces		X
Sexism in the Workplaces		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 ILWPP Grantees accredited by the following organizations follow the guidelines for Level 1 and 2 Evaluations as outlined below.*

*NCCER requires that all certified personnel are evaluated, and that documentation is maintained for audit purposes. Only Certified NCCER Master Trainer, or Sponsor Representative of the ATS/TU should administer Evaluations. Please see Exhibit 11: NCCER Evaluation Requirement List for a list of evaluation requirements. NCCER ATSs/TUs are required to use the forms provided to assist in documenting information obtained during the evaluations.

**Alternative Curriculum: ICCB recognizes that individual colleges have the primary responsibility to evaluate instructional programs, to make decisions about improvement and continuation, assure that accredited program review results are considered in campus planning and budget development, and to report results to their respective Accrediting Agencies.

Kirkpatrick Model for Training Evaluation

It is critical that all curriculum instruction is evaluated. For instruction that requires grantees to develop evaluation tools and processes, Kirkpatrick Levels of Evaluation provide a model for effective training evaluation.

The **Kirkpatrick Model for Training Evaluation** is the most widely used model for evaluating training and it has served as an industry best practice for over fifty years. There are **four levels** of training evaluation:

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behavior
- Level 4: Results

Each level of evaluation increases with complexity and difficulty.

Table 18: Kirkpatrick Model for Training Evaluation

Level	Definition	Summary	Tool	ILWPP

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 (If not required by the used curriculum)
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?	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*** it *(task or skill)*?	Task/Job Checklist	Not Applicable
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

(Kirkpatrick & Kirkpatrick, 2006)

When it comes to Illinois Works Pre-apprenticeship programs, Level 1 is highly recommended, Level 2 (Post Assessments) is required, Level 3 is not applicable, and Level 4 is required through the Longitudinal Evaluation framework being used by the program.

Level 1: Reaction

This first level measures the degree to which participants reacted favorably to a learning event. It measures if the participants liked the training program and if they were satisfied with their overall experience. This level does not evaluate learning or skill-building; it is strictly the participants' impression of the program; hence the layman's term used for the evaluation tools that measure at this level, the *"Smiley Sheets."*

Be careful not to underestimate the value of Level I evaluation results. Favorable reactions to a training experience can encourage participant attendance and support program retention. If there are negative reactions or emotions, program administrators and instructors should want to know this information early and should respond to it quickly (Reio, et al., 2017). Roszkowski and Soven (2010) found a substantial correlation between self-assessed learning and participants' perceived

usefulness of training information. Usefulness and the amount learned correlated with participant satisfaction. Lastly, participant reactions also correlated to participant behaviors and results (Bledsoe, 1999).

There are different preferences for disseminating Smiley Sheets; at the end of every class session, at the end of every content section, or at the end of every module/course (i.e., after the OSHA 10-hour Construction certification, after the CPR certification).

Potential level 1 evaluation categories and evaluation statements include, but are not limited to:

- **Physical space** (for sessions or programs conducted in-person)
    - The construction lab, job site, or training room was conducive for the instructional content.
    - The construction lab, job site, or training room was accessible.
    - The area was safe and free of preventable hazards.
- **Instructional content/materials**
    - The instructional material was professionally relevant.
    - The instructional material was clear and easy to understand.
    - The instructional material was appropriately challenging.
    - The assignments and tasks supported my learning.
    - Tasks, expectations, and important due dates were clearly communicated.
    - The content course offered career and professional readiness.
- **Accommodations**
    - There is appropriate and safe access to accommodations for lunch and other breaks.
    - Restroom facilitates were easily accessible for men, women, and others.
    - There were no encumbrances to my learning (i.e., noise, lighting, disruptions, etc.).
    - Options were available for people with disabilities.
- **Instructor**
    - The instructor demonstrated subject matter expertise in the content area.
    - The instructor demonstrated relevant and practical knowledge of the content area.
    - The instructor provided clear and valuable feedback.
    - The instructor conducted themselves in a professional manner.
    - The instructor was free of bias and treated all participants
- **Program culture** (i.e., DIBE, ILWPP core values)
    - The program staff made me feel welcome.
    - I felt a sense of acceptance and inclusion while engaging program staff.

- All individuals and groups are treated fairly.
- Getting to know other program participants gives me a sense of belonging and community.
- The program was designed to support my success.

When conducting a Level 1 evaluation, it is best practice is to use a 5-point Likert scale like the examples below:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Or:

- Extremely helpful
- Very helpful
- Somewhat helpful
- Not so helpful
- Not at all helpful

A **Likert scale** is a survey methodology used to evaluate a respondent's satisfaction or dissatisfaction with a specific action or experience. These scales provide a consistent measurement between participants when evaluating abstract or subjective experiences. For more information on developing your own Likert scale, refer to this article from Survey Monkey What is a Likert Scale? A sample evaluation tool is available in the Appendix of this manual – Template 19: Sample Level 1 Evaluation Tool.

Level 2: Learning

The second level measures the degree to which participants increased in knowledge. Knowledge can be a critical training outcome on its own or a precursor to a behavioral or performance outcome. An increase in knowledge can be measured using a pre-assessment and a post-assessment, or just a post-assessment.

- Pre-assessment and Post-Assessment (Highly recommended)
  This method requires participants to complete a pre-assessment prior to instruction to determine baseline knowledge. After instruction, the same or similar assessment, also known as a post-assessment, is completed by participants.

The goal is to assess if there has been an increase in knowledge by individual participants and/or as a group (by calculating the class averages). The post assessment results should be higher than the pre-assessment results.

- Post-Assessment Only (Required)
  After instruction, a post assessment is completed by participants.
  The goal is to assess if participants met a predetermined minimum knowledge requirement (typically between 70% and 80 % correct responses). This can be assessed by individual participants and/or as a group (by calculating the class average).

The methodology for creating pre-assessments and post assessments includes the following steps:

- **Step 1:**
  Identify the learning objectives and performance objectives for each learning module.

  ***Note**: all relevant content must have an individual objective.*

- **Step 2:**
  For each objective, a minimum of two assessment questions, which measure knowledge attainment for the objective, should be created.

- **Step 3:**
  The questions are evenly distributed, per objective, between the pre-assessment and the post assessment.

General **guidelines** for writing test questions:

- Keep questions pithy (the shorter, the better).
- Do not use double-negatives.
- Do not use double-barreled questions (a question about more than one objective/content topic)
- The question should not "lead" the participant (it should not imply an answer).
- Avoid acronyms, slang, or lingo.
- Do not attempt to trick participants.

Level 3: Behavior
Level three is not applicable to the Illinois Works Pre-Apprenticeship Program.

Level 4: Results
Level four evaluates the grantee's program results, including return on investment (ROI). Illinois Works will conduct a longitudinal study to facilitate a level four evaluation. To learn more about the longitudinal study, as well as program expectations, see *Section 8: Program Completion, Transitional Services and Follow-Up* of this manual.

Additional Information, Links, and Documents

- Exhibit 5: Orientation Career Assessment
- Exhibit 6: Pre-apprenticeship Program Commitment Agreement
- Exhibit 10: Final Curriculum Form
- Exhibit 11: NCCER Evaluation Requirement List
- Template 16: Illinois Works Sample Orientation Agenda
- Template 17: Sample Illinois Works Pre-Apprenticeship Program Curriculum
- Template 18: Sample Instructional Plan
- Template 19: Sample Level 1 Evaluation Tool
- Family Educational Rights and Privacy Act (FERPA) (34 CFR Part 99)
- TradesFutures MC3
- TradesFutures MC3 Apprenticeship Readiness Programs
- National Center for Construction Education and Research (NCCER)
- NCCER CORE Catalog
- NCCER Instructor Toolbox (Requires account access.)
- Occupational Safety and Health Administration (OSHA)
- First Aid and CPR – American Red Cross
- Illinois Essential Employability Skills Framework
- Kirkpatrick Model for Training Evaluation
- What is a Likert Scale?

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

Section Overview

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 Bid Credit Program.**
- Integrate **DIBE and the six core values** into all elements of your program's transition services and follow up activities.

All stages of the Pre-apprentice LifeCycle are essential to participant success; however, Program Completion, Transition Services, and Follow-Up are the stages in which grantees begin to measure their impact. These stages open a new phase for the participants and grantees. Program completion refers to the conclusion of instructional training and the beginning of transition services. Transition services are a series of career readiness activities that serve as the final step for participants before progress to a RAP and employment. Through these two services, programs can assess impact through outcomes.

The final stage of the Pre-apprentice LifeCycle is Follow-Up. This stage is essential for programs and participants because it provides grantees the opportunity to build a robust alumni network, and participants continue to feel connected to the program allowing for a community of collaboration to continue beyond the program term. Additionally, the ILWPP network can begin to build data-driven best practices based on long-term data collection allowing ILWPP and its grantees to innovate persistently.

Program Completion

For most participants, program completion will mark the end of their instruction training and the beginning of their transition to a RAP and employment. By this time, participants should have received several industry-recognized certifications including, but not limited to, NCCER/ TradesFutures MC3/ICCB or other construction curriculum approved by Illinois Works Pre-Apprenticeship Program, OSHA-10, and First Aid/CPR (additional certifications are listed in *Section 7: Training, Instruction, and Certifications*). Upon verification of completion by ILWPP, the graduate will be awarded an Illinois Works Pre-Apprenticeship Program completion certificate and an ILWPP completion card. The certificate and card will be sent to the grantee.

The grantee is responsible for keeping copies of the documents and providing the originals to the graduates. These ILWPP awards allow the graduates to not only document their completion of the program but to also show prospective employers that **the graduate carries two unique advantages of ILWPP participation.**

1. **ILW Apprenticeship Initiative Eligibility –**
   Graduates of the ILWPP that are enrolled in a U.S. DOL RAP and employed by a contractor, carry the ability to satisfy their portion of the ILW Apprenticeship Initiative's requirement that 5% of the total labor hours actually worked or 5% of the estimated labor hours in each prevailing wage classification, whichever is less, are completed by ILWPP, Climate Works, or IDOT's Highway Construction Career Program graduates.

2. **ILW Bid Credit Eligibility-**
   Graduates of the ILWPP that are enrolled in a U.S. DOL RAP carry the ability for contactors to earn generous amounts of ILW Bid Credits for hiring and retaining the ILWPP graduates.

However, it is possible that some participants will have additional needs causing them to unsuccessfully complete, including the need for remediation for missed assessments. Some might have withdrawn from the program, while others might have been dismissed from the program. While the latter two are possible at any point in the program, these statuses are closely linked to exiting the program and their departure from the program will mark the end of their participation in the program.

By this stage in the Pre-apprentice LifeCycle, there are four statuses available for participants:

- **Successful Completion** –
  Occurs when the participant has met all program requirements. Some may refer to this as graduating from the program. This marks the participants completion of the classroom, construction lab, and worksite training and recognizes their attainment of all required certifications (NCCER, TradesFutures MC3, ICCB, or other construction curriculum approved by Illinois Works Pre-Apprenticeship Program, OSHA-10 Construction, First Aid/CPR, and Driver's License). A participant is also considered to be complete by ILWPP

if a grantee submits a completion appeal on behalf of the participant and the appeal is approved.

While not required, some grantees may opt to host celebratory ceremonies or offer additional certificates of completion. Official Illinois Works graduation certificates can only be issued by the Office of Illinois Works after the Grant Manager verifies that all program requirements have been met. If the graduation occurs before receiving the official certificates, the grantee may issue participation certificates, but they cannot include "Illinois Works Pre-Apprenticeship Program (ILWPP)", DCEO, or the DCEO logo. The certificates must also include a disclaimer that the participation certificate is not an official graduation certificate.

- **Unsuccessful Completion** –
  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. Student Support Services Coordinators should establish an action plan with the participant to provide a path to successful completion. For some, this will be simply retaking an exam, while for others it may require them to reenroll at the start of a new cohort to make-up specific modules, particularly if they were absent from the program for long periods of time. If participants must wait for a new cohort to begin, grantees 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** –
  Some participants may withdraw from the program due to unforeseen circumstances that make successful completion difficult or impossible. Some reasons for withdrawal may include the participant moving out of state, is no longer interested in pursuing a career in the construction trades, or there has been a change in their life such as the need for full-time work or an illness, among others.

  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 supports 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.

  Once the withdrawal decision is finalized, grantees must conduct an exit interview with the participant. This is an opportunity to gain an evaluation of the program overall and of key program services and components, and to seek participant feedback on what aspects of the program could be strengthened. While it is not a desirable outcome, the grantee may be able

to glean valuable information from these participants that will benefit the rest of the cohort and the program at large. The Student Support Services Coordinator will either meet with (if possible) or call the participant to complete the Exit Interview Questionnaire, which is then uploaded to the participant's profile in IWRS. The Grantees should also ask the participant if follow-up contacts would be welcomed. In some cases, individuals may seek to reenroll at a future date.

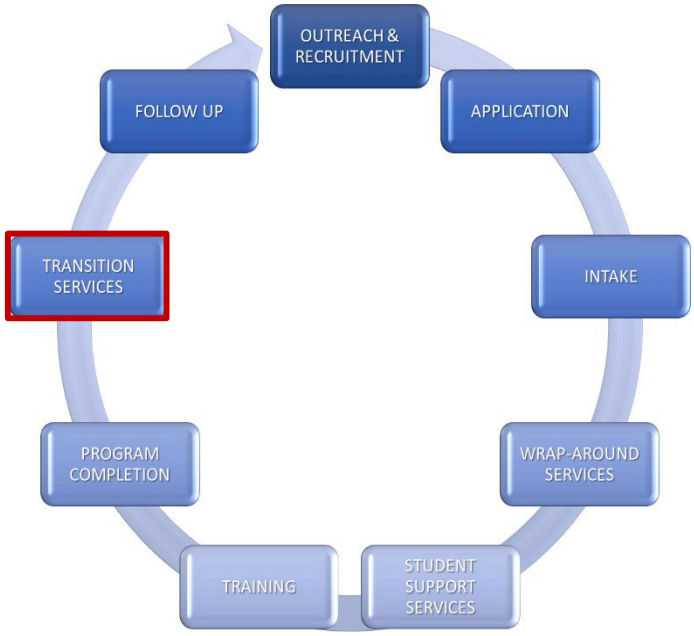
The **Exit Interview Questionnaire (Exhibit 1)** should be completed manually and saved in the participant's file. A hard copy of the questionnaire is available in the Appendix of this manual.

- **Dismissal** –
  This occurs when participants fail to comply with the terms of their commitment agreement or violate program policies. Grantees must maintain a dismissal policy that outlines a standard procedure for how, when, and why participants can be dismissed. Once dismissal has been confirmed, all services from ILWPP must be terminated through the IWRS and a formal dismissal letter must be provided to the participant and a copy saved in the participant's file outlining the reasons for dismissal and the process that was followed by the program in accordance with their dismissal policy.

Participant Satisfaction Survey

All pre-apprenticeship participants who remain engaged in the program through the end of instruction (even if they do not successfully complete it) must be asked to provide feedback on their program experience through a Participant Satisfaction Survey. This is a mandatory step for all participants and programs are required to ensure the surveys are completed. Survey engagement will be a metric reviewed during Monthly Compliance to determine Completion Verification. **Grantees must ensure that 75% of their graduates in each cohort complete the survey.**

This survey can be accessed by participants via a computer or mobile device. The link will be provided to the grantee by their ILWPP Grant Manager. It is recommended that during a scheduled session, all participants complete the Participant Satisfaction Survey before they graduate or disengage after completing the program. All responses to this survey are anonymous and individual data will not be made available to grantees. However, grantees will be provided with aggregate information for their participants as a tool to improve programming. For more information regarding this survey, refer to *Section 12: Using Data for Program Improvement and Management.*



Transition Services

Transition services are an essential element of the ILWPP and involve arranging activities that expose participants to the construction industry and help them apply to RAPs and employment. This can be achieved by involving participants in relevant industry events (career/job fairs or trade-related networking events, among others) and preparing them for applications, testing, and other apprenticeship entry requirements. The Transition Service Coordinator (TSC) provides transition services guided by a Transition Plan developed in partnership with participants and based on the information collected on the Orientation Career Assessment (Exhibit 5).

Each grantee is required to employ a Full-Time Equivalent (FTE) TSC. The required FTE is determined by the enrollment numbers specified in the organization's work plan. A 1.0 FTE represents one full-time individual dedicated exclusively to providing Illinois Works Transition Services.

TSC Staffing Requirements by Enrollment:

- 0–30 enrollments = 0.5 FTE
- 31–60 enrollments = 1.0 FTE
- 61–90 enrollments = 1.5 FTE
- 91–120 enrollments = 2.0 FTE

For organizations with multiple locations and/or multiple grants, each grant **must have its own dedicated FTE TSC.**

Example:
Grantee A has two grants—one in Chicago and one in Bloomington. The Chicago grant anticipates 100 enrollments in 2026, while the Bloomington grant expects 50 enrollments. Therefore, Grantee A must employ:

- At least **two** full-time TSCs in Chicago (2.0 FTE), and
- At least **one** full-time TSC in Bloomington (1.0 FTE), with each individual solely dedicated to providing Transition Services under their respective grant.

Transition services are defined as supports that address barriers to applying and/or enrolling in a US DOL Registered Apprenticeship Program (RAP). Unlike Wrap-Around Services or Student Support Services, these services may be necessary both during and after program instruction. Most transition services are ones in which participants may opt into such as resume writing, interview preparation, assistance with completing an apprenticeship program application, job assistance, referral for job search assistance, referral for assistance with opening a business, referral to a community college, or referral to an American Job Center, among others. For some services, such as career information, a grantee may require of a participant to attend as a requirement to complete their program.

The TSC conducts the Pre-Transition Career Assessment is conducted 3-4 weeks before the end of instruction and it serves as the foundation for a participant's transition plan that outlines the trades of interest and their job readiness needs. This plan assists transition staff as they help participants move from pre-apprentice trainees to full apprentices.

The following are examples of Transition Services that are provided to participants:

***Note**: Transition Services must be entered into the participant's Transition Services goal in IWRS, and they all show the appropriate status no later than the end of the program year.*

- **Alumni Networking** -
  Building long-term relationships with former program graduates can significantly benefit current participants. This service may include connecting participants and alumni one-on-one. Unlike mentoring, alumni networking is often a time-limited interaction instead of long-term professional relationship building. While it is likely that alumni events will take place throughout the program for all participants, this service is specifically geared toward one-on-one meetings with alumni.

  Allowable Costs: none

  Guiding Question: Would you find benefit in being connected to former graduates from our program that are working in the trade(s) you're interested in?

- **Apprenticeship Application Fees** -
  There are several fees related to joining an apprenticeship program, including application fees. These fees may determine a pre-apprentice's ability to join a DOL-Registered Apprenticeship Program (RAP). If a pre-apprentice is not able to cover the application costs required of them, the grantee can provide funding for this cost. This need should be reassessed by the Transition Service Coordinator near cohort completion. Application fees are not required by all DOL-registered apprenticeship programs, but for those that do require application fees, the fee range is $20 - $30. If an application fee is paid for a participant, the service "Apprenticeship Application Fee" must be added to IWRS to document the need for payment and enter the application fee amount to the service via the Dollar Value of Service tab.

  Allowable Costs: Application fees for RAPs.

  Note: Union fees are not allowable transition expenses.
  Guiding Question: There may be fees associated with applying to join a DOL-Registered Apprenticeship Program. Application fees can range from $20 to $30. Is this a cost you are confident you can pay on your own or with the provided stipend?

- **Assistance with Completing an Apprenticeship Program Application** -
  Apprenticeship programs have very defined application processes. Providing guidance to pre-apprenticeship program participants on the requirements and procedures can ensure applications are submitted on time and are approved. The service "Assistance with Completing an Apprenticeship Program Application" must be entered into the participant's Transition Services goal when a Primary Transition document is uploaded to IWRS. Any associated fees must be entered to the service via the Dollar Value of Service tab.

  Allowable Costs: Test prep and test prep materials.

  Guiding Question: Apprenticeship programs can be very difficult to successfully apply to, would you like assistance understanding the requirements and applying for your trade of preference?

- **Career Information** -
  Pre-Apprenticeship Program participants usually will need guidance regardless of whether they are choosing a career path in construction or other industries. Within construction, very often participants will need help understanding the sub-categories of various trades. If a participant decides to pursue a path outside of construction, they may need help identifying a new career path.

  Allowable Costs: None.

  Guiding Question: Often occupations are different than what most people imagine them to be, would you like additional information about the trade or career you are interested in – specifically wage information and daily work activities?

- **Interview Preparation** -
  Interviews are a critical component of the path to employment and to journeyperson status in the trades. Participants may need coaching related to interviews with RAPs and/or employers. While interview skills are a part of program curricula, Interview Preparation refers to the one-on-one assistance that can be provided to participants.

  Allowable Costs: None.

  Guiding Question: Most people can improve their interview performance by practicing in advance, would you like to practice your interview responses one-on-one?

- **Job Search Assistance** -
  Most Pre-Apprenticeship Program participants will need additional assistance securing employment upon completion of the ILWPP. Some may need to secure employment as a requirement of entering a particular Registered Apprenticeship Program, while others may need to find employment while they wait for their apprenticeship program to begin. Providing additional job search assistance to participants helps improve the likelihood of a successful apprenticeship journey. The service "Job Search Assistance" must be entered into the participant's Transition Services goal when the grantee actively engages in assisting an ILWPP participant to secure a job that qualifies as an Alternative Construction or Secondary Transition and/or when the grantee uploads a transition document that qualifies for one of those Transitions.

  Allowable Costs: None.

  Guiding Question: Many jobs are not posted on Indeed or other name-brand websites, would you like assistance finding resources to help you identify jobs applicable to you?

- **Mentorship** -
  A mentor is an individual that meets with and develops a long-term professional relationship with pre-apprentices. Providing a mentorship program for pre-apprentices can help increase the rate of long-term career success. These interactions are often structured and provided by the grantee or by a partner agency.

  Allowable Costs: mentor/mentee training, mentor planned activities, expenses related to mentorship events, and training materials.

  Guiding Question: Would you be interested in being partnered with a mentor?

- **Resume Preparation** -
  Resumes are essential for obtaining employment and become even more valuable as ILWPP graduates since contractors will be seeking out graduates who can help them earn Bid Credits and allow them to comply with ILW Apprenticeship Initiative requirements. While resume development is a part of program curricula, one-on-one assistance is typically needed to review individual resumes for maximum effectiveness. ILWPP has also

provided a sample resume that is accessible to grantees – Template 22: Sample ILWPP Participant Resume.

Allowable Costs: None.

Guiding Question: Would you like to have your resume reviewed to ensure it is the best possible resume for working in construction?

- **Partner Referral -**
  Some pre-apprenticeship program participants will need specific assistance the grantee has chosen to provide through a community partner. Providing referrals to participants extends beyond advising participants to seek the assistance on their own. Referrals are a much more effective means of directly engaging partner organizations to assist the participants. Partners have dedicated resources to provide assistance with self-employment, enrollment in higher education or an advanced training program, and other services such as those provided through American Job Centers.

  Allowable Costs: None.

  Guiding Question: We have partners that can provide the exact assistance you are looking for; would you like me to arrange an introduction so you can begin working with them?

Pre-Transition Career Assessment

While the bulk of transition services begin after program completion, one critical part of transition begins three to four weeks prior to the end of training. The Transition Services Coordinator (TSC) must meet one-on-one with each participant to complete an updated career assessment. This assessment will mirror the one completed during orientation, but unlike the original assessment completed during orientation, the goal of this assessment is to help staff in building a transition plan.

This assessment will be completed directly in the IWRS by the TSC in a one-on-one meeting with the participant. Refer to the *Illinois Works Partner Guide* for detailed information regarding the completion of this form in IWRS. The manual copy of the career assessment is available in the Appendix of this manual.

Transition Plan

Once the Pre-Transition Career Assessment is completed, the Transition Services Coordinator (TSC) should create a transition plan. This plan is set up in IWRS by adding appropriate services to the participant's profile under their Transition Services goal. This is also a time when grantees should leverage their partner network, retrieve necessary resources, and information for participants, and lead job readiness sessions.

Transition services may include providing career information, resume writing, interview preparation, assistance with completing an apprenticeship program application, job assistance, referral for job search assistance, referral for assistance with opening a business, referral to a community college, or referral to an American Job Center, among others.

Note**: Transition Services **must all be entered into the participant's Transition Services goal** and a final status provided for each of the services before the end of the program year. **Keep in mind that it is a requirement that all ILWPP graduates receive transition services.

Career Services and Transitions

The Illinois Works Career Services Team supports the transition of ILWPP graduates through job matching and customized list creation that put graduates in front of contractors looking to hire ILWPP graduates or RAPs looking to enroll them in their programs. The Career Services Team uses the Career Pathways Management Platform (CPMP) to communicate with grantees, contractors, RAPs, and other construction stakeholders to facilitate the transitioning of ILWPP graduates into employment and RAPs.

The Career Services Team strategically partners with Transition Service Coordinators (TSCs) on the ground to support their transition efforts, **but it does not replace, nor does it take over the contractual responsibility the grantee** has to proactively and effectively deliver transition services to their participants and graduates.

The Career Services Team strategically partners with Transition Service Coordinators (TSCs) on the ground to support their transition efforts, but it does not replace, nor does it take over the contractual responsibility the grantee has to proactively and effectively deliver transition services to their participants and graduates.

All Illinois Works grantees must host at least one career/job fair annually for program graduates. The career/job fair must be in partnership with the Illinois Works Career Services Team. The purpose of this career/job fair is to further engage ILWPP graduates with Career Services, employers/contractors, and DOL Registered Apprenticeship Programs to open doors of opportunity for program graduates. Illinois Works Career Services will also run three regional career/job fairs and grantees will be required to join in the coordination of these events.

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. This program is a benefit to transition partners and ILWPP graduates as it provides a talent pipeline for the former and secure employment and professional advancement for the latter. While both groups will benefit from the Bid Credit Program, how they benefit will differ for each group.

Communication to Transition Partners
Grantees should discuss the benefits of the Bid Credit Program with potential employers/employment sponsors as part of transition services. Being bid credit eligible makes ILWPP graduates highly attractive and competitive as hiring and retaining these candidates provides contractors with generous incentives in the form of bid credits.

To become bid credit eligible, a participant must successfully complete the ILWPP with an active grantee. This means that all ILWPP-approved and required certifications must be earned, and that the participant must have attended 80% + of all modules and earned 70% + on all module post-assessments. Successful completion is verified by ILWPP through the standard monthly compliance process.

There are several items that it is important for contractors to know about their involvement:

- Contractors seeking bid credits must first join the ILW Bid Credit Program; they can request to join through the Bid Credit Program Registration Form.

- Contractors who hire Illinois Works bid credit eligible graduates can earn bid credits for public or private projects that can be later utilized on bids for state-funded public projects. Earning rates are published annually on the Bid Credit Program DCEO webpage and are based on trade and hours worked.

To earn bid credits, ILWPP graduates not only need to be employed, but they need to be enrolled in a building trades U.S. Department of Labor Registered Apprenticeship Program (U.S. DOL RAP). Their enrollment in a U.S. DOL RAP can pre-date employment or can be achieved through sponsorship with the contractor.

Contractors can find bid credit eligible graduates through existing relationships with ILWPP grantees and through the Illinois Works Career Services Team.

Communicating to ILWPP Participants
The Bid Credit Program is an incentive for contractors but also offers a significant benefit for participants. Grantees should communicate to participants that, as graduates of the ILWPP, they carry an exclusive benefit that no other pre-apprentice carries in Illinois. By graduating from the ILWPP, they not only offer their skills, certificates and talent, but also bid credits that are earned by contractors when they are hired and for each year they are retained. This means they can become a part of the contractor's team, as well as an active part of securing new projects and business for their employer.

Here are several ways grantees can help participants communicate their bid credit eligible status:

- Ensure all graduates of the ILW Pre-Apprenticeship Program have "construction ready" resumes:

- Place "Apprenticeship Initiative Compliance Credit" on their resumes.
- Place "Bid Credit eligible candidate" on their resumes.
- Include the ILW Graduate ID # on their resumes. (The ILW Graduate ID # is their Illinois workNet ID #.)

- Practice elevator pitches with participants where they mention their skills and bid credit eligibility.

- When connecting participants with employers/contractors, discuss the benefits the participant carries.

- Show the ILWPP certificate and graduate/completion card to a potential employer/contractor. Those documents prove a graduate's ability to generate Apprenticeship Initiative Compliance Credits and Bid Credits for their employer.

Transition Staff

The success of ILWPP graduates requires a strong transition component, including designated staff responsible for building relationships with employers and registered apprenticeship programs. Transition Services Coordinators (TSC) are accountable for transition and follow-up services for graduates. Some programs may choose to have a person perform the transition task along with other tasks while other programs may have a single dedicated staff member exclusively focused on it. Regardless of the transition staff model, the Transition Services Coordinator is critical to the success of the participants and the program overall. While their work with participants will take place primarily at the end of the participants time in the program, they should be dedicating time during early stages in the Pre-apprenticeship LifeCycle to building relationships with partners, RAPs, unions, contractors and setting up structures, tools, and resources for students once they are ready to transition.

With an emphasis on graduation and RAP entry, Transition Service Coordinators are not only job developers, but also relationship-builders and coaches. To ensure the outlined deliverables are met, the Transition Services Coordinator should allocate an adequate number of hours for the following responsibilities:

- Develop/maintain relationships with transition partners including DOL-registered apprenticeship programs, advanced construction programs, community colleges, and contractors/construction employers, among others.

- Schedule face-to-face meetings with individual participants to identify career goals through the Pre-transition Career Assessment.

- Assist with or provide all transition services for participants including resume writing, and interview preparation, among others.

- Conduct follow-up with graduates/alumni.

- Identify ready and able graduates to apply to job postings the ILW Career Services Team sends through the Career Pathways Management Platform (CPMP).

- Participate in ILWPP's Transition Activity Program which includes monthly reporting of TSC activity and monthly meetings designed to build the TSC network and enhance the transition services provided to program participants.

- Once participants transition to RAPs and employment and, in some cases, secondary transition goals, the Transition Services Coordinator will also be responsible for conducting participant follow-up. More information regarding follow-up is available in the next subsection.

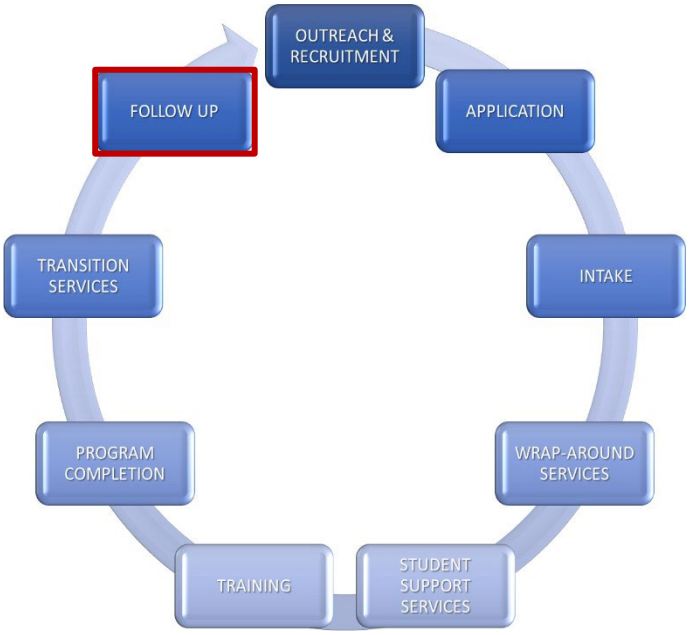
Expected Outcomes and Deliverables

While all staff are critical to achieving program outcomes, transition staff have a significant influence on helping programs achieve the primary outcomes. By the end of the contract period, grantees are expected to meet the following deliverables as outlined in the grantee agreement.

- At least **85% of enrolled participants** must successfully complete the program.

- At least **70% of enrolled participants** must transition to a DOL-registered apprenticeship programs.

Note: *All outcome measures are based on enrolled participant metrics.*



Follow Up

Program follow-up is an essential part of the ILWPP. There are many ways to stay in touch with program graduates on a routine basis, including surveys, focus groups or phone, text, social media, and email check-ins. Each of these methods provides the opportunity to determine participants' additional needs and to receive valuable feedback about the services that were provided, but more importantly, these serve to collect key data relevant to verifying progress and outcomes. As part of the ILWPP, transition staff are expected to conduct active follow up with participants after transition from the program for the first-year post-transition. This includes completion of an Active Tracking Questionnaire as well as other updates in IWRS. Beyond the first year, ILWPP will utilize data matching to track participants long-term and the ILW Career Services Team will continue collecting data from the graduates.

Active follow-up denotes contact between the Transition Services Coordinator and program alumni on a quarterly basis for one year. Communication with graduates is critical for at least the first year of the graduate's formal apprenticeship program. This is a period when apprentices may be most vulnerable to dropping out of their program. During each follow-up contact, grantees will ask alumni a series of questions to gather information about their employment status and their progress in their apprenticeship program. Each Active Tracking Questionnaire will be available in the IWRS, and the series of questions asked is initially guided by whether or not an alum is pursuing a RAP.

- **For those pursuing a RAP,** transition staff will determine if the alum has applied for an apprenticeship program, if the alum is on a waiting list for an apprenticeship program or if the alum is enrolled in an apprenticeship program. The Transition Services Coordinator will follow-up to determine the trade information, current employment, and if the participant needs additional assistance with referrals or resources.

- **For those not pursuing a RAP** because they are no longer interested and/or do not plan to enter an apprenticeship program, the grantee must find out if the alum was dropped from the apprenticeship waiting list, opened a small business, completed or is pursuing training or other education programs and earned a certificate/degree or obtained alternate employment.

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. For more information about the longitudinal study, see *Section 12: Using Data for Program Management and Continuous Improvement.*

- 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.

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

- **Referral to community resources** -
  The participant is referred to community programs to assist in meeting needs that have been identified that cannot be met by other follow-up services.

- **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 successful apprenticeship program completion and maintaining a job in the construction industry.

ILWPP Identification of Transitions

If in the course of regular program activities, the Office of Illinois Works or any of its programs identifies sufficient evidence that a graduate has completed a Primary, Alternative Construction, or Secondary transition, the grantee that provided instruction to the graduate will be provided appropriate transition credit. ILWPP will upload the verification evidence to IWRS. However, Illinois Works will not actively look for transitions on behalf of the grantees. It remains the grantee's responsibility to maintain contact with graduates, obtain transition verification, and provide 3rd party verification documents to ILWPP as uploads into IWRS.

Any Transition credit, whether identified by the Office of Illinois Works or by the grantee, still must adhere to the grantee Grant Agreement and the ILWPP Grantee Manual. Therefore, credit can only be provided for individuals in which the Transition is identified under the same grant cycle in which the individual graduated from the grantee's program. See "Carryover Credit" in *Section 13: Programmatic Monitoring* for an explanation of extending an original grant agreement cycle.

Long-term Follow-up

Beyond the first year of active tracking, ILWPP will utilize data matching to track employment and outcomes. Long-term follow also occurs 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. For more information regarding long-term follow up or the longitudinal study, refer to *Section 12: Using Data for Program Management and Continuous Improvement.*

Additional Information, Links, and Documents

- Exhibit 1: Exit Interview Questionnaire
- Exhibit 5: Orientation Career Assessment

Section 9: Professional Development and Technical Assistance

Section Overview

By the end of Section 9, you will be able to:

- Identify the **professional development opportunities** provided by the Office of Illinois Works.
- Reference professional development expectations for **Grantees.**
- Save the dates for the upcoming **professional development** sessions.
- Ensure internal professional development offerings are responsive to linguistic cultural needs.

Grantees must plan to participate in professional development and technical assistance. **Professional Development (PD)** is the culmination of tools, techniques, and strategies that impact the knowledge, skills, behaviors, and attitudes of grantees. PD programs are implemented with the goal of improving performance and enabling grantees to successfully implement an Illinois Works Pre-apprenticeship Program, comply with its policies and procedures, and effectively utilize its technological applications. PD includes structured sessions in-person or via Webex that seek to prevent or mitigate future challenges. **Technical Assistance (TA)** is one-on-one or small group support that aids in course correction.

It is the responsibility of each grantee to comply with Illinois Works professional development requirements. In addition, grantees must budget for supplemental development for instructors and program staff, as appropriate.

PD stipends for mandatory in-person instructor training are permissible, provided that they are reasonable in relation to the time spent and do not exceed the instructor's regular pay. For instance, the stipend for a full-day instructor professional development session should not exceed $400, while a half-day session should not exceed $200.

Grantee Training and Professional Development Expectations

A key aspect of the Illinois Works Pre-apprenticeship Program is to cultivate a network of new and tenured pre-apprenticeship programs with a track record of program success.

There are many variables that impact a grantee’s program success including, but not limited to:

- Organizational capacity
- Previous experience
- Subject matter expertise
- Program providers
- Program partnerships

Irrespective of these variables, the Illinois Works Pre-apprenticeship Program (ILWPP) is invested in the success of each grantee. Within the sphere of professional development, there are an array of tools, techniques, and strategies. To help ensure program success, ILWPP provides a robust catalog of professional development and technical assistance offerings:

- **Webinar Sessions**
  - Professional Development
  - Toolbox Tuesdays (formerly Lunch and Learns)

- **Program Coaching**
  - Track I – Opt-in Coaching
  - Track II – Required Coaching
  - Track III – Accelerator Program

- **In-Person Events**
  - Administrator Orientation and Onboarding
  - Annual Conference
  - Regional Meeting

- **Technical Assistance**
  - One-on-one
  - Group

- **Communities of Practice (CoP)**
  - Track III Administrators: Accelerator Program
  - Wrap-around Service Coordinators
  - Transition Services Coordinators
  - Trainers and Instructors
  - Data Entry Coordinators

Note: *The Regional Meeting and the ILWPP Annual Conferences offer benefits associated with activities that support grantee compliance with program expectations, and an opportunity to network and learn from other grantees.*

Grantees are ***required*** to engage with or participate in each of the following:



Note*: Grantees are required to ensure appropriate staff participate in each of the above professional development opportunities, as well as ensure there are appropriate budget line items to support participation (i.e., ILWPP Annual Conference and Regional Meeting attendance).*

These offerings have been divided into three tracks—**Track I, Track II,** and **Track III.** Each track was created to provide assistance based on the grantee's needs.

Note: *To learn more about the ILW Accelerator Program, also known as Track III, see page 178 under* ***ILWPP Accelerator – Track III.***

Professional Development provides targeted opportunities that focus on the implementation of key aspects of the Illinois Works Pre-apprenticeship Program, with the goal of helping each grantee attain program success.

Grantees are assigned to Track I, II, or III based on program readiness. To support program readiness, the ILWPP team considers several variables (related to construction and the building trades pre-apprenticeship programming) including program development, longevity, capacity, experience, and the program proposal that was submitted to request funding.

Note: *The ILWPP conduct a comprehensive* ***needs analysis*** *to determine Track assignments.*

Illinois Works Professional Development Offerings

Illinois Works **professional development** focuses on supporting the grantees' ability to successfully implement a pre-apprenticeship program for the construction and building trades.

Onboarding

The onboarding process for grantees is a hybrid series that includes in-person and webinar-based sessions. This provides grantees with the opportunity to connect, network, and acclimate to the ILWPP in-person, at the start of the grant year. The onboarding series will begin in January and conclude in March of each grant year. Dates and times will be made available via email and the *Illinois Works Partner Guide*.

Webinar Sessions

Webinars are professional development opportunities conducted over the Internet. **Webinar Sessions** may include, but may not be limited to, training and informational sessions. Webinar sessions are recorded and made available through the *Illinois Works Partner Guide*, unless otherwise noted.

Webinars are each designed to provide grantees with information on how to navigate the Illinois Works Reporting System (IWRS), utilize the Illinois Works Grantee Manual, and implement critical program requirements such as obtaining certifications for pre-apprenticeship instructors, providing effective transition services, and utilizing data to create a program improvement plan, among others. Ongoing programming is available starting in January of each grant year.

Note: *Webinars are a requirement for all grantees irrespective of their track assignment.*

A **target audience** is a select group of individuals with similar job roles/functions, responsibilities, and/or needed competencies for task mastery. Professional development is created to respond to the needs of specific targeted audiences.

The primary target audience for Webinar Sessions are ILWPP grantee administrators and program managers. Given the topic and program content, it may be appropriate for additional select program staff to attend a session with their Administrator or Program Manager. The Office of Illinois Works will include the target audience for each webinar when it publishes its annual PD schedule. All individuals in the target audience, including the Program Administrators, are required to attend the scheduled sessions.

Note: Please see the Professional Development section on the *Illinois Works Partner Guide* to download the full schedule including information regarding the target audience.

Note: *Webinar topics and the schedule are subject to change. Updated information will be available on the Illinois Works Partner Guide webpage.*

Below is **Table 19: Illinois Works New Grantee Onboarding Sessions** which provides a list of the required onboarding webinar sessions for new grantees. Program administrators are required to attend each of these sessions.

Note: *See the Illinois Works Partner Guide for information regarding program dates, times, and registration.*

Table 19: Illinois Works New Grantee Onboarding Sessions. For additional session descriptions see the **Appendix.**

Session Title	Required Audience
Illinois Works Pre-Apprenticeship Administrator Orientation	New Grantee Administrators and New Renewal Administrators
Career Pathways Management Platform (CPMP)	All Grantee Administrators
Grantee Knowledge Sharing	All Grantee Administrators
Your Illinois Works Pre-Apprenticeship Team	All Grantee Administrators
Meet Your Grant Managers	All Grantee Administrators
What I Wish I Knew – Networking Between New/Renewal Grantees	All Grantee Administrators
Journey through the LifeCycle Exercise	New Grantee Administrators and New Renewal Administrators
IWRS I Training	All Grantee Administrators
IWRS II Training	All Grantee Administrators & Data Entry Coordinators
Introduction to IWRS Technologies	New Grantee Administrators and New Renewal Administrators & New Program Managers
Role of Data Entry Coordinators	All Grantee Data Entry Coordinators
Data Quality Management Plan – Working Session	All Grantee Administrators & Data Entry Coordinators

Track III Coaching Session	All Track III -Accelerator Program Grantee Administrators
Illinois Works Coaching Needs Assessment Questionnaire	All Grantee Administrators
2026 Grantee Manual Session I	New Grantee Administrators and New Renewal Administrators
2026 Grantee Manual Session II	New Grantee Administrators and New Renewal Administrators
2026 Grantee Manual Session III	New Grantee Administrators and New Renewal Administrators
2026 Grantee Manual Updates	Renewal Grantee Administrators
IWRS III	New Grantee Administrators, New Renewal Administrators & Data Entry Coordinators
IWRS IV	New Grantee Administrators, New Renewal Administrators & Data Entry Coordinators
2026 IWRS Updates	Renewal Grantee Administrators

Note: *Table 19 includes onboarding sessions for new grantee administrators, renewal grantee administrators that are new to their role, and data entry coordinators.*

Below is **Table 20: Illinois Works Renewal Grantee Onboarding Sessions** which provides a list of the required onboarding sessions for 2025 renewal grantees. Program administrators are required to attend each of these sessions.

Note: *See the Illinois Works Partner Guide for information regarding program dates, times, and registration.*

Table 20: Illinois Works Renewal Grantee Onboarding Sessions

Program Title	Description
Career Pathways Management Platform (CPMP)	This program provides information about the Illinois Works Career Pathway Management Platform (CPMP), how it connects each of the Illinois Works three key programs, as well as how it can be used to enter, search and track pre-apprenticeship graduates.

Grantee Manual Updates	The Illinois Works Grantee Manual was designed to ensure grantees can effectively implement their pre-apprenticeship program in compliance with the program guidelines, expectations, and best practices. This training is designed for Program Administrators who completed the current Grantee Manual Sessions I, II and II. Given the ongoing evolution of Illinois works and the proactive program improvement efforts, an updated grantee manual will be released in January of each grant year. This program will provide an update regarding each of the programmatic changes in the current version of the Illinois Works Grantee Manual.
IWRS Updates	The Illinois Works Reporting System (IWRS) is a custom database developed by Illinois Works in partnership with the Center for Workforce Development at Southern Illinois University. The IWRS acts as the information hub for all programmatic tracking and most program reporting for the Pre-apprenticeship Program. This training is designed for Program Administrators who completed the IWRS I, II and III sessions. Given the ongoing evolution of Illinois works and the persistent focus on program improvement, this program will provide an overview of the completed and anticipated updates to IWRS.
Illinois Works Coaching Needs Assessment	Program Coaching is a tailored service driven by a comprehensive needs analysis, including the Illinois Works Coaching Needs Assessment. This webinar was designed to assist grantees in completing the **Illinois Works Coaching Needs Assessment Questionnaire.**

Below is **Table 21: Illinois Works Professional Development Sessions** which provides a list of the professional development sessions scheduled for the current program year.

Note: *See the Illinois Works Partner Guide for information regarding program dates, times, and registration.*

Table 21: Illinois Works Professional Development Sessions

Program Title	Description
Instructor Accreditation & Certification (NCCER, TradesFutures MC3, OSHA 10-Hour Construction, CPR, and First Aid)	This program provides an overview of the required certifications for the Illinois Works Pre-Apprenticeship Program.
Developing & Implementing a Pre-Apprenticeship Curriculum & Instruction	This program provides the knowledge, skills, and best practices necessary to develop and facilitate instructional content that leverages classroom management techniques and aligns with instructional design and assessment best practices for the Illinois Works Pre-Apprenticeship Program.
Providing Impactful Wrap- Around Services & Student Support Services	This program provides 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.
Providing Effective Transition Services & Working with DOL Registered Apprenticeship Programs	This program provides knowledge, skills, and techniques necessary to deliver effective transition services in alignment with Illinois Works Pre-Apprenticeship Program best practices. Program staff providing transition services will be able to leverage the experience of other pre-apprenticeship providers and incorporate evidence informed, as well as evidence-based practices.
Developing Relationships & Partnerships	Partnerships are formal arrangements by two or more parties. This program provides information, resources, and support to successfully develop partnerships that provide an array of programs and services to pre-apprentices to meet the Illinois Works NOFO criteria and create a strong program proposal.
Using Data for Continuous Program Improvement (CPI)	This program provides the knowledge, skills, and techniques necessary to leverage program data with the goal of developing and implementing a continuous program improvement process and model with a focus on improving program performance in key areas.

**These may not be listed in order of delivery. Session titles may vary.*

Visit the *Illinois Works Partner Guide* webpage for the most up to date schedule and be sure to save the dates.

Community of Practice (CoP)

A **Community of Practice (CoP)** is a group of individuals who share a common interest, profession, or passion and come together to learn from one another, collaborate, and develop their knowledge and expertise in a specific domain. CoPs are characterized by their informal dynamics, where members engage in ongoing interactions, discussions, and knowledge sharing to improve their collective understanding and skills (Lave & Wenger, 1996).

Communities of practice can be essential for organizational learning and innovation. CoPs are mandatory. They emphasize the importance of informal social structures in knowledge-sharing, problem-solving within organizations, developing their expertise, and creating a sense of belonging.

ILWPP leverages the community of practice model for professional groups including, but may not be limited to:

- Track III Administrators & Program Managers
- Transition Service Coordinators (TSC)
- Trainers and Instructors
- Wrap-around Service Coordinators (WSC)
- Data Entry Coordinator (DEC)

A virtual community of practice (VCoP) utilizes an online platform or network that allows individuals who are geographically dispersed to fully engage in their community of practice using a technological platform (Learning Management System [LMS]). Not only are the selected grantee staff encouraged to collaborate, each of the Illinois Works communities of practice is monitored and moderated by a subject matter expert that frequently shares important and up-to-date information and tools relevant to that community.

Grantee staff are required to participate in their assigned virtual community of practice platform and virtual community meetings. Attendance and engagement in the community of practice meetings and their virtual community of practice platform activity is **tracked and reported as part of the Professional Development Monthly Required Attendance Report.**

- **Knowledge Sharing-**
  VCoPs provide a platform for members to share their experiences, insights, and best practices, leading to the dissemination of valuable knowledge.

- **Networking -**
  Members can expand their professional networks and connect with like-minded individuals, potentially leading to collaboration and career opportunities.

- **Problem Solving-**
  Virtual communities are excellent for addressing common challenges or problems within a specific field, as members can collectively brainstorm solutions.

- **Continuous Learning-**
  VCoPs facilitate ongoing learning and professional development, helping members stay updated with the latest trends and innovations in their domain.

- **Community Building -**
  These communities foster a sense of belonging and camaraderie among members, which can lead to increased engagement and motivation.

The ILWPP leaders of the various communities of practice will reach out to the staff at each grantee to provide instruction on how to enroll.

Program Coaching

Program Coaching is a tailored engagement between a professional program coach and a grantee. This opportunity allows grantees to receive individually tailored support with the goal of mitigating or preventing program challenges and proactively supporting program success.

The goal of **Program Coaching** is to provide grantees with customized **support** in the following domains:

- Instructional Certifications
- Pre-apprenticeship Lifecycle (Program Coaching)
- Business Development

Table 22: Coaching Domains

Coaching Domain	Description
Instructional Certifications	The Illinois Works Pre-apprenticeship curriculums must offer a minimum of 183 hours of instruction, not to exceed 300 hours of instruction unless specifically approved by ILWPP. These 183 hours must include: • TradesFutures MC3, NCCER, ICCB, or other ILW approved curriculum • OSHA 10-Hour Construction • First Aid and CPR Each of these certifications (except ICCB) require a certified instructor by each of their respective certifying bodies. These bodies include, • The American Red Cross • OSHA (Occupational Safety and Health Administration) Training Institute (OIT) Education Center • TradesFutures MC3 • National Center for Construction Education and Research (NCCER) The primary focus of the Instructional Certification Coach is to ensure grantees have certified instructors on or before the start of their instruction in each certification area, including NCCER Accredited Training Sponsorship (ATS), as necessary.
Pre-apprentice Lifecycle (Program Coaching)	The Pre-Apprentice LifeCycle outlines and tracks participant progress through the Illinois Works Pre-Apprenticeship Program from the initial program outreach to the post-transition follow-up. Each stage of the LifeCycle for the pre-apprentice demonstrates an integral step in preparing participants to enroll in RAPs (Registered Apprenticeship Programs). The primary focus of Program Coaching is to guide and support ILWPP grantees through a strategically planned and carefully implemented program that will specifically address the needs of the grantee's target population(s).
Business Development	Business Development coaching is a collaborative relationship with an ILWPP grantee Administrator/Leader with the aim of strategically developing an organization that can successfully implement an ILWPP that can attain program outcomes at each phase in the Pre-apprentice LifeCycle. The primary focus of Business Coach is to provide real-time solution-oriented support in specific areas of organizational development.

The **ILWPP Coaching Domains address** approximately 30 coaching needs. **Program Coaching** *is required* by the Office of Illinois Works for Track II and Track III grantees and provides an opt-in option for Track I grantees.

Program Coaching is tailored to provide proactive and preventive one-on-one support **driven by a needs analysis and coaching planning.** Approximately 75 percent of coaching support is proactive, and 25 percent is reactive. The Illinois Works Program Coach partners with individual grantees to help ensure program success and alignment with their ILWPP grant expectations. Illinois Works grantees are contractually required to comply with coaching expectations.

Program Coaches
Illinois Works Program Coaching is delivered by independent consultants. Coaching consultants are expected to deliver tailored support based on their respective subject matter expertise in the domains identified in **Table 22**. As a result, it is possible for a grantee to experience engagement with one or more coaches, depending on their coaching needs.

Grantees are allowed up to 10 hours of coaching each month. Allocation of this time is determined based on a grantee's needs and the prioritizing of those needs. On average, expect coaching sessions to take place once a week for a maximum of ten hours per month. **Please note that the coaching schedule for individual grantees may vary depending on their respective coaching plan.** The Office of Illinois Works will connect Track II and Track III grantees with a **Program Coach** to help grantees develop their program infrastructure and implement a successful program.

Note*: Coaches are not programmatic staff and do not assist grantees with program delivery.*

Track Designations
Grantees will be assessed for program readiness. New Grantee Track designations will be the result of a comprehensive **needs analysis process** that considers the available information resulting from the NOFO and contracting process. Renewal Grantees will have the additional benefit of their previous year's performance outcomes to help inform their Track designation. The assessment results are reviewed for *red flags*. *Red Flags are warning signals that indicate a potential performance concern.*
Need Analysis documents may include, but are not limited to:

- Internal Controls Questionnaire (ICQ)
- DCEO Programmatic Risk Assessment
- NOFO Reviewers' Application Evaluation Scoring Sheets and Notes
- ILW Coaching Needs Assessment Questionnaire
- Per the Direction of the Illinois Works Deputy Director
- Monthly Compliance Reports
- Prior Year Performance Outcomes

In addition, ILWPP considers program development, longevity, capacity, and experience relevant to construction and the building trades.

***Note**: ILWPP retains to right to update or change the above criteria for Track designations at its discretion.*

Once the information from each of the data sources, has been analyzed, the **Track** designation for the grantee is established, either Track I, Track II, or Track III.

Table 23: Track Descriptions

Track	Description
Track I	Based on the needs analysis, Track I grantees do not meet the minimum criteria for a Track II or Track III designation and are placed in Track I by default. Though there may be exceptions, Track I grantees are typically experienced at delivering construction and/or building pre-apprenticeship programs with a robust staffing infrastructure (including strong, formal partnerships or contractor/vendor relationships). Grantees with this designation will receive recommendations with relevant support resources to be added to their Internal Professional Development Plan (see *Template 20: Sample Internal Development Plan in the Grantee Manual)*. Though coaching is not required, Track I grantees have the option to opt-in to coaching (for a maximum of 10 hours per month) while retaining their Track I designation. In addition, a Track I grantee's performance can change in their Track designation if: • They are underperforming • They go on a Corrective Action Plan • They are put on Probation • Directed by the Deputy Director *Note that the above is inclusive but is not limited to this list.*
Track II	Based on the needs analysis, Track II grantees meet a minimum criterion for this specific designation. Though there may be exceptions, Track II grantees are typically new to delivering construction and/or building pre-apprenticeship programs or do not have a robust staffing infrastructure to effectively respond to ILWPP expectations. Given this, they may need support identifying partners, contractors/vendors, or building an internal infrastructure to deliver the required services.

	Grantees with this designation will receive a comprehensive Coaching Plan based on the coaching needs that emerged based on the results of their Needs Analysis. Track II grantees are contractually required to participate in Program Coaching for a maximum of 10 coaching hours per month.
Track III	Based on program readiness, and the results of a comprehensive assessment process, grantees are placed in the Track III – Accelerator Program. Grantees with this designation will receive a comprehensive Coaching Plan based on the grantee competencies that have been found to have the strongest correlation to program success. In addition, Track III grantees will receive substantial technical assistance, financial support, and resources to support their success. Their performance will be monitored biweekly and the intensity of the support needed will be adjusted accordingly. Grantee progress will be evaluated at the three (3), six (6), and nine (9) month points in the coaching process. Evaluation criteria may include, but are not limited to coaching compliance, competency development per coaching needs, compliance reports, and successful program implementation through the Pre-apprentice LifeCycle. Track III grantees are contractually required to participate in Program Coaching for a minimum of 10 and up to 20 hours a month. If additional Coaching is required, a determination is made at the discretion of the ILW Deputy Director.

Program Coaching Plan Versus Internal Professional Development Plan
Accompanied with their Track designation, grantees will:

- Track I grantees will receive an **Internal Professional Development Plan**
- Track II grantees will receive a **Coaching Plan**
- Track III grantees will receive a **Coaching Plan**

Internal Professional Development Plan
Illinois Works requires grantees to develop an **Internal Professional Development Plan.** An Internal Professional Development Plan outlines the developmental requirement for targeted staff. Track 1 Grantees will receive specific area-focused recommendations for their Internal Professional Development Plan, based on their needs analysis results.

For more information about the **Internal Professional Development Plan**, refer to the Grantee Internal Professional Development portion of this section.

Template 20: Sample Internal Professional Development Plan is available in the Appendix of this manual.

Program Coaching Plan

A **Program Coaching Plan** is a comprehensive document that outlines a grantees' coaching needs. **Coaching needs** are actionable objectives that focus the grantee on specific areas of development that support the grantees' achievement of their Illinois Works Pre-Apprenticeship Program goals. The Program Coaching Plan outlines a strategy to respond to program barriers and action steps to implement possible solutions. Focused engagement with a program coach will help strengthen program capacity and prevent future interventions and/or corrective action.

The Program Coaching Plan is designed to be a tool that focuses the program coach and grantee on the grantee's developmental priority areas. Each coaching plan will include, but may not be limited to:

- Program coach(es)
- Program administrator accountable to coaching
- Anticipated number of sessions
- Expected frequency of sessions
- Agreed upon communication methods
- Coaching needs
- Beyond the Program Administrator, any additional staff who might need to be present

For example, if one of the grantees coaching needs is support for transition services, it might add value to include the Transition Service Coordinator in the relevant coaching sessions.

Once Track II and Track III grantees are informed of their Track designation and receive a copy of their Coaching Plan, their Program Coach will schedule a conversation with the Program Administrator to review the plan's details. Please see Exhibit 12: Program Coaching Plan.

Each coaching session will be documented, including grantee attendees per session. Grantees can expect post coaching session communications that summarize the coaching conversation, action steps, and accountable individuals. The grantee's Coaching Plan will be updated quarterly based on their progress towards addressing their identified coaching needs.

Program Administrators will be required to complete an anonymous End-of-Year Satisfaction Survey via SurveyMonkey as a part of their coaching engagement.

While Program Coaching is a *requirement* for **Track II** and **Track III** grantees, **Track I** grantees also have the *option* of requesting coaching support to assist with program development, implementation, and/or continuous program improvement.

ILWPP Accelerator Program– Track III

The ILWPP Accelerator Program debuted in the 2024 grant year with the specific focus of providing substantial technical assistance, financial support, and resources to workforce development organizations that have applied and were awarded ILWPP grants. To qualify for this program, organizations had to enter the grantee network as a new grantee through an ILWPP Notice of Funding Opportunity and had to be designated by Illinois Works as a Track III-Accelerator grantee when offered funding (some renewal organizations may also be designated Track III-Accelerator grantees based on their program performance). The Accelerator Program lasts for the first year of a grantee's grant award with the primary goal of building capacity for workforce development organizations that are seeking to expand their impact in the construction pre-apprenticeship program space but may lack the knowledge and experience to do so. Grantees who do not graduate from the Accelerator Program at the end of the first year may remain in the program for another year. However, they must graduate by the end of the second year or risk their funding with the program not being renewed another year.

To ensure sustainable growth and participant success, these grantees are limited to serving no more than 30 participants in their initial year and will be closely monitored by their assigned ILWPP Programmatic Grant Manager. The Accelerator Program also offers these organizations additional support including weekly ILWPP Coaching and monthly one-on-ones with grant managers in addition to existing ILWPP professional development offerings. These organizations will also periodically connect with ILWPP Grantee Mentors which will offer experiential advice on their organization's success along with monthly support group meetings.

In addition to support from ILWPP staff and coaches, members of the Accelerator Program will be offered an increased capital advance (up to 20% of the full grant award) and an increased per participant amount (up to $13,000 per participant). Increased funds are extended to address foundational program costs.

This program was launched as a pilot in the 2024 grant year and is subject to internal evaluation from DCEO and the Office of Illinois Works to determine its continuity.

Technical Assistance

Technical Assistance (TA) is the process of providing targeted assistance to grantees, with the goal of program performance improvement. While the aim of Program Coaching is prevention and mitigation, TA aids with course correction. In general, TA involves troubleshooting and problem solving to ensure program compliance and the ability to achieve the program's desired outcomes.

Grantees receive a one-on-one intervention, corrective action, and compliance support to help ensure their program is aligned with Illinois Works Pre-apprenticeship Program requirements and is appropriately meeting milestones for the successful implementation of their pre-apprentice program.

TA is responsive and reactive support, driven by program reports, and deployed on an as-needed bases. While Program Coaching will be scheduled regularly, grantees will be alerted when technical assistance is necessary.

Grantee compliance with TA is required. Table 24 helps differentiate between coaching and TA.

Table 24: Coaching vs. Technical Assistance

Coaching	Technical Assistance
Proactive	Responsive/Reactive
Prevention/Mitigation	Intervention/Course Correction
Preemptive Supporting	Troubleshooting/Problem Solving
Driven by Needs Analysis	Driven by Program Reports
Regularly Scheduled	As-needed Basis

Program Coaching Versus Technical Assistance
It is important to clearly differentiate between **Program Coaching** and **Technical Assistance**:

- Program Coaching is prevention and mitigation, while Technical Assistance aids with course correction.
- Program Coaching is scheduled regularly, while grantees will be alerted when Technical Assistance is necessary.
- Program Coaching is primarily proactive, while Technical Assistance is reactive.
- Program Coaching is delivered by independent consultants, and Technical Assistance is delivered by ILWPP Grant Managers, or other ILWPP staff.

For more information regarding the difference between Program Coaching and Technical Assistance, refer to Exhibit 13: Program Coaching versus Technical Assistance in the Appendix.

Toolbox Tuesdays

On the second Tuesday of each month (excluding holiday weeks), ILWPP will host an optional one-hour session open to all grantee staff members. These sessions are designed around the needs of grantees and are opportunities for all attendees to grow their metaphorical toolbox. Past session topics have included women in construction, marketing and recruitment for pre-apprenticeship programs, navigating IWRS from lead to follow up, building transition relationships with union and non-union RAPs, among others. ILWPP encourages you to contact

your ILWPP Grant Manager and make recommendations for topics that can help you address your needs and those of other grantees. Refer to the *Illinois Works Partner Guide* for updated dates.

Regional Meeting

The Regional Meeting is an in-person professional development gathering for grantee staff members and administrators. These full-day sessions promote networking between grantees, offer training and development sessions focused on the needs of grantees, and provide updates on ILWPP and IWRS. Location and scheduling details are available on the *Illinois Works Partner Guide*.

ILWPP Annual Conference

A **conference** is an event that provides an opportunity for industry subject matter experts and ILWPP grantees to share and exchange ideas, information, experiences, new technologies, and theories, among others, with program attendees to advance a profession or purpose. The Office of Illinois Works hosts the **ILWPP Annual Conference,** which is currently scheduled to take place in the Fall of each grant contract year. The target audience for this event is Illinois Works Pre-Apprenticeship Program instructors, staff, administrators, and their partners.

Conference sessions focus on topics that build the capacity of ILWPP grantees and advance the mission of ILW. Topics may include, but are not limited to, delivering trauma informed care, addressing sexual harassment on worksites, creating an equitable program culture, leveraging program data to improve program outcomes, to more targeted sessions based on grantee feedback.



Grantee Internal Professional Development

ILWPP understands its program requirements are part of a new model for many grantees. As a result, it has implemented a robust professional development agenda that includes webinars, coaching, technical assistance, and conferences. In addition to the professional development support provided through ILWPP, grantees should leverage their institutional knowledge to develop an internal professional development plan for the specific needs of their program instructors and staff.

Note**: Based on their Needs Analysis results, Track I grantees will receive recommendations regarding specific focused areas that should be incorporated into their Internal Professional Development Plan. For more information about the Track I Internal Professional Development Plan recommendations, see the **Program Coaching Plan Versus Internal Professional Development Plan on 169 of this Grantee Manual.



An **internal professional development plan** outlines the development requirements for all staff. At a minimum, it includes, but is not limited to:

- Title/Role Expectations
- Professional Development
- Events
- Approved Staff

Title/Role Expectations identify what specific program staff *need to know* and be *able to do* in order to be successful in their role and effectively support program success. These include:

- **Knowledge -**
  Facts and information acquired through training, education and experience regarding a subject.

- **Skills -**

The ability to do something well, perform, or execute a task.

- **Behaviors -**
  Actions or how one conducts themselves, particularly towards or around others.

- **Attitudes -**
  A way of thinking or feelings which can reveal itself is though actions and decisions.
  Note: *This can be connected to one's, paradigm, mental model, or frame of reference.*

There are many **professional development** opportunities available for instructor and program staff. These include, but are not limited to:

- **Continuing Education -**
  For example, academic courses and workshops through colleges or other educational institutions
- **Professional Development Organizations -**
  For example, professional associations and conferences
- **Trainings/Skill-based Trainings -**
  For example, certificates/certifications or trade development programs.
- **Mentor/Sponsorship -**
  For example, peer-to-peer support across grantee organizations or bag lunch topic discussions.
- **Coaching and Feedback -**
  For example, include coaching as a part of a regular performance review process or facilitate regular debrief and feedback sessions after each training module to review Level I evaluation feedback and implement any necessary course corrections.

According to Illinois Community College Board (2021), "A well-trained staff is necessary for effective programming, and a well-developed professional development plan is essential to ensuring staff have the skills necessary to perform their jobs" (p. 95).

A sample internal development plan is available for use by grantees in the Appendix of this manual – Template 20: Sample Internal Development Plan. Please note, ILWPP does not require this form to be submitted.

Linguistic and Cultural Skills in Professional Development

Successful implementation of the Illinois Works Pre-apprenticeship program integrates diversity, inclusion, belonging, and equity (abbreviated as DIBE). The goal is to foster an environment that allows individuals to feel safe, participate fully, develop professionally, and reach their fullest potential. Embedded in DIBE are linguistic and cultural skills.

Linguistic and cultural skills are central to any Internal Professional Development Plan. Illinois ranks among the top fifteen states with large foreign-born populations (U.S. Census Bureau,

2021b), and Chicago, in particular, has some of the most diverse communities in the country. Linguistic and cultural skills are not just about translating materials or having bilingual outreach and recruitment staff: it is the ability to understand the nuances of language and the cultural implications of potential participants throughout the Pre-apprentice LifeCycle.

Linguistic and cultural skills require program staff and instructors to:

- **Step 1: Refrain from Judgment**
  Cultural differences can cause certain interactions to feel odd or unusual. These impressions are normal when individuals from different cultures interact. Notwithstanding legal implications, interactions should not be categorized as good, bad, wrong, or right. They should simply be seen as different and non-punitive.

- **Step 2: Clarify Understanding**
  Clarify your understanding of what is being communicated. Broken English, accents, and dialects can interfere with effective communication. Do not assume! Instead, respectfully clarify understanding by either paraphrasing or reframing (Madaan, Agrawal, Sethi, Kumar, & Singh 2016) what was heard and asking for confirmation that your understanding is accurate.

- **Step 3: Seek First to Understand**
  When reasoning seems irrational or unfamiliar, seek first to understand (Covey, 2012). Understanding intentions and/or the implications of what is being communicated is just as important, if not more important, than clarifying understanding. While clarifying understanding gives you the *"what,"* taking time to seek first to understand intentions gives you the *"why."* This information can be key to your ability to fully understand someone inquiring about your program, either for themselves or for relatives, or a participant and effectively respond to their needs. Use phrases like, *"tell me more"* or *"can you explain further?"*

Linguistic and cultural skills should be infused throughout grantees' systems, policies, procedures, materials, and resources to enable programs to understand, and effectively respond to the linguistic and cultural needs of community members inquiring about the programs and participants in the pre-apprenticeship program. Grantees must have instructors and staff with the ability to communicate effectively and convey information in a manner that is easily understood by diverse audiences, including persons with limited English proficiency or limited literacy.

Note: *Although participants are required to have the ability to be able to take instruction in English in order to participate, relatives with limited English proficiency may engage with your program to get more information to pass on to other people.*

Instructors and staff should adjust their speech to accommodate cultural perspectives and ensure that persons of diverse backgrounds are equipped with the support they need. It is the expectation

of ILWPP that linguistic and cultural competencies are woven through each aspect of the Illinois Work Pre-Apprenticeship Program. This helps create an environment of equity, inclusion, and belonging for all participants.

Demonstrating linguistic and cultural competence allows grantees to:

- Establish service delivery approaches that help engage participants with complex and interconnected barriers to employment in the construction and building trades.
- Create a climate that promotes positive cultural identity.
- Adapt to diversity and the cultural contexts of individuals and communities served.
- Address explicit and implicit biases to alleviate discriminatory practices.

Linguistic and cultural skills enable grantees to respond effectively to the linguistic and cultural needs of all potential program participants.

Additional Information, Links, and Documents

- Internal Controls Questionnaire (ICQ) and the Programmatic Risk Assessment (PRA)
- Illinois Works Partner Guide
- Exhibit 12: Program Coaching Plan
- Template 20: Sample Internal Professional Development Plan

Section 10: Grantee's Data Management

Section Overview

By the end of Section 10, you will be able to:

- Articulate the first three steps in the **data management process**.
- Collect **relevant data for each stage of the Pre-apprentice LifeCycle**.
- Identify data entry staff.
- Implement **quality control measures** to ensure data integrity.
- Complete the annual **ILWPP Close Out process**

The Illinois Works Pre-Apprenticeship Program (ILWPP) will strategically use data in multiple ways including measuring immediate program outcomes for compliance, helping programs and ILWPP continuously improve, and providing a foundation the ILWPP longitudinal study (discussed further in *Section 12: Using Data for Program Management and Continuous Improvement*) will use to document mid-and long-term impact and outcomes on individuals, their communities, and the economy of the state.



This section will highlight the data management process, the types of data grantees must collect and report, the role of the Illinois Works Reporting System (IWRS) and discuss the importance of accurate recordkeeping.

Why Is Data Important?

Data are individual pieces of facts which, when analyzed, can provide ILWPP and its grantees with valuable information. **Information** is knowledge that can be used to understand program outcomes, uncover key insights and patterns, and contribute to informed decision-making. The effective use of data begins with a four-step data management process.

Data Management Process

Data management is the administrative process of acquiring, validating, and processing data. All data management for ILWPP is done through IWRS for grantee and participant data. For more information, refer to the IWRS subsection at the end of this section.

ILWPP uses a four-step data management process that includes data collection, data entry, quality control, and accurate reporting. This section will highlight data collection, data entry and quality control. Accurate reporting is discussed in more detail in *Section 12: Using Data for Program Management and Continuous Improvement* of this manual.

Data Collection



Collecting data is a key step in the data management process. **Data collection** is an established systemic process for accurately collecting data for the purposes of analysis to gain insights. Potential sources of program data may include grantee actions, participant actions, or financials. This data may come from the grantee's outreach efforts, discussions with participants, required forms (program application, pre-screen assessment, wrap-around services assessment, career assessment, exit interview, and follow-up questionnaire, among others) or grantee accounting systems.

For purposes of ILWPP, data will fall into one of three categories: grantee data, participant data, or financial data.

Grantee Data

Grantee data includes engagement in the development, design, and implementation of the pre-apprenticeship program. This data includes the number of participant cohorts, enrollees, participants who complete the program, participants that transition to a primary or secondary outcome. Grantee data also includes the curriculum utilized, instructor information, worksite locations and services offered. Indicators in this category provide important context about the communities and systems in which the pre-apprenticeship program operates. It informs programs' efforts to set and track goals for participant engagement and outcomes that directly address local equity challenges.

Indicators in this section will help ILWPP understand and document:

- How grantees are contributing to program development and implementation
- How satisfied partners and other stakeholders are with the program and its outcomes
- How pre-apprentice demographics and outcomes compare among grantees

Participant Data

Participant data is collected on the individual level. This includes leads, applicants, as well as participant demographics, wrap-around service needs, student support service needs, progress measures, and outcomes. These data will allow grantees to monitor participation, progress, and completion to help them take steps to ensure programs expand opportunity that result in an increase in apprenticeship participation and employment outcomes. Robust pre-apprentice-level data can help grantees identify strengths and gaps in participation, retention, completion, and transition rates—especially for those underrepresented by gender, minority, or veteran status. Participant data should be disaggregated to uncover barriers that may be limiting the progress or success of specific participant sub-groups.

Participant data will follow the Pre-apprentice LifeCycle. **Table 25** outlines key data that will be collected through IWRS at each stage of the lifecycle.

Table 25: Participant Data Collection through the Pre-apprenticeship LifeCycle Stages

Lifecycle Phase	Data Collected
Outreach and Recruitment	Cold, warm, and hot participant leads including demographics along with effective outreach and recruitment strategies.
Application	Demographic data (age, level of education, race/ethnicity, gender, and veteran status, among others) to determine program eligibility, employment data, and career interests, among others.
Intake	Barriers for success data including the needs of participants, and the wrap-around services needed to address them, from the perspective of the participant.

Wrap-Around Services	Data to determine the wrap-around services (childcare, stipends, and transportation, among others) are being provided to assist in overcoming barriers. This data can show to whom, how often, and when these services begin and end, and their effectiveness in reducing barriers and contributing to retention and successful program completion.
Student Support Services	Data to determine the student support services (tutoring, make-up exams, and make-up session, among others) that participants and how those contribute to academic progress and ultimately to retention and successful program completion.
Training	Data to track participants' progress through required modules, including test scores, attendance patterns, needed support services, and training evaluation.
Program Completion	Data to track retention, program completion, graduation, withdrawal, and dismissal and its reasons, and awarded certifications.
Transition	Data to track participants' transition activities (placement in a RAP, interest in a specific construction trade, or other career interests), and date of program exit.
Follow-Up	Data to confirm outcomes in terms of employment and meeting individual career goals, to identify needs and challenges after transition, track participant retention progress in RAP's and/or employment, to document community and economic impact.

Financial Data

Financial data includes the grantee's actual expenditures in comparison to its allocated budget, and the types of expenditures grantees make to support the success of their participants and programs. These data are used to determine if ILWPP funds are adequate to support required program services and activities and to see how leveraged resources are used to support grant activities. More information about financial reporting can be found in *Section 11: Finances, Records, and Reports* of this manual.

Data Entry

Data entry is the activity of entering data into a designated computer software application for the purposes of data collection, monitoring, and analysis. While data collection is focused on sources of information, data entry is where grantees demonstrate their progress and that of their participants.

Unlike other reporting platforms, IWRS provides real-time tracking of grantees' progress. This is beneficial for grantees and ILWPP because it can identify early performance gaps that can be

closed quickly to avoid negative impacts on participant services. However, this can only be successful if grantees ensure daily data entry into IWRS.

This is also an essential program task: all outcomes and the program's performance-based payments are based on data entered in IWRS. **As a result, it is essential for grantees to always have updated data for their programs and participants.**

"If it isn't documented and reported, it didn't happen."



Data Entry Staff

Data Entry Coordinators (DEC) or a select group of staff should be designated to enter data into the IWRS. These staff members should have the appropriate skill set for data entry and must be properly trained by ILWPP *(see Section 9: Professional Development / Technical Assistance)* to use the IWRS.

DECs or those designated by the grantee to have data entry responsibilities will enter data into IWRS and run reports on a regular basis. The responsibilities of the data entry staff include to:

- Create new records and enter information according to ILWPP standards
- Update records
- Run reports to check for data accuracy and quality
- Communicate data and reporting problems to ILWPP Grant Managers and SIU's IWRS technical support staff

To fulfill this role, data entry staff need the following:

- Basic computer skills (typing, mouse operations, navigating the file system, opening and closing files and programs, proficiency with basic office software)

- IWRS training provided by the IWRS technical assistance team at SIU (all training provided is recorded and is made available to grantee staff at the *Illinois Works Partner Guide* located in the Illinois workNet website)
- Access to technical assistance at the SIU IWRS Helpdesk

All staff responsible for data entry must have easy access to the data that has been collected and time built into their schedules to devote to data entry.

While all grantee and participant data must be entered into IWRS, financial data is tracked through standardized reports which are discussed in *Section 11: Finances, Records, and Reports* if this manual.

Quality Control

Quality control is the process of periodically reviewing data collected and entered for accuracy. Accurate data collection and entry are essential to maintaining the integrity of IWRS and the Illinois Works Pre-Apprenticeship Program in general.

Incorrect Data = Incorrect Reports = Inaccurate Outcomes and Impact

Staff who collect and enter data should check regularly (weekly for some data, monthly for other data) for errors. Illinois Works staff will also proactively verify grantee's data entry and qualify through IWRS dashboards and notify program administrators when data issues are identified.

Use **Table 26: Data Quality Assurance** below to identify data quality characteristics, as well as examples for measuring the programs' ability to demonstrate data quality control.

Table 26: Data Quality Assurance

Characteristic	How It is Defined	Data Quality Example
Accuracy	Is the data correct in every detail?	✓ Is the participant's name spelled correctly? ✓ Was the participant's date of birth entered correctly?
Completeness	How comprehensive is the data?	✓ Is the participant's first and last name recorded? ✓ Is the month, day, and year recorded for the participant's birthdate?

Reliability	Does the data contradict other trusted resources?	✓ Is the data of birth on the participant's birth certificate different than the one provided on the program's application? ✓ If the participant has received other state or federal workforce development services, does demographic information (name, age, etc.) match information previously recorded in Illinois workNet?
Relevance	Is the data really needed?	✓ Did the participant do the career and wrap-around services assessments? ✓ Has all information (age, gender, and Illinois residency, among others) to determine eligibility been collected?
Timeliness	How up to date is the data?	✓ Was an individual's application entered in IWRS before the standardized interview conducted? ✓ Was class attendance collected and reported real-time as training progressed?

Additionally, grantees can utilize the Exhibit 16: Data Verification Checklist as part of their data quality management plan. This tool offers a checklist of all items that must be entered or uploaded to IWRS at each stage of the Pre-apprentice LifeCycle. Grantees would best utilize this tool on a per-participant basis as the participants progress through each stage from intake through follow-up. This tool is available in the Appendix of this manual.

In addition to Exhibit 16: Data Verification Checklist, ILWPP requires grantees to complete Template 23: Sample Data Quality Management Plan. This plan is completed annually and identifies staff who will be responsible for data entry and verification and requires grantees to outline a timeline for when data will be entered and verified. These plans help grantees think through how participant information will move through the process to increase accuracy of data entry.

Note: *Verification documents uploaded into IWRS must comply with the following naming convention: [Participant First_Last Name] _ [Item Name] _ [Date Submitted Month-Day-Year]*

Example*: John-Smith_Highschooldiploma_05-19-2026*

Accurate Reporting

Grantees are required to utilize the Illinois Works Reporting System (IWRS) which is a custom database developed by ILWPP in partnership with the Center for Workforce Development at Southern Illinois University (SIU). IWRS acts as the information hub for all programmatic tracking and most program reporting. Through this tool, grantees are required to accurately report all participant data.

Some of the items that will be recorded in the IWRS include:

- Recruitment and Outreach activities
- Wrap-around Services
- Career Assessments – Orientation and Pre-Transition
- Instruction
- Student Support Services
- Completion
- Transition Services
- Follow-up Activities

The staff at the Center for Workforce Development offer resources and ongoing technical assistance to all ILWPP grantees. Grantees are required to have an Illinois workNet profile to utilize the IWRS for programmatic tracking.

There is no limit on the number of grantee staff that can maintain a profile. However, it is important to remember that with more individuals entering data, there is a higher need for quality control. **Grantees are required to have one dedicated person (not the same person who entered data) to verify accuracy of data entry on a weekly basis and prior to monthly compliance reviews.** This ensures that the data being entered adheres to quality standards, is entered real-time and, more importantly, that deficiencies in data quality along with missing data are proactively and timely addressed.

In addition to robust tracking capabilities, IWRS offers several reports and two dashboards that will serve as a data source for required reports outlined in *Section 11: Finances, Records, and Reports* of this manual. The dashboards available in IWRS are discussed in more detail in *Section 12: Using Data for Program Management and Continuous Improvement* of this manual.

IWRS Participant Status Definitions

- **Inquiry** –
  The initial status IWRS assigns participants entered as Leads. Participants remain in Inquiry status after completing the Pre-Screen Assessment unless grantee move them to Add Applicant.

- **Administrative Withdrawal** –
  Grantees can change a participant's status from Applicant or Administrative Withdrawal (AW) on the Program Completion/Follow-up tab. AW should only be used when a participant was offered enrollment, accepted, but then did not attend any instruction.

- **Applicant** –
  After completing the Pre-screen Assessment, IWRS allows the grantee to enter additional Applicant information. IWRS will check for an existing Illinois workNet account and either assign the account to that grantee in IWRS or create a new Illinois workNet account. Grantees must enter the Application, Interviewer names and scores, and upload Interview Sheets into the Applicant's IWRS profile.

- **Enrolled** –
  Grantees can change a participant's status from Applicant to Enrolled on the Intake tab. This should be done after the participant has been found eligible for an enrollment offer, has been provided the enrollment offer, accepted the offer, and attended the first day of instruction. Once this status has been assigned, the grantee should add in the participant's Wrap-around Service Assessment, signed Commitment Agreement (Exhibit 6), and Orientation Career Assessment (Exhibit 5) on the participant's Intak page.

- **Not Enrolled - Customer Declined to Participate** –
  After becoming an applicant, but before being offered enrollment a participant decides not to participate, grantees can change the participant's status to Not Enrolled – Customer Declined to Participate.

- **Not Enrolled - Eligibility Not Complete** –
  After becoming an applicant, but before being offered enrollment a participant is not able to provide the required eligibility documents, grantees can change the participant's status to Not Enrolled – Eligibility Not Complete.

- **Not Enrolled - Not Able to Complete Eligibility** –
  After becoming an applicant but before being offered enrollment, a participant is found to not be eligible for enrollment, grantees can change the participant's status to Not Enrolled – Not Able to Complete Eligibility.

- **Re-Enrolled** –
  This status is to be used by grantees when a participant that had previously enrolled in their ILWPP but did not complete it wishes to enroll in a new cohort. Grantees will not receive Enrollment compliance credit for these participants as they would have already received it when the participants first enrolled in their program.

- **Incomplete** –
  Grantees can change a participant's status from Enrolled to Incomplete on the Program Completion/Follow-up tab. Participants that attend at least one day of instruction but then fail to fully complete the program should receive the IWRS status of Incomplete. This includes those who withdraw/voluntarily leave the program or are dismissed from it.

- **Complete** –
  Grantees can change a participant's status from Enrolled to Complete on the Program Completion/Follow-up tab once a participant has met all the requirements of program completion, including meeting or exceeding both attendance and post-assessment thresholds for each training service. Participants should remain in this status until they have decided on a transition path.

- **Complete & In Transition** –
  Grantees can change a participant's status from Enrolled or Complete to Complete & In Transition once the participant has met all the requirements of program completion and the grantee has provided at least one transition service to the participant.

- **Complete on Appeal** –
  This status is reserved for use by ILWPP Grant Managers to indicate that although the participant did not meet all the requirements of program completion, completion was granted on appeal.

- **Complete with Transition on Appeal** –
  This status is reserved for use by ILWPP Grant Managers to indicate that the participant met the requirement of program completion and was granted Transition verification on appeal even though the participant did not meet the traditional requirements of transition.

- **Complete & Transition on Appeal** –
  This status is reserved for use by ILWPP Grant Managers to indicate that although the participant did not meet all the requirements of program completion or transition, completion and transition were granted on appeal.

- **Post Program Active Tracking** –
  IWRS will automatically change the status of an individual that is in a Complete status to Post Program Active Tracking three months after an Active Tracking entry is made on the Program Completion/Follow-up tab by the grantee.

- **Long Term Tracking** –
  IWRS will automatically change the status of individuals in Post Program Active Tracking one year after the first Active Tracking entry has been made to Long Term Tracking. Also, the Illinois Works Career Services team will place a participant into Long Term Tracking from Post Program Active Tracking once that team engages the participant.

ILWPP Close Out Process

The **ILWPP Close Out Process** is an annual procedure the program's Grant Managers use to verify the accuracy and completeness of participant data in the Illinois Works Reporting System. The process begins in the fall of each grant year and continues into the following grant year, culminating in the release of close out funds for grantee reimbursement.

As part of the performance-based payment model discussed in further detail in *Section 11: Finances, Records, and Reports*, the final benchmark is Close Out and is worth up to 10% of the overall grant funds (grantees that requested and received an advance get less than 10% of their overall grant as advances are taken out of the close out grant allocation). Unlike other benchmarks, Close Out does not require grantees to engage with participants or meet specified metrics. Close Out is focused on data accuracy and completeness for participants that engaged with the program beyond being an inquiry or applicant.

As stated above, this process begins in the fall of each grant year with the distribution of the Exhibit 17: ILWPP Close Out Checklist. This checklist outlines tasks that should have been completed at each stage of the participant's experience and is organized based on the layout of a participant's IWRS profile (i.e. Enrollment, Training Services, Program Completion/Follow Up). Grantees are asked to review their data and record the number of participants that fulfilled each task. Based on a participant's status, they may be required to have 1-2 tasks completed or 20+ tasks completed. The longer a participant was involved in the program, the more information grantees should have documented in IWRS.

Once grantees return the Close Out Checklist to ILWPP, their grant managers begin the process of verification of the provided information. This process takes roughly 4-6 weeks to complete and often requires communication between grant managers and grantees throughout the period of review. At the end of the process, grant managers can verify outcome metrics and determine if grantee met data completeness and accuracy thresholds to receive their full close out funds.

It is important to note that this process also takes into consideration the results of the rolling close out which is executed as part of the monthly compliance review. More information about rolling close out is available in *Section 13: Programmatic Monitoring*.

Additional Information, Links, and Documents

- Illinois Works Partner Guide
- Exhibit 16: Data Verification Checklist
- Exhibit 17: ILWPP Close Out Checklist
- Template 23: Sample Data Quality Management Plan

Section 11: Finances, Records, and Reports

Section Overview

By the end of Section 11, you will be able to:

- Differentiate between **reporting and recordkeeping.**
- Reference tips for file organization and maintenance.
- Utilize the **Participant File Checklist** to collect and maintain required documents.
- Comply with **Grant Accountability and Transparency Act (GATA)** requirements.
- Accurately and timely submit required standardized GATA reports tied to grant agreement.
- Utilize the **Periodic Financial Report (PFR)** to submit monthly expenses.
- Explain how the **ILW performance-based payment model** was designed and is applied to grant reimbursement.
- Submit a **Performance-based Payment Appeal Form**
- Determine the appropriate use of funds, how to request an **advance or budget modification**, and how to **establish a procurement policy.**

This section will set expectations for recordkeeping and management, explore how to submit programmatic and financial reports, and teach the appropriate use of Illinois Works (ILW) funds specifically related to expenditures, budget modifications, and procurement.

Recordkeeping vs. Reporting

Typically, one or more staff persons who are accountable for data entry (depending on the model the grantee decided to use), are also accountable for reporting and recordkeeping. **Recordkeeping** is the process of ensuring the maintenance of pre-apprenticeship records, including all required applicant documents and participant documents such as certificates and certifications, among others. **Reporting** is the process of organizing records into topic-specific summaries that are used to monitor the program and determine if goals are achieved. **Accurate recordkeeping is a prerequisite for effective reporting.**

Effective recordkeeping and reporting impacts:

- Documentation of completed work
- Program planning

- Program operations
- Program evaluation
- Ongoing monitoring and self-assessment
- Continuous improvement
- Communication
- Knowledge transfer
- Institutional memory
- Legal issues
- Risk management
- Leadership continuity

Participant Records and Files

A **record** is a collection of related data items and/or information. A **file** is a collection of records with one or more common properties (i.e., a participant file). Participant files should be organized and structured to facilitate compliance with the general requirements of the Illinois Works Pre-Apprenticeship Program. Grantees are required to keep all participants' records and files for at least 3 years following pre-apprentice completion or dismissal from the program.

While IWRS will maintain significant information about participants, any hard-copy records (i.e., program applications, age verification, High School Diploma, GED/HiSET Certificate, interview questionnaires, and career assessments, among others) should be maintained by the grantee in the participant's file.

Grantees can utilize Exhibit 7: Participant File Checklist as a guide to collect all required records to include in the participant's file. **Exhibit 7** can be found in the Appendix of this manual.

Participant File Organization and Maintenance

Maintenance of pre-apprentice files will be one of the factors considered during the monitoring process (refer to *Section 13: Programmatic Monitoring* for more information regarding the monitoring process). The grantee must create and maintain a physical file for each participant to house any hard copy documents or verification documents that are not captured in IWRS. Effective recordkeeping should include the standardization of the records and organization of the participant files to ensure uniformity and consistency to help grantees locate information quickly and seamlessly during service delivery and monitoring visits.

Use the following **record maintenance guidelines** for pre-apprentice program physical files:

- Utilize Exhibit 7: Participant File Checklist to ensure all files have consistent order and contents.
- If program staff are completing an assessment, application, or other activities directly into IWRS, it does not need to be printed and placed in the physical file.
- Ensure that participant files are kept in a secure location.
- Keep all hard copy program documentation relevant to pre-apprentice:
    - Pre-apprenticeship program application (if completed in hard copy)
    - Interview Questionnaire
    - Original Commitment Agreement
    - Enrollment decisions (relevant letters sent to applicant)
    - Career Assessment – Orientation
    - Exit interview Questionnaire
- Maintain physical copies of documents supporting eligibility (High School/GED/HiSET certificate, birth certificate, and driver's license, among others)
- Maintain physical copies of certifications or certificates earned by participants
- Documentation of primary and secondary goal completion including verification of placements in DOL-registered apprenticeship programs (e.g. RAP applications)
- Any other physical documents pertinent to the participant

Note: *Verification documents uploaded into IWRS must comply with the following naming convention: [Participant First_Last Name] _ [Item Name] _ [Date Submitted Month-Day-Year]*

Example*: John-Smith_Highschooldiploma_05-19-2026*

Other Illinois Works Reporting

As noted in Section 1: Introduction to Illinois Works the Illinois General Assembly passed the **(30 ILCS 559/) Illinois Works Jobs Program Act** on June 28th, 2019. Through the **Illinois Works Jobs Program Act,** the **Illinois General Assembly** appropriated funds for the pre- apprenticeship program. The Illinois Works' program is utilizing state funding appropriated by the Illinois General Assembly under Public Act 102-0017. As a result, ILW grantees must comply with all state of Illinois reporting requirements. the Illinois General Assembly passed the **(30 ILCS 559/) Illinois Works Jobs Program Act** on June 28th, 2019. Through the **Illinois Works Jobs Program Act,** the **Illinois General Assembly** appropriated funds for the pre- apprenticeship program. The Illinois Works' program is utilizing state funding appropriated by the Illinois General Assembly under Public Act 102-0017. As a result, ILW grantees must comply with all state of Illinois reporting requirements.

This section will outline reporting requirements and critical fiscal information pertaining to the implementation of ILW programming.

Grant Accountability and Transparency Act (GATA) Requirements

The **Grant Accountability and Transparency Act (GATA)**, 30 ILCS 708/1 et seq., is landmark legislation designed to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both State agencies and grantees through adoption of the federal grant guidance and regulations codified at 2 CFR Part 200 (Uniform Requirements) (State of Illinois Governor's Office of Management and Budget, 2018).

There are three important items ILW grantees must remember regarding GATA:

1. All programs must **adhere to GATA requirements.**
2. All ILW grantees must **ensure their GATA profile is up to date**. Grantees can access the GATA system through the Grantee Portal
3. **Failure to comply with requirements outlined in the grant agreement may lead to being placed on the Illinois Stop Payment List.**

   If placed on this list, grantees will not be considered as a Recipient/Grantee or Subrecipients/Subgrantees for any future funding opportunity, as long as they remain on the list.

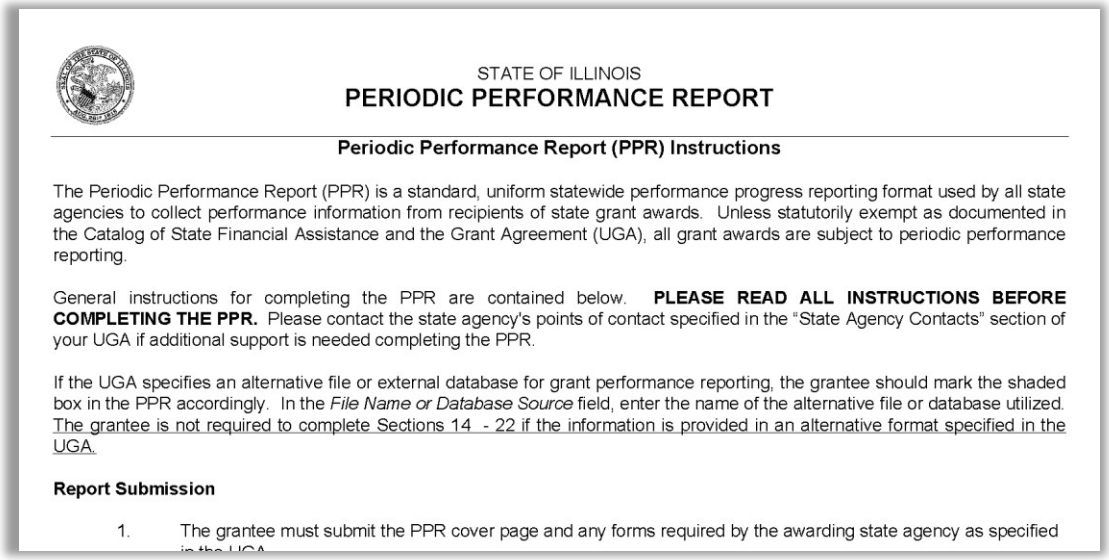
GATA Standardized Reports

There are two standardized reports in the GATA system that all grantees are required to submit. These reports are the Periodic Performance Report (PPR) and the Periodic Financial Report (PFR). More information about these reports and other grantee resources can be found on the GATA Resource Library.

Note: *The PPR and PFR are best accessed utilizing Microsoft Edge or by downloading and opening it in Adobe Acrobat Reader.*

Periodic Performance Report
The Periodic Performance Report (PPR) is a standard, uniform statewide performance progress reporting format used by all state agencies to collect performance information from recipients of state grant awards. Unless statutorily exempt as documented in the Catalog of State Financial Assistance and the Grant Agreement (UGA), all grant awards are subject to periodic performance reporting. Specific directions on how to complete the PPR are supplied on the PPR form which can be retrieved through the grantee's assigned ILW Financial Grant Manager.

The PPR is due on a quarterly basis within 30 days of the end of each quarter, or as outlined in your grant agreement. Grantee performance data is tracked in IWRS. As a result, additional supporting documentation is not required for PPR submission.



STATE OF ILLINOIS
PERIODIC PERFORMANCE REPORT

Periodic Performance Report (PPR) Instructions

The Periodic Performance Report (PPR) is a standard, uniform statewide performance progress reporting format used by all state agencies to collect performance information from recipients of state grant awards. Unless statutorily exempt as documented in the Catalog of State Financial Assistance and the Grant Agreement (UGA), all grant awards are subject to periodic performance reporting.

General instructions for completing the PPR are contained below. **PLEASE READ ALL INSTRUCTIONS BEFORE COMPLETING THE PPR.** Please contact the state agency's points of contact specified in the "State Agency Contacts" section of your UGA if additional support is needed completing the PPR.

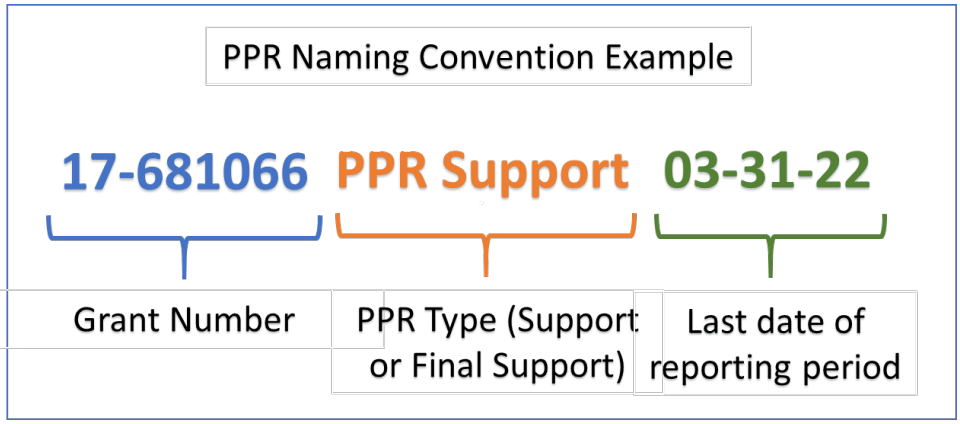
If the UGA specifies an alternative file or external database for grant performance reporting, the grantee should mark the shaded box in the PPR accordingly. In the *File Name or Database Source* field, enter the name of the alternative file or database utilized. The grantee is not required to complete Sections 14 - 22 if the information is provided in an alternative format specified in the UGA.

Report Submission

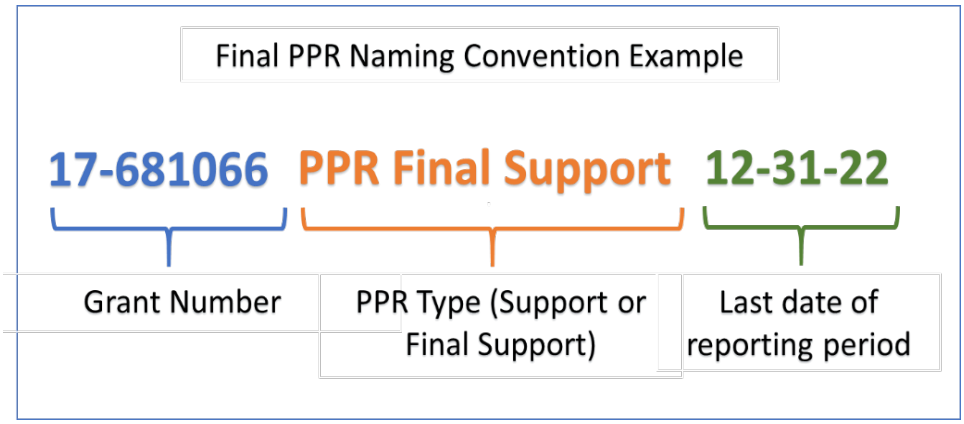
1. The grantee must submit the PPR cover page and any forms required by the awarding state agency as specified

Requirements for the PPR include:

- A cover page **must** be submitted that includes the grant #, grantee organization, DUNS #, FEIN, and period covered by the PPR.
- Naming convention – grant number, PPR Support, and last date of reporting period.



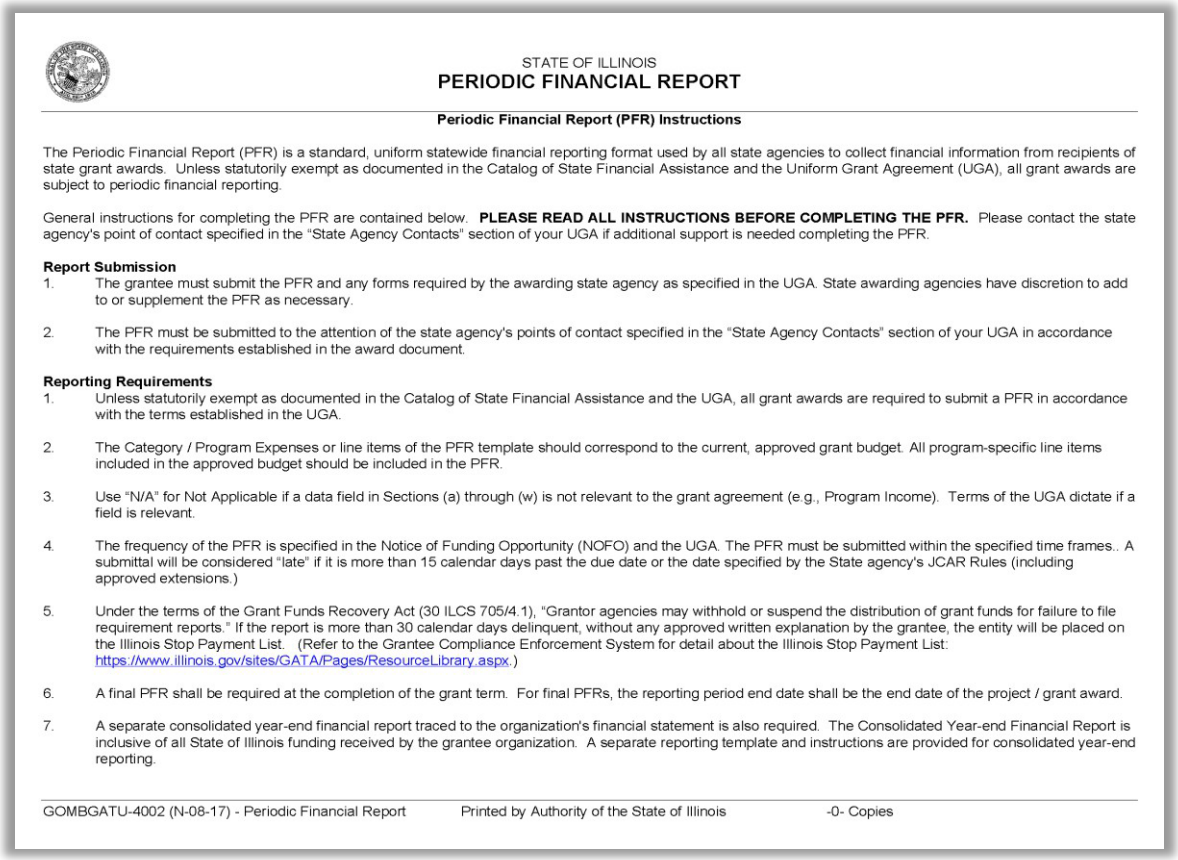
A final PPR is required at the completion of the grant award. For final PPRs, the reporting period end date shall be the end date of the grant period.



More information regarding how to complete the PPR will be made available on the *Illinois Works Partner Guide* resource page or for specific questions participants may reach out to their ILW Grant Manager.

Periodic Financial Report
The Periodic Financial Report (PFR) is a standard, uniform statewide financial reporting format used by all state agencies to collect financial information from recipients of state grant awards. Unless statutorily exempt as documented in the Catalog of State Financial Assistance and the Uniform Grant Agreement (UGA), all grant awards are subject to periodic financial reporting.

Specific directions on how to complete the PFR are supplied on the form provided by the grantee's assigned ILW Financial Grant Manager.



STATE OF ILLINOIS
PERIODIC FINANCIAL REPORT

Periodic Financial Report (PFR) Instructions

The Periodic Financial Report (PFR) is a standard, uniform statewide financial reporting format used by all state agencies to collect financial information from recipients of state grant awards. Unless statutorily exempt as documented in the Catalog of State Financial Assistance and the Uniform Grant Agreement (UGA), all grant awards are subject to periodic financial reporting.

General instructions for completing the PFR are contained below. **PLEASE READ ALL INSTRUCTIONS BEFORE COMPLETING THE PFR.** Please contact the state agency's point of contact specified in the "State Agency Contacts" section of your UGA if additional support is needed completing the PFR.

Report Submission

1. The grantee must submit the PFR and any forms required by the awarding state agency as specified in the UGA. State awarding agencies have discretion to add to or supplement the PFR as necessary.
2. The PFR must be submitted to the attention of the state agency's points of contact specified in the "State Agency Contacts" section of your UGA in accordance with the requirements established in the award document.

Reporting Requirements

1. Unless statutorily exempt as documented in the Catalog of State Financial Assistance and the UGA, all grant awards are required to submit a PFR in accordance with the terms established in the UGA.
2. The Category / Program Expenses or line items of the PFR template should correspond to the current, approved grant budget. All program-specific line items included in the approved budget should be included in the PFR.
3. Use "N/A" for Not Applicable if a data field in Sections (a) through (w) is not relevant to the grant agreement (e.g., Program Income). Terms of the UGA dictate if a field is relevant.
4. The frequency of the PFR is specified in the Notice of Funding Opportunity (NOFO) and the UGA. The PFR must be submitted within the specified time frames.. A submittal will be considered "late" if it is more than 15 calendar days past the due date or the date specified by the State agency's JCAR Rules (including approved extensions.)
5. Under the terms of the Grant Funds Recovery Act (30 ILCS 705/4.1), "Grantor agencies may withhold or suspend the distribution of grant funds for failure to file requirement reports." If the report is more than 30 calendar days delinquent, without any approved written explanation by the grantee, the entity will be placed on the Illinois Stop Payment List. (Refer to the Grantee Compliance Enforcement System for detail about the Illinois Stop Payment List: https://www.illinois.gov/sites/GATA/Pages/ResourceLibrary.aspx.)
6. A final PFR shall be required at the completion of the grant term. For final PFRs, the reporting period end date shall be the end date of the project / grant award.
7. A separate consolidated year-end financial report traced to the organization's financial statement is also required. The Consolidated Year-end Financial Report is inclusive of all State of Illinois funding received by the grantee organization. A separate reporting template and instructions are provided for consolidated year-end reporting.

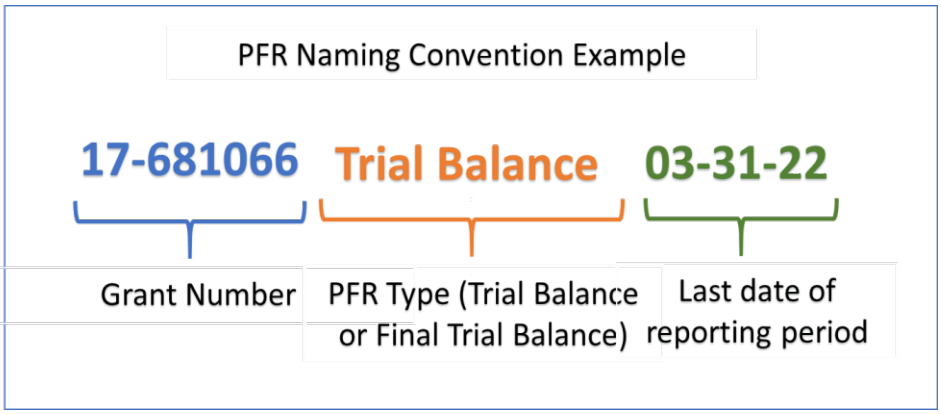
GOMBGATU-4002 (N-08-17) - Periodic Financial Report Printed by Authority of the State of Illinois -0- Copies

The PFR is how ILW grantees will submit expenses on a monthly basis for reimbursement. The PFR and expenses are due no later than 30 days after the end of the month. *Refer to the Performance-based Payment Model section below for more information about reporting expenses.*

PFR Supporting Documentation

There are two pieces of documentation that must accompany the PFR:

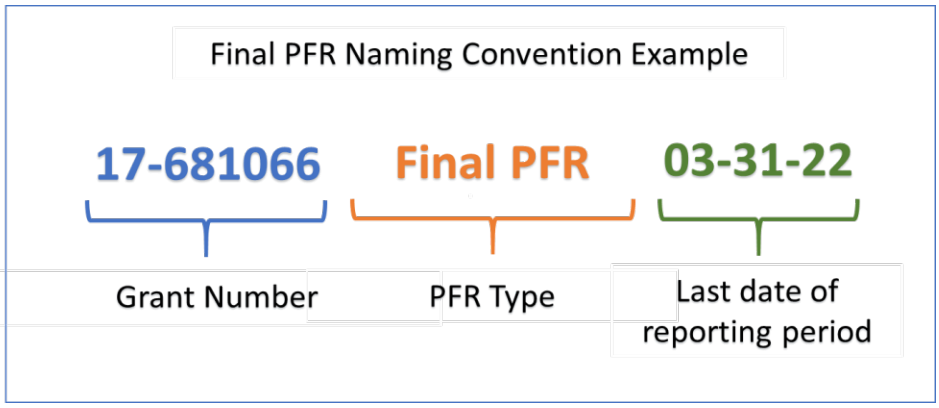
- A Trial Balance as supporting documentation for expenditures
    - Naming convention – grant number Trial Balance last date of reporting period – 1X-XXXXXX Trial Balance 12-31-21



- A cover page **must** be submitted that includes the grant #, grantee organization, DUNS #, FEIN, and period covered by the PFR.

All supporting documentation is to be submitted in a single PDF.

A final PFR is required at the completion of the grant award. For final PFRs, the reporting period end date shall be the end date of the grant period. This report **does not** need to be signed.



- Naming convention – grant number PFR last date of reporting period – 1X-XXXXXX PFR 12-31-21

Fiscal Report Requirements

- The Grantee's financial management system shall be structured to provide for accurate, current, and complete disclosure of the financial results of the program funded under this grant program.

- The general ledger must support costs and revenue reported to DCEO and must allow tracing of funds to a level of expenditure adequate to ensure these have been expended appropriately.

Additional information regarding how to complete the PFR will be made available on the *Illinois Works Partner Guide* resource page or for specific questions grantees should reach out to their assigned ILW Financial Grant Manager.

The Appropriate Use of Funds

Funds shall only be used for the purposes and in direct implementation of the funded Illinois Works Pre-Apprenticeship Program, expressly permitted by this regulation to recruit, prescreen, and provide pre-apprenticeship skills training. Grantees are also expected to provide pathways and manage the transition from the pre-apprenticeship program to a DOL-registered apprenticeship program in construction and the building trades.

Advances

ILWPP allows grantees to request an advance on a portion of their grant award. Advances can only be requested on new grant agreements and can be up to 10% of the overall grant award (or up to 20% for Track III-Accelerator grantees). Budget modifications and grantees invited to renew their grant agreements in their second or third year are not eligible for an advance. If an advance is issued, the Closeout portion of the grantee's award will be reduced by the amount of the advance.

To request a grant advance, the grantee must email a formal letter on organization letterhead to their assigned ILWPP Grant Manager no later than the second Friday in January. This letter must outline the advance request, and the amount requested.

Grantee's ILWPP Grant Manager will alert the grantee if the advance is approved or denied. If the advance request is approved, the grantee's ILWPP Grant Manager will send the advance approval to the assigned ILWPP Financial Grant Manager for processing. Please note that this process may take 3-4 weeks to complete after the grant agreement is executed.

Allowable Costs

Grant expenditures must comply with 2 CFR 200 and any applicable funding source and be reasonable and necessary. Specific allowable grant costs were set forth in the applicable NOFO and Illinois Works Pre-Apprenticeship Program rules and will include one or more of the following:

- Expenses to design training curricula and related materials
- Expenses to provide industry linked skill training and work-based learning to individuals in the underrepresented populations (e.g., instructor costs, curriculum materials)
- Expenses for the ongoing evaluation and refinement of the curricula and related materials
- Expenses for the design and implementation of a needs assessment to determine the education and training needs of the underrepresented populations relative to the skill needs of local industries
- Expenses related to wrap-around costs, transitional services, and student support services should be identified as a single budget line item of Barrier Reduction Services. An example of would look like this:

    - Barrier Reduction Services: $XX, XXX (including all services with an average of $XX per student)

- Stipends
- Expenses for technical assistance as set forth in the applicable NOFO
- Expenses incurred to meet grant administration requirements
- Expenses related to securing participants industry recognized certifications
- Expenses related to professional development and certifications for staff and instructors
- Any other costs determined to be reasonable and necessary to carry out the grant program activities as permitted by 2 CFR 200, the applicable NOFO, and approved by DCEO

Budget Modifications

ILW grantees can change their budget at any point throughout the grant year by following the process outlined below:

1. Submit an updated budget template to their assigned Grant Manager via email with all budget changes highlighted.

2. The Office of Illinois Works will review the submission. Additional information or documentation may be requested to complete this review.

3. ILW Financial Grant Manager will then begin their review of the modification request and may need additional information from the grantee prior to entering the modification into the state grant system.

4. Once additional information or documentation is reviewed and approved by ILWPP, the grantee will be notified of the approval via email.

Items of importance related to budget modifications:

1. Budget modifications can take 4-6 weeks to fully process.

2. Once the modification is in progress, expense reimbursements will not be paid out until the new budget has been approved and entered into the State's grant system.

3. Grantees should continue to submit expenses and all required reports during the modification process.

Procurement Policy

All grants are required to follow procurement standards that are outlined in 2 CFR 200.317 through 2 CFR 200.327. Noncompliance with procurement standards may result in the return of funds to the agency.

How to Comply

1. All Grantees must have and use documented procurement procedures that are consistent with 2 CFR 200.317 through 327.
2. All procurement processes must be documented.
3. The Illinois Department of Commerce & Economic Opportunity may ask for the procurement policy and backup documentation as part of a grant monitoring review.

Summary of Procurement Methods

1. Micro-purchase
2. Small purchase
3. Sealed bids
4. Proposals
5. Noncompetitive procurement

More information regarding these methods and other information on how to maintain compliance can be found on the DCEO Grantee Resources page.

Performance-based Payment Model

The performance-based payment model utilized by Illinois Works (ILW) is rooted in the belief that grant funding should be based on an organization's tangible impact in the community. ILW and DCEO are driven to produce real change in Illinois, which has led the department, along with many other state agencies, to institute a performance-based payment model in additional to their existing reimbursement model. The combination of performance-based and reimbursement models means that metrics dictate the amount available for reimbursement, but grantees must still submit allowable expenses to access that funding.

Though programs at DCEO and other state agencies are rolling out performance-based models in the near future, the model utilized by ILW features three key differences from similar models:

1. If grantees exceed their metrics, they can earn funding beyond their initial grant award.
2. Due to live, real-time reporting through the Illinois Works Reporting System (IWRS), DCEO will make disbursements monthly.
3. Grantees have the right to appeal to ILW if a grantee believes that they missed their outcome metrics due to variables outside of their control.

Funding Benchmarks and Funding Formula

The performance-based payment model was developed using a set of funding benchmarks and a related funding formula. There are **four funding benchmarks:** enrollment, completion, transition, and close out reports.

Each of these represents a critical step in the pre-apprenticeship program and is connected to a percentage share of the overall grant award in the funding formula. It is important to note that because this is a performance-based model, NOT an outcome-based model, organizations can receive reimbursement funds related to participant-based funding benchmarks while working toward their goal, not just upon achievement of the goal.

The **funding formula** is outlined below (this formula is different for Accelerator track grantees):

Illinois Works Performance-based Payment Model Funding Formula

Enrollment (25%) + Completion (30%) +
Transition (35%) + Close Out Reports (10%) = 100%

The percentage of funding related to each benchmark is the maximum corresponding funding amount that could be reimbursed if the grantee meets all outcome metrics by the end of the agreement term. Additional funding is available if grantees exceed outcome metrics based on the per participant allotment outlined below. Again, **this model features a reimbursement component, which means that grantees must still submit allowable expenses to receive a fund disbursement** from the Office of Illinois Works.

Note: *Though funding benchmarks are related to specific activities in the Pre-apprentice LifeCycle, those funds can be spent on any allowable cost. (In other words, funds earned through participant enrollments can be used to fund instructor salaries or apprenticeship application fees. They are not restricted to enrollment activities only).*

Example 1: Organization with $400,000 award

Enrollment ($100,000) + Completion ($120,000) + Primary or Alternative Construction
Transition ($140,000) + Close Out Reports ($40,000) = $400,000

Determining the Monthly Reimbursement Maximum

Determining the amount of funding available for reimbursement on a monthly basis is based on a per participant allotment. The **per participant allotment** is the result of the funding benchmark percentage divided by the funding benchmark participant goal.

Example 1a: Per participant allotment

Enrollment goal: 25 participants; Enrollment amount: $100,000

$100,000/25 participants = $4,000 per participant allotment

Determining The per participant allotment for an enrollment and completion is then multiplied by the number of participants who have newly met that funding benchmark stage at the end of each month as documented by the Monthly Compliance Review conducted by the ILW Grant Manager.

For primary or alternative construction transitions, however, the per participant allotment changes depending on the level of verification for a primary transition or if an alternative construction transition is awarded. A primary transition verification is broken down into two portions based on the participant's progress toward a transition. A primary transition is awarded based on a two-step verification process containing a preliminary and final step. A **preliminary verification of a primary transition will be awarded at 50% of the primary transition** per participant allotment. When the **final verification is completed, the remaining 50% of the primary transition** per participant allotment will be available for reimbursement.

An alternative construction transition is reimbursed at 70% of the primary transition per participant allotment.

Secondary transitions are reimbursed at 50% of the primary transition per participant allotment. For more information on this process refer to *Section 13: Programmatic Monitoring*.

Note: *Close out reports are not related to a per participant allotment. They are based on a grantee's completion of required close out reports and finalizing data entry in IWRS.*

Monthly Compliance Review
At the end of each month, the ILWPP Grant Manager will check each grantee's outcome metrics and based on the organization's progress toward their goal will alert OGM of the maximum amount available for reimbursement. The Monthly Compliance Review is discussed in greater detail in *Section 13: Programmatic Monitoring*.

Example 1b: Determining monthly max reimbursement

Month 1: 15 participants enrolled

$4,000 per participant allotment x 15 participants enrolled
= $60,000 available for reimbursement

Fund Disbursement

Grantees will submit expenses monthly by completing the Periodic Financial Report (PFR). **PFRs are due no later than 30 days after the end of the month.** Any reports submitted after the last calendar day of each month will not be accepted. Refer to the Periodic Financial Report section above for more information regarding completion and submission of the PFR. Once PFRs are successfully submitted, the ILW Financial Grant Manager will review grantee expenses and approve allowable expenses.

Based on this approval, the ILW Financial Grant Manager will then compare the amount of allowable expenses to the maximum reimbursement amount submitted by the ILW Grant Manager. If the ILW Financial Grant Manager approved amount is equal to or less than the maximum reimbursement amount submitted by the Grant Manager, those expenses will be approved for release. All fund disbursements come from the Illinois Office of Comptroller.

Reminder: ILW does not determine the actual amount that is paid monthly, ONLY the maximum amount available for reimbursement.

Performance-based Payment Model Examples
Below you will find two examples (**Table 27 and Table 28**) of the Illinois Works performance-based payment model. If grantees have specific questions regarding their own payment model, they should contact their assigned ILW Grant Manager.

In **Table 27: Meets/Exceeds Some Outcome Metrics**, the grantee has exceeded their enrollment and completion goals and met their primary transition goal. As a result, the organization has earned an additional $10,998.20 related to their enrollment and completion goals.

Table 27: Meets/Exceeds Some Outcome Metrics

Funding Award	Enrollment Goal	Completion Goal (85% of Enrolled)	Primary Transition Goal (70% of Enrolled)
$500,000	50	43	35

		% of total funding award	Max. Funding based on initial award and goals	Per participant allotment	# of Actual Participants	Actual Funding Paid Out
	Program Enrollment	25%	$125,000	$2,500	52	$130,000
	Program Completion	30%	$150,000	$3,488.37	44	$153,488.28
Transitions	**Primary Transition Preliminary (50%)**	35%	$175,000	$2,500	35	$87,500.00
	Primary Transition Final (50%)			$2,500	35	$87,500.00
	Alternative Construction Final (70%)			$3,500	1	$3,500
	Secondary Transition			$2,500	0	$0
	Close-Out Reports	10%	$50,000	n/a	n/a	$50,000
	Total	100%	$500,000	n/a		$510,988.28

In **Table 28: Does Not Meet Some Outcome Metrics,** the grantee has met their enrollment goal, but they have not met their completion goal or their goal for primary transitions. The grantee missed their primary transition goal by 5 participants, but was able to achieve 5 alternative construction transitions, and 5 secondary transitions. As a result, the grantee did not receive their full funding amount. This grantee will have the opportunity to appeal to the Office of Illinois Works and explain why they were not able to meet with required outcomes. Based on their technical arguments and evidence submitted, Illinois Works will determine if the circumstances outlined were beyond the grantee's control and if additional funding can be reimbursed. If this grantee chooses to renew for a second year, they may also be able to recover some of this funding as more of their participants are accepted to RAPs.

Table 28: Does Not Meet Some Outcome Metrics

Funding Award	Enrollment Goal	Completion Goal (85% of Enrolled)	Primary Transition Goal (70% of Enrolled)
$500,000	50	43	35

		% of total funding award	Max. Funding based on initial award and goals	Per participant allotment	# of Actual Participants	Actual Funding Paid Out
	Program Enrollment	25%	$125,000	$2,500	50	$125,000
	Program Completion	30%	$150,000	$3,488.37	40	$139,534.80
Transitions	**Primary Transition Preliminary (50%)**	35%	$175,000	$2,500	30	$112,500
	Primary Transition Final (50%)			$2,500	15	$75,000
	Alternative Construction Final (70%)			$3,500	5	$37,000
	Secondary Transition			$2,500	5	$12,500
	Close-Out Reports	10%	$50,000	n/a	n/a	$50,000
	Total	100%	$500,000	n/a		$457,034.80

Grantees should note that outcome numbers are pulled on a monthly basis and are based on the data entered in IWRS. As a result, it is essential that grantees enter their data in a timely manner.

Performance-based Payment Appeal

Throughout the grant year, instances may arise when an outcome metric is impacted by circumstances outside of the control of the grantee. These instances are primarily related to individual participant outcomes. In these cases, ILW will accept an outcome metric appeal from the grantee. Grantees are required to submit Exhibit 14: Performance-based Payment Appeal Form to their ILW Grant Manager.

The appeal form allows up to three (3) participant appeals per form. All relevant documentation should be submitted with appeal forms to ensure speedy determinations by ILW. If approved, the outcome metrics and related reimbursement will be detailed in the succeeding compliance review. **Exhibit 14: Performance-based Payment Appeal Form** can be found in the Appendix of this manual.

Additional Information, Links, and Documents

- Grantee Accountability and Transparency Act (GATA)
- DCEO Grantee Resources
- GATA Grantee Portal
- GATA Resource Library (PPR & PFR)
- Exhibit 7: Participant File Checklist
- Exhibit 14: Performance-based Payment Appeal Form

Section 12: Using Data for Program Management and Continuous Improvement

Section Overview

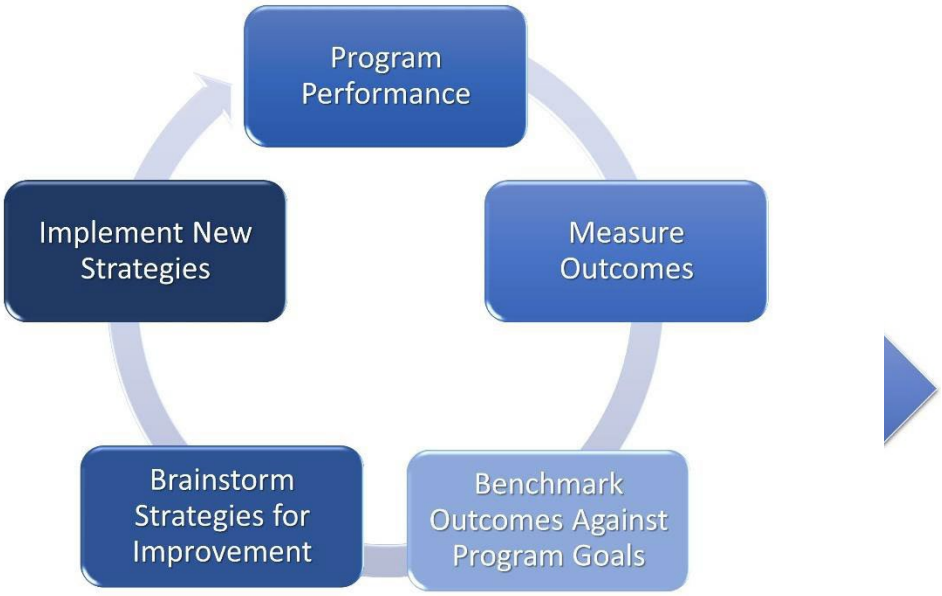
By the end of Section 12, you will be able to:

- Describe the Illinois Works **Continuous Program Improvement Model**.
- Utilize the **Program Improvement Plan** template to execute continuous improvement for your program.
- Apply each step in the **performance management process**.
- Identify different approaches for **pre-apprenticeship program evaluation**.
- Ensure all participants take the **Participant Satisfaction Survey** and learn how to utilize the results of the survey to strengthen your program.

Illinois Works' Continuous Program Improvement Model

Grantees are accountable for program management and continuous improvement. **Program Management** is the process of directing and overseeing two or more related activities that have the same aim with the goal of delivering effective services, compliance with program expectations, improving performance, and ensuring outcomes are met. Effective program management often includes a continuous improvement process. **Continuous program improvement is the ongoing assessment of performance outcomes with the goal of identifying opportunities for incremental and innovative enhancements.**

Illinois Works (ILW) requires grantees to implement a continuous program improvement process to support the creation and actualization of their continuous improvement plan *(see section below - Implement New Strategies/Program Improvement Plan).* **Continuous Program Improvement Models** are designed to bring gradual and/or innovative, ongoing improvements to service delivery processes through program performance, measuring outcomes, benchmarking against program goals, brainstorming opportunities for improvement, and implementing new strategies.



Program Performance and Measuring Outcomes

Program performance is the degree to which grantees meet their objectives and achieve their goals. Program performance does not just consider ***what*** grantees accomplish, but ***how*** it is accomplished (effective teaching, appropriate behavior, ethical decision-making, and program compliance with ILW expectations, among others). Program performance is determined by outcome measures. **Measuring outcomes** is a systematic way of assessing if programs have achieved their goals through the collection and analysis of data.

As noted, in *Section 10: Program Data Management* of this manual, the final step in the data management process is **accurate reporting**. While accurate reporting is listed as a final step, in many ways it is the culmination of data collection, entry, and quality control efforts taken by staff. Accurate and timely data entry is critical for accurate reporting and effective continuous program improvement. On the other hand, **incomplete data and inaccurate reporting can lead to indicators of poor performance, even if participants are being served effectively.**

Data collection and analysis are crucial for continuous program improvement. Data relevant to participant characteristics, services accessed and delivered, training/program outcomes including third party certifications obtained, and partnerships all must be carefully entered as it is collected or observed. Data must be entered into the IWRS timely and accurately. **ILW expects that data will be entered daily, real time.** This allows for live tracking of participant progress and program outcomes, as well as desk reviews for the deployment of Technical Assistance for grantees when issues are identified.

The ILW framework is designed to set an aspirational bar for data collection in construction pre-apprenticeship programs and to establish a consistent vision for defining, measuring, and communicating progress and success.

Note: *Failure to keep accurate participant data and partner engagement data may result in poor performance indicators that could ultimately result in ILW denying funding renewals.*

Consistent and accurate data collection and data entry allows grantees to access accurate and up-to-date program reports. **Reports** can be utilized by grantees to monitor their program and determine if goals are being met or if there are performance gaps. **Performance gaps** are the difference between the program goal and the actual program performance.

Program Goal – Actual Program Performance = Performance Gaps

Benchmark Performance Outcomes Against Program Goals

It is important not to wait until the end of the agreement term to determine if your program was successful. Continuous program improvement requires that grantees identify points within the program, typically at regular intervals, when *actual performance* is measured against *performance goals*. This is called **benchmarking**. Grantees can benchmark their performance using a dashboard in IWRS. **Benchmarking dashboards** allows grantees to visually see the comparative data between actual performance and program goals, exposing any performance gaps.

IWRS Benchmarking Dashboards
There are two **IWRS Benchmarking Dashboards.** The first is a programmatic dashboard that is separated into seven sections and allows grantees to quickly identify red flags, participant progress, completion rates, and other key participant information. The second dashboard is separated into two sections and focused on active tracking, long-term tracking, and follow-up. Both dashboards are fueled by the data entered in IWRS by grantees and allow grantees to compare themselves to others in the grantee network.

Each metric will show the grantee's data, the data for the grantee with the best performance in each metric, and the average performance of all grantees on each metric. Additionally, the dashboard will allow grantees to see their progress toward metric goals. Grantees will be able to see and click on the number of individuals who have met each metric and the percentage of total participants. By clicking on the number of individuals for each metric, grantees will be able to drill down to participant lists and individual participant profiles.

IWRS Dashboard Color Code
Each metric on the dashboard has an associated color that denotes if actions are needed for participants, and the urgency with which action must be taken.

Table 29: IWRS Dashboard Color Code

Color Code	Action Needed
White	Informational; no action needed.
Yellow	Action needed.
Red	Red flag. Immediate action needed.
Green	Complete or meets a program requirement.
Grey	Participants not enrolled or no longer in program; no action needed.

IWRS Dashboard Sections

The programmatically focused IWRS Dashboard is separated into seven sections, including Red Flags, Intake, Participant Engagement, Earned Credentials, Completion Information, Completed Pre-apprenticeship Program and Receives Transition Services, Provider and Employer/Sponsor Relationships. Nearly 100 metrics are measured in the IWRS Dashboard. **Table 30** outlines each section and a sampling of the items tracked in each section.

Table 30: IWRS Dashboard Sections – Programmatic and Participant Data

IWRS Dashboard Section	Data Tracked
Red Flags	Total participants with absences; per cohort participants with absences; per cohort participants with failed post-assessments; total past due follow-up dates.
Intake	Total individuals with inquiry status (closed, cold, warm, hot); per cohort participants enrolled; total participants not enrolled (declined, not selected); total participants.
Participant Engagement	Total number of active participants; total participants with a training service; participants with an open training service that is past due for attendance entry; total participants with wrap-around services; total participants with student support services; total participants with transition services; participants with a transition service open for more than 6 months.
Earned Credentials	Total participants who have not earned a credential of any type; total participants/per cohort that have earned an NCCER, TradesFutures MC3, other construction curriculum approved by Illinois Works Pre-Apprenticeship Program, OSHA 10-Hour Construction, and First Aid/CRP certificate/certification; total participants/per cohort who have earned a full program certificate.

Completion Information	Total participants/per cohort with incomplete status; total participants/per cohort who have successfully completed; total participants/per cohort who have unsuccessfully completed.
Completed Pre-apprenticeship Program and Receives Transition Services	Total successfully completed participants with an open transition service; total/per cohort participants who successfully completed and received a transition service; total/per cohort participants who are hired by an employer and enrolled in a registered apprenticeship program; total/per cohort participants who achieved a secondary transition (open a small business, employed in construction but not in a RAP; complete alternate training/education program enroll in an advanced construction training program).
Provider and Employer/Sponsor Relationships	Total number of union apprenticeship relationships; total number of contractor and subcontractor relationships; total number of non-union apprenticeship relationships.

The second dashboard focuses on follow-up and tracking beyond participant's tenure in the program. This dashboard is separated into two sections including Post-program Active Tracking and Long-term Tracking. Post-program Active Tracking will show data recorded in IWRS quarterly by the grantee for a year following a participant's graduation. Long-term Tracking will show data recorded in IWRS annually beginning from 13 months after participant graduation to ten years post participant graduation. This data will be sourced by data matching in RAPIDS or through the Illinois Department of Employment Security (IDES). **Table 31** below outlines each section, and a sampling of the data tracked in each section.

Table 31: IWRS Dashboard Sections – Active and Long-term Tracking

IWRS Dashboard Section	Data Tracked
Post-Program Active Tracking	Total alumni not in the construction industry at time of follow up; total alumni in the construction industry at time of follow-up; total alumni on a RAP waiting list; total alumni in a RAP, total alumni progressing in a RAP; total alumni that withdrew from a RAP; total alumni receiving fringe benefits at time of follow-up.
Long-term Tracking	Total alumni not in the construction industry at time of follow up; total alumni in the construction industry at time of follow-up; total alumni on a RAP waiting list; total alumni in a RAP, total alumni progressing in a RAP; total alumni that withdrew from a RAP; total number of alumni with journeyperson status.

Brainstorming Strategies for Improvement

Through the grant application process, grantees provided outcome metric goals including the number of individuals recruited, enrolled, successfully complete the program, and complete a primary or secondary transition. These metrics were initially completed on Attachment II – Program Planning Tool of the Notice of Funding Opportunity, then negotiated and agreed to during the grant negotiation, and solidified in their Work Plan and grant agreement.

The Illinois Works Pre-Apprenticeship Program allows grantees to determine their goal metrics related to their number of cohorts, number of individuals enrolled, completed, and transitioned. However, there are two key outcome metrics that are required by the program.

1. At least 85% of individuals enrolled will successfully complete the pre-apprenticeship training program

2. At least 70% of individuals enrolled will be hired and enroll in a DOL-registered apprenticeship program

It is important to remember that both required metrics are based on enrollment numbers. Grantees should refer to their Grantee Work Plan (Exhibit 8) **documents submitted to ILW which outline their outcome metric goals and timelines.**

The IWRS Benchmarking Dashboards will reveal grantees' current performance based on their outcome metrics. Utilizing the dashboards and program reports, grantees can self-identify their current standing in specific areas.

- **Not Meeting Expectations** -
  Performance outcomes are below expectations this point in time. The current trajectory predicts program goals will not be met.

- **Meeting Expectations -**
  Performance outcomes are within the margins of expectations at this point in time. The current trajectory predicts program goals will be met.

- **Exceeding Expectations -**
  Performance outcomes are beyond expectations at this point in time. The current trajectory predicts program will exceed goals.

Although all metrics present potential opportunities for improvement, categories that are *Not Meeting Expectations* should be a top priority. If current strategies are not producing the desired results, new strategies may need to be considered to close performance gaps. Grantees should facilitate group discussions that may include, but may not be limited to, program leadership and management, appropriate program instructors and staff, partners, providers,

participants, and/or other relevant stakeholders to search for new and innovative strategies to improve performance. This process is called **brainstorming**.

There are several other sources for potential new and/or innovate strategies:

- Illinois Works Program Coaches provide resources, assistance, and guidance to support program success.
- New program staff often see operations from a new perspective. Because they have not yet been acclimated into the program's groupthink, this may be an opportunity to solicit new and innovative ideas.
- Seasoned program staff may have observations that have generated ideas for improvement. However, they have not been invited to share those ideas in the past.
- Other Illinois Works Pre-Apprenticeship Program grantees who are leading in a particular category. Through the monthly lunch and learn series, grantees will learn about what other programs are doing and what is or is not working for them.
- Providers contribute by effectively delivering a needed service that supports program outcomes. Their engagement with a grantee may have provided them with a unique vantage point regarding strategies for improvement.
- Partners are typically formally structured long-term relationships that work with grantees to address complex issues to achieve a shared goal. Program partners can also contribute unique perspectives to maximize outcomes.
- Community stakeholders are individuals, groups, business, or organizations that have an interest or investment in a particular community. They often have intimate knowledge of the community and its residents that may provide unique insights.
- Professional Associations typically provide industry specific best practices, evidence-based practices, and/or evidence-informed practices that can be leveraged by a grantee.

Implement New Strategies and a Program Improvement Plan

Once the leadership team has identified one or several new strategies to help close a performance gap, they must put it/them into action:

- The new strategy(ies) must be communicated to all relevant stakeholders and impacted staff.

- All relevant forms, documents, processes, and procedures must be updated.
- If a new skill is involved, impacted instructors and staff members must be trained.
- The new strategy(ies) must a definitive start date and benchmark date (the date Performance Outcomes will be benchmarked against Program Goals to see if there is still a performance gap or if program performance has been improved).

Program Improvement Plan

Grantees are required to submit a **Program Improvement Plan** if the grantee is invited to renew their grant and every six months into the second and third years (if applicable) of program implementation. This tool communicates how service delivery practices will be improved for optimal program performance. Exhibit 9: Program Improvement Plan is in the Appendix of this manual and in the *Illinois Works Partner Guide* resource section.

***Note**: The Program Improvement Plans are different from Corrective Action Plans associated with the Watch List or Probation status based on results from program monitoring discussed in Section 13: Programmatic Monitoring of this manual.*

The Program Improvement Plan should focus on the following program areas:

- **Partner Engagement** -
  Goals/objectives communicate how the grantee can improve on developing and maintaining partnerships with organizations for participant referrals and/or leveraged resources.

- **Participant LifeCycle** -
  Goals/objectives communicate how the grantee can improve on recruiting, enrolling, retaining, training, and transitioning participants to DOL-Registered Apprenticeships. The grantee should also communicate plans to increase the number of participants from underrepresented groups.

- **Financial Management** -
  Goals/objectives communicate how the grantee can improve on managing Illinois Works grant funds and leveraged resources from partner agencies.

Participant Satisfaction Survey

In keeping with ILW's focus on Continuous Program Improvement both at a grantee and network levels, all pre-apprenticeship participants who remain engaged in the program through the end of instruction (even if they do not successfully complete it) 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. Survey engagement will be a metric reviewed during Monthly Compliance to determine Completion Verification. Grantees must ensure that 75% of their graduates in each cohort complete the survey.**

This survey can be accessed by participants via a computer or mobile device. The link will be provided to the grantee by their ILWPP grant manager. All responses to this survey are anonymous and individual data will not be made available to grantees. However, grantees will be provided with aggregate information for their cohorts as a tool to improve programming. The Participant Satisfaction Survey was developed by ILW in partnership with the Center for Government Studies at Northern Illinois University and will be an integral part of the program evaluation process.

Please note this survey is only for participants who remain in the program through the end of instruction. If a participant leaves the program before instruction ends regardless of the reason, they are to be provided with an Exit Interview (Exhibit 1: Illinois Works Pre-apprenticeship Program Exit Interview).

Program Evaluation

Evaluation takes a deeper look at program impacts (U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Research, 2020). **Program evaluation** employs empirical analysis using program and other data to describe the operation of a program, measure the program impacts on outcomes of policy and program interest, and/or determine cost effectiveness of the program to identify improvements, best practices, and/or what works and does not work.

Illinois Works may employ several different approaches to evaluate pre-apprenticeship programs. These evaluation approaches include implementation, outcome, and/or impact cost studies:

- **Implementation Studies -**
  An implementation study documents program operation or compares it against goals, across locations, or over time. It describes and analyzes "what happened and why" in the design, implementation, administration, and operation of programs and is generally used to determine whether a program is being carried out in a manner consistent with its goals, design, or other planned aspects. Implementation studies provide context for other or subsequent evaluation findings and results and make the findings or results interpretable and useful for the programs, services, or interventions studied.

- **Outcome Studies -**
  An outcome study compares individual outcomes against goals, across programs or locations, or over time. Outcome studies differ from impact studies in one key area of comparative data analysis. Essentially, outcome studies determine if programs achieve the desired results or assess the effectiveness of programs to produce change. Outcome studies go beyond performance management analysis discussed above in that they track participant outcomes after they complete or leave pre-apprenticeship programs.

- **Impact Studies -**
  An impact study estimates the difference in individual outcomes attributable to a specific program or policy. Impact studies determine whether programs or policies measure the intended impacts—that is, the program causes the differences of the outcomes that it is designed to influence. If the purpose of an evaluation is to determine whether an occupational training program has the desired impacts on the employment and earnings of the individuals it serves, an impact study is the ideal type of evaluation to choose.

Illinois Works will conduct implementation studies at various points of program operation. Grantees are expected to fully cooperate with these studies, which might occur at any point during the grant period. The results of these implementation studies will help inform longer term outcome and impact studies.

Longitudinal Study

ILW will conduct a **longitudinal study**, which is a correlational study that documents variables over an extended period of time. Data for this longitudinal study including variables such as employment and earnings levels after completion will be captured. Data matching will occur using state agency administrative datasets. Outcome and impact studies will be employed to evaluate the longer-term effectiveness of the pre-apprenticeship programs.

These studies will be using a longitudinal study design to assess the effectiveness of:

- Preparing pre-apprentices for entry into the construction and building trades
- Increasing the entry of women, people of color, and veterans into construction and building trades apprenticeships
- Increasing the likelihood that women, people of color, and veteran apprentices will complete apprenticeships in the construction and building trades.

These evaluation activities will examine both the Illinois Works pre-apprenticeship system and individual grantees and programs. Implementation and outcome studies will compare and determine best practices for program and participant success. The goal is to identify areas that need improvement and best practices. Improvement plans will be developed when necessary to apply best practices to programs and practices that need improvement. This is a critical component of the continuous program improvement philosophy of ILW.

Role of Grantees

Grantees will contribute to the longitudinal study through their accurate and timely collection and reporting of data in the Illinois Works Reporting System (IWRS) and the Career Pathway Management Platform (CPMP) from participant engagement up to active follow-up activities. As outlined in *Section 8: Program Completion, Transition and Follow-Up*, grantees will conduct follow-up activities with alumni on a quarterly basis for one calendar year after program completion. This active follow-up is essential the first year after program completion

not only because alumni will need more assistance, but also because this is often before other information sources such as the Illinois Department of Employment Services (IDES) or the Registered Apprenticeship Partners Information Management Data System (RAPIDS) will offer information on the alumni. As a result, the grantee's timely and accurate follow-up during that period will be critical to the success and reliability of the ILW longitudinal study.

Additional Information, Links, and Documents

- Illinois Works Partner Guide
- Exhibit 8: Grantee Work Plan
- Exhibit 9: Program Improvement Plan

Section 13: Programmatic Monitoring

Section Overview

By the end of Section 13, you will be able to:

- Describe the importance of **program monitoring.**
- Adhere to the Illinois Works **compliance review process**.
- Describe the **verification process** for completion and transition metrics.
- Navigate the **grant renewal process and carryover credits.**
- Respond to the **progressive corrective action process.**
- Create and implement **corrective action plans** to get off the watch list and probation status and return to program compliance.
- Attend **Quarterly Administrator Meetings** to learn about network updates and provide feedback on programmatic progress.

Program Monitoring

Program monitoring is the Illinois Works initiated activity for ensuring a program is making the expected incremental progress to achieve its goals within a defined timeframe as officially submitted to the Office of Illinois Works by each grantee using the Work Plan. The ILWPP Grant Manager is primarily accountable for program monitoring. The Grant Manager's responsibilities include, but are not limited to, supporting the implementation of grant programs, ensuring budgets are within the scope of funding, enforcing regulatory compliance, ensuring grantees progress towards meeting required outcomes, enforcing progressive corrective action, and overall programmatic monitoring.

Grantees funded through the Illinois Works Pre-Apprenticeship Program are subject to fiscal and programmatic monitoring visits by the Department in accordance with 2 CFR 200.337. Grantees are required to have an open-door policy allowing for periodic visits by DCEO and Illinois Works monitors to evaluate the progress of the program and provide documentation upon request. Program staff will also maintain contact with participants when needed.

***Note**: The DCEO may modify the terms of a grant agreement based on program performance.*

Compliance Review

Grantees will be assessed to determine the impact their program is having on their targeted populations, and the effective and efficient utilization of the funds. The reviews will assess how well grantee staff are meeting proposed goals in the planned timeframes, how many participants are being served, how the money is being spent, whether any problems have developed that may hinder the progress of the project, and if they are delivering services in a way that is compliant with:

- DCEO standards, policies, and procedures
- Illinois Works program Core Values
- Diversity, Inclusion, Belonging, Equity (DIBE) expectations
- State of Illinois regulatory guidelines
- Illinois Works requirements and guidance outlined in the Grantee Manual
- State and federal laws



ILW will ensure that periodic on-site monitoring (at least once a year) and in-house desk monitoring (at least once a month) is conducted during the grant period and upon its completion by the Illinois Works Grant Managers and/or other DCEO staff. All programs are subject to compliance reviews throughout the fiscal year.

The reviews include, but are not limited to:

- Validating that the grantee's financial management system is structured to provide accurate, current, and complete disclosure of grant expenditures.
- Confirming that all expenditures are in accordance with the provisions, terms, and conditions contained in the grant agreement with the Department.
- Verifying that participant files are maintained and contain documentation sufficient to demonstrate that individuals entering the program are eligible to participate, the services

they received and the credentials they obtained. Refer to *Section 11: Finances, Records, and Reports* for information on participant files.

Monthly Compliance Review

ILWPP Grant Managers will conduct **monthly** compliance reviews to ensure grantees are adhering to program expectations based on the grant agreement and the approved Work Plan. During this monitoring process, an organization's assigned ILWPP Grant Manager will export and review participant data from the Illinois Works Reporting System (IWRS) to determine each grantee's progress toward enrollment, completion, and primary transition goals.

Based on the data entered in IWRS, the Grant Manager will assign one of the following overall progress ratings based on the grantee's progress toward their enrollment, completion, and primary transition goals.

- **"Excellent progress"** when the grantee is making progress that exceeds their required outcome (the grantee is meeting more than 100% of their required outcome at the approved timeline).
- **"Good progress"** when the grantee is making significant progress and is likely to meet the required outcome (the grantee is meeting 76% to 100% of their required outcome at the approved timeline).
- **"Inadequate progress"** when the grantee is making some progress but is not likely to meet the required outcome (the grantee is meeting from 50% to 75% of their required outcome at the approved timeline).
- **"Poor progress"** when the grantee is not making enough progress towards meeting the required outcome and is definitely not likely to meet the required outcome (the grantee is meeting less than 50% of their required outcome at the approved timeline).

Verification Process

The Monthly Compliance Review utilized a process called **rolling close out**. As discussed in *Section 10: Grantee's Data Management*, ILWPP completes a Close Out Process at the end of each grant year. However, in each monthly compliance review, ILWPP Grant Managers verify participant outcomes based on a set of criteria assigned to each outcome. This allows ILWPP Grant Manager to "close out" those participant metrics. By evaluating the accuracy of grantee data in IWRS monthly, this process reduces the amount of data required to be reviewed during the Close Out Process. Not only does this provide for more timely acquisition and submission of required data, but it allows the Close Out process to be less time-intensive for grantees. By utilizing the rolling close out through the monthly compliance review, ILWPP is able to provide a faster distribution of Close Out funds to grantees at the end of the grant year.

As stated above, ILWPP Grant Managers verify outcome metrics including enrollment, completion, and transitions (primary, alternative construction, secondary) as part of monthly compliance. Those verifications are based on the data that is entered into IWRS and/or verification documents uploaded into IWRS.

Enrollment Verification
An enrollment verification is awarded when an eligible participant is accepted into an ILW pre-apprenticeship program and completes all required intake tasks. To earn an enrollment verification, the grantee must enter the following information into IWRS:

- Pre-screen Assessment
- Completed program application
- High School Diploma/GED/HiSET certificate or High School/GED/HiSET transcript (Uploaded)
- Interview sheets completed by two staff members (Uploaded)
- Interviewer names and average interview scores
- Signed Commitment Agreement (Uploaded)
- Orientation Career Assessment
- Wrap-around Service Assessment
- Proof of age and Illinois residency (Uploaded)

Once all of the above listed items are entered/uploaded into IWRS and the participant is in Enrolled status, an Enrollment Verification is awarded.

Note: *A participant should only be updated to an Enrolled status in IWRS when they have attended instruction.* ***Do not update the participant from an Applicant status to Enrolled until they have attended instruction.***

Note: *Verification documents uploaded into IWRS must comply with the following naming convention: [Participant First_Last Name] _ [Item Name] _ [Date Submitted Month-Day-Year]*

Example*: John-Smith_Highschooldiploma_05-19-2026*

Completion Verification
Unlike Enrollments which are verified by information provided to ILWPP exclusively from the grantee, Completions require data from the grantee (attendance, post-assessments, among others), and third- party verification.

Verification of a participant's completion requires that the following items are entered into IWRS:

- 80% or higher attendance in each training module
- Rosters confirming attendance have been uploaded to IWRS
- 70% or higher post-assessments in each training module
- Certificates/credentials uploaded for NCCER/TradesFutures MC3/ICCB, OSHA-10 Construction, First Aid/CPR, and any other certificate, if applicable (based on the grantee's approved curriculum)
- All training, wrap-around, student support, and transition services must have a final status in IWRS
- The participant must have a status of Complete or Complete and In Transition

Once all of the above listed items are entered/uploaded into IWRS and the participant is in Complete or Complete and In Transition status, a Completion Verification is awarded.

Note: *Verification documents uploaded into IWRS must comply with the following naming convention: [Participant First_Last Name] _ [Item Name] _ [Date Submitted Month-Day-Year]*

Example*: John-Smith_Highschooldiploma_05-19-2026*

Transition Verification
A transition verification is earned when a third-party verification document has been uploaded on the participant profile showing that the participant has met the threshold for one of the three types of transitions: primary, alternative construction, or secondary.

Verification of a transition requires that a grantee uploads a third-party document into IWRS confirming that a graduate of ILWPP has completed one of the following actions:

- All delivered transition services must be entered in the participant's career plan and must have a final status in IWRS
- Secured employment in one of the approved alternative construction sectors previously listed (Alternative Construction Transition)
- Secured employment in a sector other than construction, is pursuing higher education or advanced training, among others (Secondary Transition)

In the following sections are examples of accepted third-party documentation. Grantees should note that for a document to be verified, transition verification documents (including registered apprenticeship program application receipts and electronic confirmations of application) need to clearly state the following items:

- Name of the ILWPP graduate
- Date of the application, enrollment, or hire (depending on transition type)
- Name of the:
    - U.S. DOL-Registered Apprenticeship program (Primary)

    - Company, job title, salary (Alternative Construction)
    - Company, job title, salary/school/organization (Secondary)

- Confirmation that the individual completed (not started) a DOL RAP application, was enrolled, waitlisted, denied, or hired.

Note: *Verification documents uploaded into IWRS must comply with the following naming convention: [Participant First_Last Name] _ [Item Name] _ [Date Submitted Month-Day-Year]*

Example: *John-Smith_Highschooldiploma_05-19-2026*

Primary Transition
A primary transition begins when a participant applies to a construction-based U.S. DOL-registered apprenticeship program (RAP). There are two levels of verification for a primary transition representing the progress of participants through the U.S. DOL RAP application process – preliminary verification and final verification. To qualify for preliminary and final verification, grantees must abide by the following:

Individualized Apprenticeship and RAP Placement

Grantees must **not enroll an entire cohort into a single U.S. DOL-Registered Apprenticeship Program (RAP)** unless it aligns with each participant's stated career goals. Additional documentation will be requested, and monitoring may be triggered in the case that an entire cohort applying to or enrolling in a single RAP. The Office of Illinois Works expects Participants to be supported in exploring, applying to, and entering RAPs **based on their personal career interests and chosen goals**, rather than on the convenience or preferences of the grantee.

Staff should verify and document that each RAP application aligns with one of the participant's three stated goals from their Career Assessment to receive completion and transition credit. Grantee responsibilities include:

- Providing individualized guidance and counseling based on Career Assessment results.
- Facilitating connections to RAPs and employers aligned with each participant's selected trade(s).
- Avoiding steering participants toward trades or RAPs solely to meet program metrics or receive PTP credit.

To ensure participant-centered outcomes and program integrity, grantees must adhere to the following requirements:

- **Career Assessment Compliance** -
  Grantees must follow each individual participant's Pre-Transition Career Assessment and use the results to guide career exploration, training, and placement activities.

- **Participant-Driven RAP Selection** -
  Grantees must assist participants with applying to RAPs that align with the participant's assessed

interests and career goals. Grantees may not steer or require participants to apply to RAPs selected primarily to benefit the grantee.

- **Prohibition of Cohort-Based RAP Enrollment for Credit** -
  Grantees may not enroll entire cohorts into a single RAP solely to obtain Pre-Transition Program (PTP) credit when participants have not demonstrated interest in that occupation and is not demonstrated on any Illinois Works documentation.

- **PTP and PTF Alignment with Participant Goals -**
  Participation in a PTP (and PTF, if applicable) must be explicitly identified as one of the participant's documented career goals based on their Career Assessment and Individualized Plan.

    - **Preliminary Verification** -
      The first level of confirmation that a transition has taken place and acts as interim metric while final verification documents are gathered. **Preliminary Verification carries a 50% outcome metric and reimbursement.**

    - **Final Verification** -
      The second level of confirmation that a transition has taken place. **Final Verification carries a 50% outcome metric and reimbursement.**

This system is designed to offer credit to programs to cover any time delays between achievement of the metric and securing full verification. It also incentivizes programs to maintain connections with participants through enrollment in a RAP.

It is important to note that a participant does not always have to go through both verification levels. For example, if a participant has required documentation for a full transition, they will be automatically considered to have final verification for their primary transition. Below are examples of accepted documents; however, this list is not exhaustive. If other documentation is available communicate with the ILWPP Grant Manager assigned to your organization to gain approval for the document before submitting it.

Primary Transition Documentation includes but is not limited to:

Preliminary Verification: RAP application confirmation or full application of the participant's choice, receipt from RAP showing application fee was paid, notice of testing, a letter or email from the RAP confirming the participant's application. Any documentation outlining that the individual is on a RAP waiting list. Illinois Works will also accept a sponsorship letter from an employer. The application/enrollment of the DOL-RAP should align to the participant's pre-transition career assessment. **Applications to DOL-RAPs must be for DOL-RAPs that the participant has given consent and expressed interest to and not be applied to on their behalf.** Activities that do not correspond to the participant's stated goals; enrolling participants in an unrelated trade program for convenience or to meet grant metrics do not qualify for PTP/PTF credit. As mentioned in the previous section, under *Primary Transition*, specific requirements on participants applying to DOL-RAPs must be met.

Grantees should note that for a document to be verified, transition verification documents (including registered apprenticeship program application receipts and electronic confirmations of application) need to clearly state the following items:

- Name of the ILWPP graduate
- Date of the application, enrollment, or hire.
- Name of the:
    - U.S. DOL-Registered Apprenticeship program (Primary)

Confirmation that the individual completed (not started) a DOL RAP application.

- Final Verification: Acceptance letter into a RAP.

Alternative Construction Transition
Alternative Construction is awarded when participants do not enter a DOL RAP, but secure permanent employment in construction, in the utilities, or another construction related position.

Examples of these industries/positions include facilities, construction jobs not connected to a U.S. DOL RAP, utilities, alternative energy such as solar panel installation, construction project management/professional services, broadband technicians, EV station installer technicians, among others. Only final verification is accepted for this transition category. **Applying for these positions or interviewing for these positions does not constitute a final verification, only documentation that employment has been secured.** Grantees may also utilize Exhibit 18: Employment Verification Form as third-party documentation of an Alternative Construction Transition.

Alternative Construction Transition Documentation includes but is not limited to:

- Pay stub from a job in the utilities, or any other sector or job.
- Employment offer letter for a career position in construction, the utilities, or any other sector or job.
- Exhibit 18: Employment Verification Form

Secondary Transition
Secondary Transitions can only be accepted once they have reached a final verification stage meaning the participant has been accepted into a program, secured employment, among others. **Applying for employment or a training program do not constitute a final verification.** Grantees may also utilize Exhibit 18: Employment Verification Form as third-party documentation of a Secondary Transition.

Secondary Transition Documentation includes but is not limited to:

- Pay stub from a job in a sector other than construction
- Employment offer letter for in a sector other than construction
- Evidence of current enrollment into higher education or an advanced training program
- Exhibit 18: Employment Verification Form

Transitioning Participants to an Internal or Related DOL RAP
An ILWPP grantee, who runs a DOL RAP, or is related to an organization that runs a DOL RAP, will not receive reimbursement or outcome metric credit for these transitions until they have provided the following items:

- Exhibit 19: DOL Registered Apprenticeship Program Verification Form completed and signed by the participant.
- A progress report from the DOL RAP showing that that participant is still enrolled and progressing toward completion.
- Documentation that the participant is employed in construction as part of their DOL RAP (i.e. paystubs, ILW employment verification form, or letter from employer).

The items above must be provided 3 months after the enrollment into the DOL RAP. Grantees will not earn preliminary primary transitions for these participants, and **they will only receive final primary verification.**

Transitioning Participants to Short-term Employment or Internships
It is the primary goal of the ILWPP that its participants transition into U.S. Registered Apprenticeship Programs that lead to permanent employment and long-term careers in construction and the trades. In those instances when a participant transitions into an internship position or into temporary employment, the grantee will not receive any transitional credit for those assignments. However, if the grantee can provide evidence that the participant eventually transitioned into permanent employment, they will receive program transition credit as determined by the ILWPP transition guidance.

Transitioning Participants to Existing Employment
Transitioning participants into existing/current employment (jobs they had before they joined the ILWPP program or jobs they themselves secured while in the program) are not recognized by ILWPP for the purpose of the grantee receiving any transition credits. **The only exception to this guidance will be in those instances when the grantee can provide evidence that even though the participant stayed with their existing/current employer, they changed construction occupations and/or received an increase in pay as a result of the training they received from the ILWPP.** In this circumstance, the grantee will receive transition credit as determined by the transition guidance.

Employment Verification Form

ILWPP will accept Exhibit 18: Employment Verification Form as documentation to verify that a participant is actively employed. Only the ILWPP Employment Verification Form will be accepted for the purposes of verification. This form can be utilized to justify an Alternative Construction Transition, Secondary Transition or to justify employment if a participant is enrolled in a DOL RAP that exists at an ILWPP site.

This form provides the following information:

- Graduate name
- Business/employer name
- Graduate job title
- Dates of employment
- Salary or hourly wage
- Fringe benefit information
- Supervisor/Manager name, title, contact information
- Supervisor/Manager signature and date

Note: *A physical signature, also known as a wet signature, is preferred. Alternatively, a secure electronic signature from the participant or authorized representative of the grantee is acceptable.*

Note: *Verification documents uploaded into IWRS must comply with the following naming convention: [Participant First_Last Name] _ [Item Name] _ [Date Submitted Month-Day-Year]*

Example*: John-Smith_Highschooldiploma_05-19-2026*

Participants Enrolled in Multiple ILW Pre-apprenticeship Programs

As the ILWPP grantee network expands, it is likely that participants may attempt to join programs run my different ILWPP grantees. The below guidelines apply to co-enrollment or enrollment with multiple grantees at separate times:

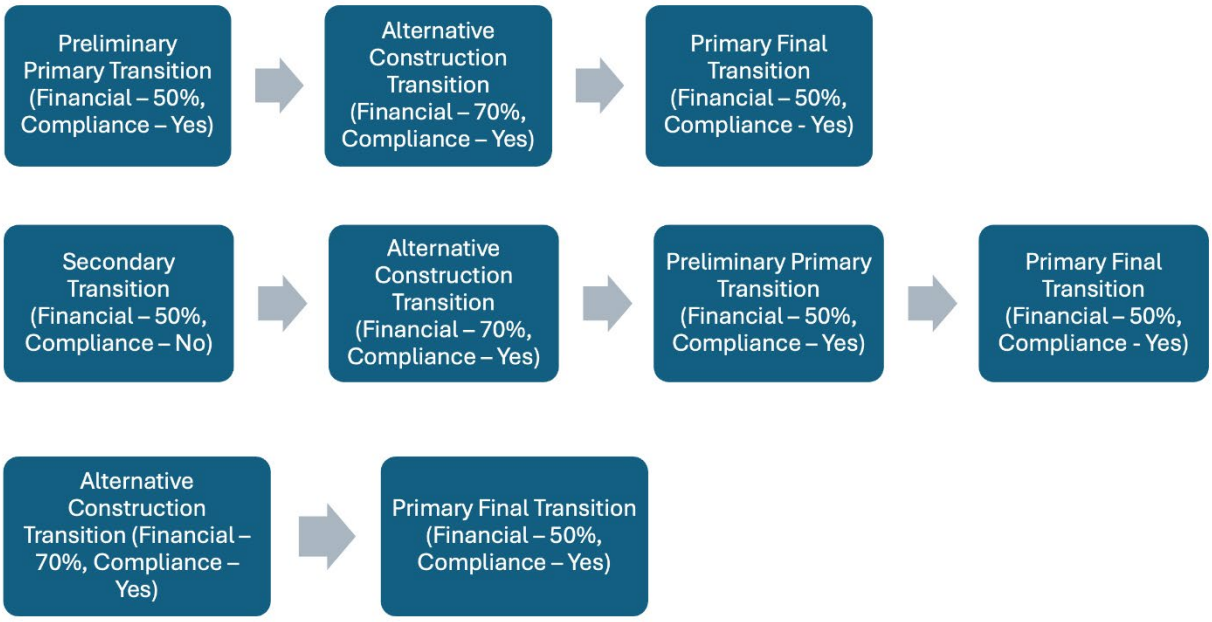
- Participants cannot be enrolled with multiple ILWPP grantees at the same time.

- Participants carry one enrollment, one completion, one primary transition, one alternative construction transition, or one secondary transition and the funding allocated to each. As a result, once a grantee has achieved an enrollment verification or other metric for a participant, no other grantee can claim that allocation for the same participant.

  For instance, if a participant enrolls with Grantee A but does not complete the program with that grantee, they can enroll with Grantee B, but Grantee B is not eligible to earn the enrollment for that participant, if that enrollment was already verified for Grantee A. Grantee B can, however, earn the completion and transition (primary, alternative construction, or secondary) for that participant.

- A participant who first earns a lower financial or compliance percentage award rate transition (e.g., 50%) may later earn a higher financial or compliance percentage award rate transition (70% or 100%). When this occurs, the higher percentage award rate transition replaces the earlier lower percentage award rate transition verification for all reporting and reimbursement purposes. Only the highest verified award rate transition will be counted. Once a participant has earned a higher percentage award rate

transition, they cannot subsequently earn—or be recorded for—a lower percentage award rate transition. The following are eligible transition paths:



For example, Maria completes an Illinois Works pre-apprenticeship program and, shortly after graduation, enrolls in postsecondary education related to construction. This outcome is verified as a Secondary Transition, which carries a 50% financial and no compliance credit, and she is initially recorded in IWRS. Two months later within the same program year, Maria is accepted into a qualifying Alternative Construction Transition (ACT) pathway. Because the ACT carries a higher award rate (70%) and compliance, it replaces the earlier Secondary Transition for all reporting, compliance, and reimbursement purposes. Maria is ultimately counted only once, at the 70% award rate, and the original 50% Secondary Transition is removed from outcome calculations.

Communicating Compliance Ratings and Findings

Once an overall progress rating is determined each grantee will be emailed two monthly reports – Monthly Compliance Progress Report and Monthly Compliance Payment Worksheet.

- **Monthly Compliance Progress Report**
  This report provides the grantee with their overall progress rating, the increase to their reimbursement cap based on that month's review, notes regarding their progress rating, and any relevant data trends identified in the review. Information detailed in the progress report is only a snapshot of what was entered in IWRS since the previous month's compliance review.

  This report is not an aggregate report. Only new enrollments, completions, and transitions since the last Monthly Compliance Progress Report are listed.

- **Monthly Compliance Payment Worksheet**
  This aggregate worksheet outlines the total number of enrollments, completions, primary transitions, and secondary transitions. This report also provides grantees with a detailed outline of their custom performance-based payment funding formula and reimbursement maximum and grant award information. Refer to *Section 11: Finances, Records, and Reporting* for more information regarding the performance-based payment funding formula.

Grantee Renewal Process

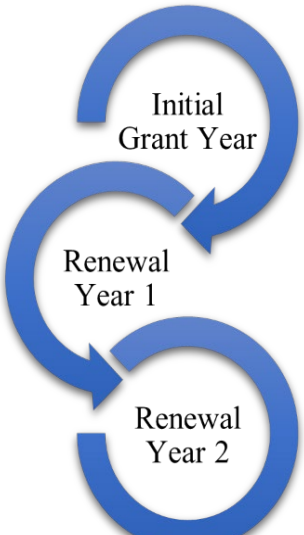
As established in GATA and explained the Notice of Funding Opportunity for each Illinois Works grant year, grantees have the opportunity to renew their grant two (2) times. Including the initial grant year, the two additional renewals allow grantees to implement the ILW pre-apprenticeship program for a maximum of three (3) years before having to reapply through the merit-based competitive process.

In the fall of each grant year, ILW will alert grantees that they have been invited to renew their grant agreement. Grantees will be invited to renew based on their program performance. The performance threshold to qualify for renewal will be provided to grantees in August of each grant year.

Grantees invited to renew will be asked to submit a grant renewal application and a series of programmatic forms that detail the plans for the next grant year. Additional forms or information may be requested by ILWPP if deemed necessary.

Carryover Credits

Due to the timing of programming and cycles of Registered Apprenticeship Program enrollment periods, it is possible that a participant will attend training in one grant year but not complete or fully transition until the following grant year or beyond. As a result, a **carryover credit** will be provided to grantees for their pre-apprentice/graduate's related outcome metric, if the completion/transition takes place within the same grant agreement as the original enrollment. This carryover will only affect financial credit, but the grantee's compliance rating will not change.



Illinois Works Pre-Apprenticeship grant agreements last a maximum of three (3) years. The initial grant year followed by up to two (2) renewals. These renewals are extensions of the original grant agreement. After the second renewal, GATA requirements dictate that grantees must re-apply and go through a competitive bid process. This officially closes the original grant agreement and begins a new grant agreement also with the possibility of two (2)

grant renewals. Grant renewals are not automatically offered to grantees.

Carryover Credit Timeline

- If a participant is enrolled in the Initial Grant Year, their carryover credit will apply in Renewal Year 1 or Renewal Year 2.
- If a participant is enrolled in Renewal Year 1, the carryover credit can only be applied in Renewal Year 2.
- If a participant enrolls in Renewal Year 2, carryover credits can apply if the grantee opts for an administrative extension. More information on this administrative extension is outlined on the next page of this manual.

A carryover credit carries only a financial reimbursement; the grantee's compliance ratings for the year will not change.

- Financial reimbursement will apply to the current grant year (the year when the completion or transition happens) and can be utilized for current grant year expenses. However, reimbursement rates will be based on the funding benchmarks from the participant's enrollment grant year.

As stated above, at the conclusion of a grantee's third year, they are no longer eligible for a grant renewal. Based on GATA standards, beyond the third grant year, all grantees are required to submit a competitive application in response to a NOFO and documentation for a new grant that is reviewed by an independent merit review team.

Carryover Credit Administrative Extension

While grantees are not eligible for an additional grant renewal, they can choose to administratively extend their contract for an additional year with the purpose of earning carryover credit. During this extension, grantees are allowed to submit additional documentation to demonstrate completions and transitions earned for participants that were enrolled during their active programmatic grant year(s). No new enrollments will be accepted during this time a Carryover Credit Administrative Extension (CCAE). No instruction or programmatic activities other than Transition Services can be provided to previously enrolled participants under a grant in CCAE. During this period, grantees would need to:

- Continue submitting PPRs and PFRs to the ILW Financial Grant Manager per the required schedule outline in their grant agreement.
- Communicate in writing with their Grant Manager when documentation or information is entered for completions or transitions into the Illinois Works Reporting System.

- Continue active follow-up with participants and support them to complete and transition.

During this period, grant managers will:

- Submit reimbursement earned by grantees to the Financial Grant Managers for reimbursement by October 31st of the existing Administrative Extension.

Important items to note:

- **This extension is optional, and grantees will opt in by submitting documentation to their Grant Manager during the Administrative Extension period.** Grantees can request to close their grant agreement at any time which will forfeit any unclaimed credit reimbursement.

- Although grantees typically are granted a 12 month (Jan 1 to Dec 31) Administrative Extension, at the conclusion of programmatic activity for their grant the Carryover Credit portion of the Administrative Extension will end on October 31st of each year. The remaining months of the Administrative Extension will be used to close the grant permanently.

- Opting into the CCAE year does not stop a grantee from pursuing or being awarded another grant award with ILWPP.

- Any reimbursement earned during the CCAE can be utilized to cover expenses dating back to the grant agreement establishment date.

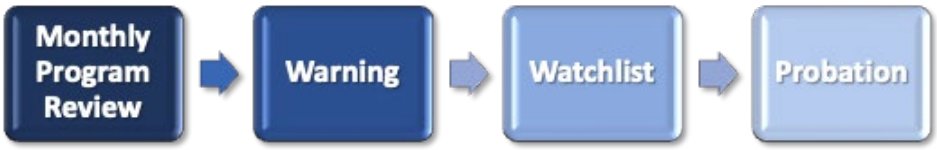
- The CCAE option will be most commonly used after the third year of a grant. However, if a grantee chooses not to pursue or are not offered the first- or second-year renewal may still request an extension to continue earning carryover credits for an additional year. In all cases, the Carryover Credit Administrative Extension begins immediately following the final programmatic grant year.

Progressive Corrective Action

Grantees must adhere to the program expectations and requirements outlined in the Illinois Works Pre-Apprenticeship Program Grantee Manual and in the grant agreement.

Note: *If circumstances warrant it, expectations and requirements in the Grantee Manual may be subject to change during the/grant agreement term. Any changes to these policies and procedures will be officially communicated to grantee's Program Administrators on record with DCEO and the Office of Illinois Works and/or posted to the Illinois Works Partner Guide.*

Enforcement of **progressive corrective action, which occurs in phases,** is the responsibility of the ILW Grant Manager.



- **Warning -**
  If not, enough progress was made for a required outcome and the grantee has a status of "inadequate progress" or "poor progress" for two consecutive months for that outcome, the grantee will be issued a warning. A warning is a formal notification that expectations are not been met, those unmet expectations have been communicated to the grantee, and the grantee must create and implement a Corrective Action Plan (Warning) within one week of warning to address the noncompliance(s).

- **Watchlist -**
  The Watchlist is designed to identify and assist noncompliant grantees to improve performance and participant outcomes. After three months in the "poor progress" or "inadequate progress" status, the grantee is placed on the Watchlist. Once on the Watchlist, a grantee will receive targeted and customized technical assistance.

  When placed on the Watchlist, the grantee will receive a letter from Illinois Works outlining the lack of compliance and requesting that a Corrective Action Plan (Watchlist) be designed in coordination with the ILW Grant Manager. The Corrective Action Plan will be submitted to Illinois Works within two weeks of the receipt of the official letter. Once approved, the Corrective Action Plan will be implemented by the grantee, and the Grant Manager will verify progress through the Monthly Program Review.

  Grantees on the Watchlist making marked improvements that bring them back to at least a "good progress status" will be removed from the Watchlist. Once removed from the Watchlist, the grantee will no longer be required to follow the Corrective Action Plan (Watchlist).

  However, if **no significant progress** is made and after three months of being on the Watchlist, the grantee **will be automatically moved to Probation.**

- **Probation -**
  Probation is designed to actively monitor programs that fail to meet compliance with required program activities, performance benchmarks, and/or fiscal and administrative rules. If the grantee fails to address the outlined expectations as stated in the grantee's agreement within three months after being placed on probation, the program may be subject to decreased funding, or closing of the agreement, and may not qualify for additional Illinois Works funding in the future.

A grantee will be placed on Probation for the following reasons:

- Being on a Watchlist for three consecutive months.
- Not carrying out program requirements such as the delivery of the required services as outlined in the Grantee Manual and the grantee's agreement.
- Inadequate administrative and financial controls resulting in misuse of funds, and inadequate data management and reporting, among others.

When placed on Probation, the grantee will receive a letter from Illinois Works outlining the lack of compliance and requesting that a Corrective Action Plan (Probation) be designed in coordination with the ILW Grant Manager. The Corrective Action Plan will be submitted to Illinois Works within two weeks of the receipt of the official letter. Once approved, the Corrective Action Plan will be implemented by the grantee, and the Grant Manager will verify progress through the Monthly Program Review.

Grantees on Probation making significant improvements that bring them back to at least a "good progress status" will be removed from Probation. Once removed from Probation, the grantee will no longer be required to follow the Corrective Action Plan (Probation).

Note: *Grantees on probation are in jeopardy of not having their grant renewed during the next funding cycle, besides the possibility of getting their funding reduced or completely taken away for the current funding cycle. If there is an offense that is egregious in nature, funding can be halted/discontinued prior to the end of the current funding cycle without the program being placed on probation first.*

Quarterly Administrator Meetings

These meetings are designed for the Office of ILW to present on grantee network progress, upcoming changes to programming, reporting, or important deadlines. This is also a time when the program administrators are encouraged to ask questions, make comments, and offer ideas on how to enhance the program.

Several meetings are scheduled throughout the year, for which program administrators are required to attend. Attendance is required in-person for the regional meeting and the Annual Conference.

Additional Information, Links, and Documents

- Illinois Works Partner Guide
- Exhibit 18: Employment Verification Form
- Exhibit 19: DOL Registered Apprenticeship Program Verification Form

Section 14: Audit Requirements

Section Overview

By the end of Section 14, you will be able to:

- Articulate **GATA, 2 CFR 200, and the Illinois Administrative Code.**
- Articulate **audit types.**
- Explain the **audit submission** requirements.

Audit Requirements

The State of Illinois **requires all grantees to comply with federal audit requirements in addition to State specific audit requirements.** Grantees are to complete an audit for every year in which they have an active grant award. The type of audit required will vary based on funding source and expenditures. Grantees should refer to the resources available to understand the different audit types and their requirements. For information regarding audit requirements and compliance, please visit:

- GATA Resource Library
- 2 CFR 200 Subpart F: Audit Requirements
- 44 Illinois Administrative Code Section 7000.90: Audit Requirements (This document still shows the $750,000 threshold, but the Governor's Office of Management and Budget is working on updating it.)

If grantees have questions regarding audit requirements or compliance, they should contact: CEO.ExternalAuditUnit@illinois.gov

Audit Types

Audit requirements are based on the amount and type of funding (state, federal direct, or federal pass-through) as well as other requirements.

1. A grantee that expends **$1,000,000 or more during the grantee's fiscal year in federal awards** (federal pass-through and direct federal funds) from all sources **must have a single audit conducted** in accordance with 2 CFR 200.514. Grantees meeting certain requirements may elect to have a program-specific audit conducted in accordance with 2 CFR 200.507 with the approval of DCEO.

2. A grantee that expends **less than $1,000,000 during the grantee's fiscal year in federal awards** (federal pass-through and/or direct funds) from all sources are not subject to the single audit requirements for that fiscal year.

3. Grantees who expend less than $1,000,000 in direct federal and federal pass-through funds from all sources are subject to the following audit requirements:

Audit Requirements

1. Grantees who expend $750,000 or more during the grantee's fiscal year in state-issued awards, singularly or in any combination, and are not subject to the single audit:
    a. Must have a financial statement audit conducted in accordance with Generally Accepted Government Auditing Standards (GAGAS)

2. Grantees who do not meet the requirements in subsection (a) but expend $500,000 or more during the non-federal entity's fiscal year in state-issued awards, singularly or in any combination:
    b. must have a financial statement audit conducted in accordance with Generally Accepted Auditing Standards (GAAS).

3. Grantees who do not meet the requirements in subsection (a) or (b) but have audits conducted voluntarily or based on other regulatory requirements must submit those audits for review. This audit is required to be submitted through the GATA Audit Report Review process.

<table>
<tr><th>Total Expenditures of Federal Awards (direct or pass through)</th><th>Total Expenditures of State Awards</th><th>Not-For-Profit and Governmental Grantees</th><th>For Profit Grantees</th><th>Audit Report Submission Deadline</th></tr>
<tr><td colspan="5">During the grantee's fiscal year</td></tr>
<tr><td>$1,000,000 or more</td><td>N/A</td><td>Single Audit</td><td>Program-Specific Audit</td><td>9 months after grantee fiscal year end</td></tr>
<tr><td rowspan="3">Less than $1,000,000</td><td>$750,000 or more</td><td colspan="2">Generally Accepted Governmental Auditing Standards Financial Statement Audit</td><td>6 months after grantee fiscal year end</td></tr>
<tr><td>$500,000 or more</td><td colspan="2">General Accepted Auditing Standards Financial Statement Audit</td><td>6 months after grantee fiscal year end</td></tr>
<tr><td>Less than $500,000</td><td colspan="2">Submit audit report if audit conducted due to other requirements</td><td>6 months after grantee fiscal year end</td></tr>
</table>

Audit Reporting and Documentation

The type of audit (Single, GAGAS, GAAS, or other audit type) dictates the documents that must be submitted through the Grantee Portal. Below is a listing of the documents that must be submitted depending on the type of audit conducted.

If a grantee does not meet the threshold for requiring an audit to be conducted and does not have any audit conducted for other purposes, they must still annually complete the audit certification and Consolidated Year-End Financial Report (CYEFR) in the GATA Grantee Portal.

The audit certification will help grantees identify the type of audit that is required of their organization based on their response to a series of questions. Once completed, the system will provide grantees with their audit determination, a list of required materials, and the timeline for submission. The Audit Certification must be submitted within 60 days of the end of the grantee's fiscal year.

Reporting package submissions must include:

1. For Single Audit and Program Specific Audit submissions:
    a. All items identified in UR section 200.512(c)
    b. Management letters issued by the auditors, and their respective corrective action plans if significant deficiencies or material weaknesses are identified
    c. Consolidated Year-end Financial Report with an "in relation to opinion"
    d. A copy of the results of the most recent peer review of the audit firm.

2. For Financial Statement Audit submissions:
    a. Financial Statements
    b. Summary schedule of Prior Audit Findings, when applicable
    c. Auditor's report
    d. Corrective Action Plan (when Audit Report identifies findings)
    e. Management letters issued by the auditors and their respective corrective action plans if significant deficiencies or material weaknesses are identified
    f. Consolidated Year-end Financial Report with an "in relation to opinion"
    g. A copy of the results of the most recent peer review of the audit firm

3. Awardees that are not required to have an audit conducted must submit a Consolidated Year-end Financial Report using the Grantee Portal.

Audit Submission Deadline

Single Audit Reporting Package is due 30 days after audit report completion, but no later than nine (9) months after the end of the grantee's fiscal year-end as described in 200.512(c)(1).

Financial Statement Audit Reporting Packages, including GAGAS, GAAS, and Other are due 30 days after audit report completion, but no later than six (6) months after the end of the grantee's fiscal year-end.

Additional Information, Links, and Documents

- 2 CFR 200
- 44 IL Admin. Code 7000.90 (This document still shows the $750,000 threshhold, but the Governor's Office of Management and Budget is working on updating it.)
- Illinois Grant Accountability and Transparency Act (GATA) Grantee Portal
- GATA Resource Library

References

American Library Association. (n.d.). Digital Literacy. https://literacy.ala.org/digital-literacy/

Americans with Disabilities Act. 42 U.S.C. ch. 126 § 12101 et seq. (1990). https://www.law.cornell.edu/uscode/text/42/chapter-126

American Red Cross. (n.d.). First Aid Certification. https://www.redcross.org/take-a-class/first-aid/first-aid-training/first-aid-certification

Bledsoe, M. D. (1999). Correlations in Kirkpatrick's training evaluation model. University of Cincinnati.

Breiding, M.J., Chen, J & Black, M.C. (2014). Intimate partner violence in the United States – 2010. National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Conrad, A., Fitzpatrick, K., & Jarr, K. (2020). Equity in youth apprenticeship programs. https://napequity.org/wp-content/uploads/PAYA-Workbook-Fnl-2020-05-29.pdf

Covey, S. R. (2013). The 7 habits of highly effective people: Powerful lessons in personal change. Simon and Schuster.

Delgado, R. (2014, May 22). Pros and Cons of 5 of the Biggest Social Media Platforms. *Social Media Today.* https://www.socialmediatoday.com/content/pros-and-cons-5-biggest-social-media-platforms

Family Educational Rights and Privacy Act. 20 U.S.C. § 1232g; 34 CFR Part 99. https://www.ecfr.gov/current/title-34/subtitle-A/part-99?toc=1

Hunt, V., Prince, S., Dixon-Fyle, S., & Yee, L. (2018). Delivering through diversity. McKinsey & Company, 231.

Kohl, H. (1994). I won't learn from you! Confronting student resistance. In B. Bigelow, L. Christensen, S. Karp, B. Miner, & B. Peterson (Eds.), Rethinking our classrooms: Teaching for equity and justice (pp. 134–135). Milwaukee, WI: Rethinking School.

Kirkpatrick, D., & Kirkpatrick, J. (2006). Evaluating training programs: The four levels. Berrett-Koehler Publishers.

Center for Workforce Development. (2022). IL Works Partner Guide. *Illinois workNet.* https://www.illinoisworknet.com/partners/pages/ILWorks.aspx

Illinois Community College Board. (2021). Fiscal Year 2022 Adult Education and Literacy Provider Manual. *Illinois workNet.* http://www2.iccb.org/iccb/wp-content/pdfs/adulted/FY22_AEFL_Provider_Manual.pdf

Illinois Department of Commerce and Economic Opportunity. (2022, July 13). State of Illinois Uniform Notice of Funding Opportunity – Illinois Works Pre-apprenticeship Program. *Illinois workNet.* https://www.illinoisworknet.com/WIOA/Documents/IL%20Works%20NOFO%202023/NOFO%20Supplement%20-%20Illinois%20Works%20Pre-apprenticeship%20Program%20-%202614-2584%20final.pdf

Illinois Department of Commerce and Economic Opportunity. (n.d.) Grantee Report. *State of Illinois.* https://dceo.illinois.gov/communitydevelopment/commgranteereport.html

Illinois Department of Commerce and Economic Opportunity. (n.d.). Video Training & Resources. *State of Illinois.* https://dceo.illinois.gov/aboutdceo/grantopportunities/learning-library.html

Illinois Department of Commerce and Economic Opportunity. (n.d.). Illinois Works Jobs Program Act. *State of Illinois*. https://www2.illinois.gov/dceo/IllinoisWorks/Pages/default.aspx

Illinois Department of Labor. (2019). 2019 State Construction Minority and Female Building Trades Report. https://www2.illinois.gov/idol/Laws-Rules/CONMED/SiteAssets/Pages/State-Construction-Minority-and-Female-Building-Trades-Act/2019%20Female%20Minority%20Apprenticeship%20Report.pdf

Illinois Essential Employability Skills Taskforce. (n.d.). Illinois Essential Employability Skills Framework and Self-Assessment. *Illinois workNet.* https://www.illinoisworknet.com/WIOA/Resources/Documents/Essentail_Employability_Framework_-min.pdf

Illinois Human Rights Act. 775 ILCS 5/. (1979). https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2266&ChapAct=775%26nbsp%3b%3bILCS%26nbsp%3b5/&ChapterID=64&ChapterName=HUMAN+RIGHTS&ActName=Illinois+Human+Rights+Act

Illinois Works Jobs Program Act. 30 ILCS 559 (2019). https://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=003005590HArt%2E+20&ActID=3995&ChapterID=7&SeqStart=200000&SeqEnd=1200000

Lave, J., & Wenger. E. (1996). Communities of practice.

Lightcast™.(2021). Occupation Table. Retrieved from https://lightcast.io/

Lynch, K., & Buckner-Hayden [currently Suggs], G. (2010). Effective in-service education requires more than subject expertise. Journal of Healthcare Risk Management, 29(3), 15-21.

Madaan, V., Agrawal, P., Sethi, N., Kumar, V., & Singh, S. K. (2016). A novel approach to paraphrase English sentences using natural language processing. International Journal of Control Theory and Applications, 9(11).

MasterClass.(2021, November 2). How to Build Rapport: 6 Tips for Connecting with Others. *MasterClass*. https://www.masterclass.com/articles/how-to-build-rapport#how-to-build-rapport-6-tips-for-connecting-with-others

National Center for Construction Education and Research. (n.d.). https://www.nccer.org/nccer-home

National Center for Construction Education and Research. (n.d.). Core: Introduction to Basic Construction Skills. https://www.nccer.org/craft-catalog/core/

National Center for Construction Education and Research. (n.d.). Instructor Success Guide. https://toolbox.nccer.org/outreach/instructor-success-guide

Newberry, C. (2021, January 12). 38 LinkedIn Statistics Marketers Should Know in 2021. *Hootsuite.* https://blog.hootsuite.com/linkedin-statistics-business/

Newberry, C. (2021, February 3). 36 Twitter Stats All Marketers Need to Know in 2021. *Hootsuite. https://blog.hootsuite.com/twitter-statistics/*

Newberry, C. (2021, January 11). 47 Facebook Stats That Matter to Marketers in 2021. *Hootsuite.* https://blog.hootsuite.com/facebook-statistics/

Office of Management and Budget. (n.d.) Grant Accountability. *State of Illinois*. https://www2.illinois.gov/sites/budget/Pages/GrantAccountability.aspx#:~:text=The%20 Grant%20Accountability%20and%20Transparency,federal%20grant%20guidance%20an d%20regulations

Office of Management and Budget. (n.d.). Pre-Award Requirements. *Grant Accountability and Transparency Act.* https://www2.illinois.gov/sites/GATA/Grantee/Pages/default.aspx

Pew Research Center. (2021, April 7). Social Media Fact Sheet. https://www.pewresearch.org/internet/fact-sheet/social-media/?menuItem=2fc5fff9-9899-4317-b786-9e0b60934bcf

Reio, T. G., Rocco, T. S., Smith, D. H., & Chang, E. (2017). A critique of Kirkpatrick's evaluation model. New Horizons in Adult Education and Human Resource Development, 29(2), 35-53.

Roszkowski, M. J., & Soven, M. (2010). Did you learn something useful today? An analysis of how perceived utility relates to perceived learning and their predictiveness of satisfaction with training. Performance Improvement Quarterly, 23(2), 71-91.

Schein, E. H. (2010). Organizational culture and leadership (Vol. 2). John Wiley & Sons.

Silberman, M. Auerbach, C., (1996) Active Training 101 Strategies to teach any subject. San Francisco, CA: Jossey-Bass/Preiffer

Silberman, M. (1998). *Active Learning: A Handbook of Techniques, Designs, Case Examples, and Tips.* San Francisco: Jossey-Bass/Pfeiffer;

Society for Human Resource Management. (2022). Anti-harassment policy and complaint procedure (includes dating/consensual relationship policy provision) https://www.shrm.org/topics-tools/tools/policies/anti-harassment-policy-complaint-procedure-includes-dating-consensual-relationship-policy-provision

Stamper, C. L., & Combs, G. (2021). The Society for Human Resource Managements Diversity and Inclusion Global Best Practices Instrument and Global Diversity Readiness Index. In Handbook on Diversity and Inclusion Indices. Edward Elgar Publishing.

State of Illinois Governor's Office of Management and Budget. (2018). Grant Accountability and Transparency Act. *State of Illinois.* https://www2.illinois.gov/sites/GATA/Documents/Resource%20Library/Audit-Report-Review-Manual-August-2018-Revision.pdf

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African-Americans. Journal of Personality and Social Psychology, 69, 797-811.

Suggs, G. (2014). Maximize the success of new employees: Onboarding, a flight plan for taking your workforce to new heights. St. Charles, IL: BFP Books.

SurveyMonkey. (n.d.). What is a Likert Scale?. https://www.surveymonkey.com/mp/likert-scale/#:~:text=One%20great%20thing%20about%20the,the%20quality%20of%20your%20data

TradesFutures. (n.d.). Apprenticeship Readiness Programs. https://tradesfutures.org/initiatives/apprenticeship-readiness-program/

Uniform Guidance. 2 C.F.R. Part 200 317-327. *Code of Federal Regulations.* https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-D/subject-group-ECFR45ddd4419ad436d/section-200.317

U.S. Census Bureau. (2021a). QuickFacts United States. https://www.census.gov/quickfacts/fact/table/US/PST045221

U.S. Census Bureau. (2021b). QuickFacts Illinois. https://www.census.gov/quickfacts/IL

U.S. Bureau of Labor Statistics (2021). The construction industry: characteristics of the employed, 2003-20: Spotlight on Statistics. The Construction Industry: Characteristics of the Employed, 2003–20 : Spotlight on Statistics: U.S. Bureau of Labor Statistics

U.S. Bureau of Labor Statistics. (2022). Occupational outlook handbook: construction and extraction occupations. Construction and Extraction Occupations : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov).

U.S. Census Bureau Population Estimates (2021 July). Quick facts: population estimates: Illinois. U.S. Census Bureau QuickFacts: Illinois. U.S. Census Bureau QuickFacts: Illinois.

U.S. Department of Veteran Affairs (2021). National Center for Veterans Analysis and Statistics: veteran population. Veteran Population - National Center for Veterans Analysis and Statistics (va.gov).

U.S. Equal Employment Opportunity Commission. (n.d.). The Equal Pay Act of 1963. https://www.eeoc.gov/statutes/equal-pay-act-1963

U.S. Equal Employment Opportunity Commission. (n.d.). Title VII of the Civil Rights Act of 1964. https://www.eeoc.gov/statutes/title-vii-civil-rights-act-1964

U.S Department of Health and Human Services. (n.d.). Title IX of the Education Amendments Act of 1972. https://www.hhs.gov/civil-rights/for-individuals/sex-discrimination/title-ix-education-amendments/index.html#:~:text=Title%20IX%20of%20the%20Education%20Amendme nts%20of%201972%20(Title%20IX,activity%20receiving%20federal%20financial%20assistance.

U.S. Department of Labor. (n.d.-a). How to Become and Authorized Trainer. https://www.osha.gov/training/outreach/authorized

U.S. Department of Labor. (n.d.-b). OTI Education Center Locations. https://www.osha.gov/otiec/map

U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Research (2020). Evaluation Toolkit: Key Elements for State Workforce Agencies.

Waller, L. (2020). Fostering a sense of belonging in the workplace: Enhancing well-being and a positive and coherent sense of self. The Palgrave Handbook of Workplace Well-Being, 1-27.

WebsiteBuilder.org. (2021, December 22). 32+ Incredible Instagram Statistics & Facts to Know in 2022. https://websitebuilder.org/blog/instagram-statistics/

Woetzel, J., Madgavkar, A., & Ellingrud, K. (2015). The power of parity. Retrieved from http://dln.jaipuria.ac.in:8080/jspui/bitstream/123456789/10842/1/MGI%20Power%20of%20parity_Full%20report_September%202015.pdf

Appendix

Exhibit 1: Illinois Works Pre-Apprenticeship Program Exit Interview
Exhibit 2: Tips for Running an Open House
Exhibit 3: Pre-apprenticeship Program Application
Exhibit 4: Pre-apprenticeship Program Interview Questionnaire
Exhibit 5: Orientation Career Assessment
Exhibit 6: Pre-apprenticeship Program Commitment Agreement
Exhibit 7: Participant File Checklist
Exhibit 8: Grantee Work Plan
Exhibit 9: Program Improvement Plan
Exhibit 10: Final Curriculum Form
Exhibit 11: NCCER Evaluation Requirement List
Exhibit 12: Program Coaching Plan
Exhibit 13: Program Coaching versus Technical Assistance
Exhibit 14: Performance-based Payment Appeal Form
Exhibit 15: Wrap-around Services Plan
Exhibit 16: Data Verification Checklist
Exhibit 17: ILWPP Close Out Checklist
Exhibit 18: Employment Verification Form
Exhibit 19: DOL Registered Apprenticeship Program Verification Form
Exhibit 20: Illinois Works New Grantee Onboarding Sessions Detail
Exhibit 21: ILW Pre-Screening Assessment
Exhibit 22: Wrap-Around Service Assessment

Template 1: Sample Discrimination, Harassment, and Bullying Policy
Template 2: Sample Discrimination/Harassment/Bullying Complaint Form
Template 3: Sample Checklist for Addressing Discrimination/Harassment/Bullying Complaints
Template 4: Sample Marketing Plan Worksheet and Timeline
Template 5: Sample Illinois Works Pre-Apprenticeship Program Flyer
Template 6: Sample Illinois Works Pre-Apprenticeship Program Information Sheet
Template 7: Sample Illinois Works Pre-apprenticeship Program Open House Agenda
Template 8: Sample Applicant/Participant Referral Form
Template 9: Enrollment Decision Sample Letter – Full Acceptance
Template 10: Enrollment Decision Sample Letter – Conditional Acceptance
Template 11: Enrollment Decision Sample Letter – Denial
Template 12: Sample Illinois Works Performance-based Stipend Policy
Template 13: Sample Illinois Works Performance-based Stipend Procedure
Template 14: Sample Extenuating Circumstances Policy for Make-up Post-assessments and Sessions
Template 15: Sample Make-Up Sessions and Post-assessment Policy
Template 16: Sample Illinois Works Orientation Agenda

Template 17: Sample Illinois Works Pre-Apprenticeship Program Curriculum
Template 18: Sample Instructional Plan
Template 19: Sample Level 1 Evaluation Tool
Template 20: Sample Internal Professional Development Plan
Template 21: Sample Illinois Works Attendance Roster
Template 21A: Illinois Works Attendance Roster Job Aid
Template 22: Sample ILWPP Participant Resume
Template 23: Sample Data Quality Management Plan
Template 24: Staffing Plan

Exhibit 1: Exit Interview Questionnaire



Exit Interview Questionnaire

Grantee Name: _____ **Date of Interview:** _____

Interviewer Name and Title: _____
Participant Name: _____

Program Start Date: _____ **Date of Participant Exit:** _____

Reason for Leaving:
□ Moving out of the city or state. □ Changed mind about working in construction and the trades
□ Needs to seek employment □ Going to college. □ Wants to attend another training program
□ Family/personal life changes that prevent from attending □ Does not like the program □ Other

Please rate your overall program experience (1 – Poor, 5 – Excellent)

1 2 3 4 5

What have you most enjoyed about the pre-apprenticeship program? Why?

What have you least enjoyed about the pre-apprenticeship program? Why?

Please rate your experience with the following program areas (1 – Poor, 5 – Excellent)

Intake & Application Process	1	2	3	4	5	n/a
Wrap-Around Services	1	2	3	4	5	n/a
Student Support Services	1	2	3	4	5	n/a
Classroom Training/Instruction	1	2	3	4	5	n/a
Worksite Training/Instruction	1	2	3	4	5	n/a
Transition Services	1	2	3	4	5	n/a

Would you like to provide any comments for the ratings above?

Would you recommend this pre-apprenticeship training program to your friends or family? Why?

Do you have any suggestions as to how your program might be improved?

Are there any other comments you would like to make?

Would you be interested in reenrolling in the program in the future? □ Yes □ No

If yes, when should we follow up? Follow up date: _____

Document based on information from: Apprenticeship exit interview. (2002). Leaders in Business. https://apprenticeship.techgeekuk.com/exit-interview-form-2020/

Exhibit 2: Tips for Running an Open House



Tips for Running an Open House

Hosting an Open House can be an ideal and low-pressure way to meet prospective participants and give them a chance to learn about the program, meet program staff, and begin the application process. Below are some tips as your plan your open house and a sample agenda to help you plan your first event:

I. Date and Time

When you are planning your open house, think about your target population. What is the best day and time for them to attend? Consider your target population's other potential obligations such as school, work, and caring for children. Many open houses will span several hours to accommodate differing schedules, perhaps 5:00 PM – 9:00 PM on a weekday, or an all-day open house on a weekend.

II. Encourage Your Team and Partners to Attend

Open houses help introduce prospective participants to instructors, staff, and partner agencies that will provide support and help them succeed in the program. Fostering this connection and allowing prospective participants to gather information directly from program staff can increase their confidence and interest in the program.

Additionally, make sure to have staff positioned throughout the event so that potential participants feel welcome, and they know where to go for certain activities including where to complete pre-screening questions, and even fill out an application on-site.

III. Offer an Activity or Learning Opportunity

These events are ideal times to show off the unique aspects of your program and provide participants with a more meaningful experience. Some activities might include providing tours of the classroom space/construction lab, having alumni mini sessions where prospective students can hear from/ask questions of recent graduates, or host a scavenger hunt that teaches potential participants about your program along the way.

IV. Offer Refreshments

Depending on the time of day that is chosen, make sure to offer refreshments in your open house event.

V. Collect Information and Follow Up

The goal of the open house is to recruit new participants into the program. As a result, a key objective during the event is to gather contact information from potential participants. Collect this information as part of the registration process or as attendees arrive (use a sign-in sheet they need to fill out when they arrive). Prior to the event, set a standard for how quickly you want to follow up with attendees and who will be assigned to do the follow-up.
Some attendees may want to complete pre-screening questions or the full application the night of the open house. Make sure to have staff available to help.

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees.

Exhibit 3: Pre-apprenticeship Program Application



[Insert Grantee Logo]

Pre-Apprenticeship Program Application

Application Date: _____

Name:

Email:

Street Address 1:

City, State, Zip Code:

Primary Phone: Primary Phone Type:

Social Media Type: Social Media Username:

Date of Birth: ___/____/____

Sex: □ Male □ Female □ Non-Binary □ Prefer Not To

Answer Military Status: □ Active Military □ Veteran □ None

Marital Status: □ Married □ Single □ Divorced □ Other

Ethnicity: □ American Indian or Alaskan Native □ Asian □ Black/African American
□ Latino/Hispanic □ Hawaiian or Pacific Islander □ White, Non-Hispanic

Are you authorized to work in the United States? □ Yes □ No

Highest Level of Education (Grade Level or Degree): _____

Do you have a High School Diploma or a GED/HISET certificate? □ Yes □ No

Have you participated in a pre-apprenticeship training program before? □ Yes □ No
If yes, what was the name of the program/organization?

Do you have a Driver's License? □ Yes □ No
If no, are you willing and able to get a Driver's License? □ Yes □ No

Have you ever been convicted of a felony? □ Yes □ No
If yes, was it a violent felony? □ Yes □ No

ILLINOIS WORKS Pre-Apprenticeship Program

[Insert Grantee Logo]

Have you been convicted of a misdemeanor (excluding traffic violations) in the last 7 years?

□ Yes □ No Have you been on probation in the last 10 years? □ Yes □ No

Some apprenticeship programs/employers require you to be drug-free. In those cases, they will require that you can pass a drug test showing no substances in your system for the previous 30 – 120 days. Will you be able to pass a drug test? □ Yes □ No

Are you willing to take a drug test while in the program? □ Yes □ No

How will you get to a training or work site? □ Reliable car □ Reliable ride □ Bus □ Train/Subway

□ No reliable transportation

Can you effectively participate in training delivered in English? □ Yes □ No

Are you able to meet the time requirement of the program? □ Yes □ No

Are there specific trades you're interested in pursuing? □ Yes □ No

*If yes, which trade(s)—**Select at least three.***

	Boilermakers		Bricklayers		Carpenters
	Cement Masons		Ceramic Tile Layer/Finisher		Drywall Finisher
	Electrician		Elevator Constructors		Glaziers
	Heat & Frost Insulators		Iron Workers		Laborers
	Machinery Movers, Riggers & Erectors		Millwrights		Operating Engineer
	Painter		Pipefitter		Plasterers
	Plumbers		Roofer/Waterproofer		Sheet Metal Worker
	Sprinklerfitters		Structural Iron Worker		Teamsters
	Technical Engineer		Tuckpointer		Steamfitters

If interested in the electrical trades, do you have one year of high school level Algebra 1 or equivalent with a grade of "C" or better? □ Yes □ No

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert Grantee Logo]

Have you worked in the construction industry before? □ Yes □ No

Are you currently employed by this employer? □ Yes □ No

What is your current employment status?
□ No work history □ Employed □ Employed and have received notice of termination/layoff

□ Unemployed

If unemployed, have you been actively looking for work?
□ Actively looking for work □ Have not been actively looking for work

Enter the information from you current or most recent employer:

Employer Name: _____

Start Date: __/____/___ End Date: __/____/___

Employer Address: _____

City, State, Zip Code: _____

Job Duties: _____

Hours Worked/Week: _____

Does this job meet your needs? Why or why not?

_____

_____

Reason for leaving: _____

Was this your primary employment? □ Yes □ No

Were you self-employed? □ Yes □ No

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-apprenticeship Program grantees. This application corresponds to the digital application in IWRS.

Exhibit 4: Pre-apprenticeship Program Interview Questionnaire

Pre-Apprenticeship Training Program Interview Questionnaire

Interview Directions:

Each participant interview must be conducted simultaneously by two program representatives who independently score the applicant's responses using the rating scale below. Interviewers must take detailed notes regarding the applicant's responses. Once the interviewers have completed their questionnaires and scored the applicant's answers, the total scores from both interviewers must be averaged. An average score of **40 (100%) is the maximum score** a participant can receive, while the **minimum score for acceptance to the program is 32 (80%)**. Once the average score has been calculated, it must be entered into the Illinois Works Reporting System (ILWRS) along with scanned copies of both questionnaires. Applicant interviews usually last 45 – 60 minutes. Time should be allocated for interviewer questions as well as a dedicated time for the applicant to ask questions.

Rating Scale: 1 = Poor 2 = Average 3 = Good 4 = Excellent

Candidate Name: _____ **Date:** _____ **Time:** _____

Interviewer Name: _____

Interviewer Title: _____

Interview Type: **Face to Face** ____ **Phone** ____ **Virtual** ____

Interview Questions:	**Scores & Probing Questions**
1. Why are you interested in the construction industry?	Score = _____ What trades are you interested in? (carpentry, operator, laborer etc.) Do you have members of your personal or professional network that are in the construction trades?
2. What do you know about construction pre-apprenticeship programs?	Score = _____ Have you researched other construction pre-apprenticeship programs? Do you know what type of training is offered in these programs? Classroom, work-based learning etc.

3. Why are you interested in this pre-apprenticeship program?

Score = _____

Are you being asked and/or required to participate in this program?

What are the top 2 or 3 things you are expecting to gain from participating in this program?

4. From your perspective, what qualifies you as a candidate for this program?

Score = _____

Do you have any experience with construction/building/rehab work (personal or professional)?

5. What are some of your strengths and weaknesses as it relates to your career?

Score = _____

If I were to ask a friend or family member what your greatest skills are what would they say?

When you think about your future career are there certain skills you feel you lack or want to improve?

6. Where do you see yourself in 5 years?

Score = _____

What are you career aspirations?

What do you hope to accomplish in 5 years?

7. The Illinois Works Pre-Apprenticeship Program's primary goal is transitioning students to construction apprenticeship programs. How does this goal align with your long-term career goals?

Score = _____

Is pursuing a construction apprenticeship something you see yourself pursuing immediately after this program?

8. Are there any potential barriers that could hinder your progress in the program?

Score = _____

If yes, can you provide an example on how you will deal with potential barriers?

9. As part of the requirements to be accepted, you must commit to attend 80% of the training hours and 100% of student support services hours. You must also have at least a 70% passing rate on the program's tests. Do you foresee any problems completing these requirements?

Score = _____

Based on your typical work or life commitments, can you commit to being present as required?

Are there any barriers that might make it difficult for you to meet the 70% passing rate?

10. One of the core values of our program is building a community of collaboration. This includes demonstrating respect and professionalism. Please explain how you have demonstrated respect and professionalism toward others in the past.

Score = _____

When thinking about "respect and professionalism" what actions come to mind?

Describe how you have had a positive relationship with others in the past either in a professional, educational, or personal setting (community groups, sports teams etc.)

Interviewer's Signature	**Date**	**Total Score**

This document was developed by the Office of Illinois Works utilizing the interview questionnaire from the Hispanic American Construction Industry Association (HACIA) for the use by Illinois Works Pre-Apprenticeship Program grantees.

Exhibit 5: Orientation Career Assessment



[Insert Grantee Logo]

Career Assessment - Orientation

Instructions:

This form will be utilized to create your personalized career plan while you're enrolled in the Illinois Works Pre-apprenticeship program. You will have the opportunity to complete another career assessment near the end of the program.

Date: _____

Participant Name: _____

Job Readiness

Do you have an up-to-date resume? □ Yes □ No

Do you have experience taking part in job interviews? □ Yes □ No

Will you be readily available to transition to a DOL-registered apprenticeship program immediately after program completion? □ Yes □ No

If no, when do you plan to transition? (i.e. within 3 months, 6 months, 1 year, more than 1 year or other).

□ 1-3 months □ 3-6 months □ 6 months – 1 year □ 1 year + □ Other: _____

What is the **primary goal** for your career? (Select one)

	DOL-registered apprenticeship - union		Advanced construction training/education (including college)
	DOL-registered apprenticeship – non-union		Non-construction training/education
	Construction employment (outside DOL registered apprenticeship)		Start construction business
	Non-construction Employment		Start non-construction business
	Non-construction apprenticeship		Other:

What is **secondary goal** for your career? (Select one)

	DOL-registered apprenticeship - union		Advanced construction training/education (including college)
	DOL-registered apprenticeship – non-union		Non-construction training/education
	Construction employment (outside DOL registered apprenticeship)		Start construction business
	Non-construction Employment		Start non-construction business
	Non-construction apprenticeship		Other:

ILLINOIS WORKS Pre-Apprenticeship Program **[Insert Grantee Logo]**

If your career goals are related to construction, rank up to five trades in order of preference. Identify your primary choice with a 1, your second choice with a 2, and third with a 3, etc. **Must choose at least three.**

	Carpenter		Electrician*		Operating engineer/operator
	Painter		Plumber		Cement Mason
	Bricklayer		Pipefitter		Boilermaker
	Ceramic tile layer/finisher		Drywall finisher		Elevator constructor
	Glazier		Heat and frost insulator		Iron worker
	Laborer		Machinery movers, riggers, and erector		Millwright
	Plasterer		Roofer/Waterproofer		Sheet metal worker
	Sprinklerfitter		Structural iron worker		Teamsters
	Technical engineer		Tuckpointer		Steamfitter

**If you choose Electrician, you will need to have one-year of high school level Algebra 1 or equivalent with a grade of "C" or better.*

Participant Signature: _____ Date: _____

Exhibit 6: Pre-apprenticeship Program Commitment Agreement

[Insert Grantee Logo]

Pre-Apprenticeship Program Commitment Agreement

I, _____, understand and agree to the following:

- I am entering into an approximate [Enter weeks/hours] Training Program, known as *[Program Name]*, delivered by the [Grantee Name] in partnership with the Office of Illinois Works (ILW) and the Department of Commerce and Economic Opportunity (DCEO).
- I will successfully complete the requirements of the program as follows:
    - Minimum of 80% attendance for each of the program's courses-absences excused on a case-by-case basis only
    - Achieving a score of 70% or more each of the course's post assessments
    - Maintaining a professional attitude, demeanor, and conduct respectful of all participants, instructors, and program staff
- Training will take place on [Course Days/Times] beginning [Start Date] and running until [End Date]. Classes will take place in person at [Program Address]. If you arrive later than the starting time and/or you have multiple absences, it may result in dismissal from the training program and, as a result, unsuccessful completion.
- Due to situations beyond the control of the program, this program may temporarily or permanently move to a hybrid or virtual learning format. If this occurs, additional instructions and information will be supplied to you. During these times you will need access to a computer with a camera and audio and Internet access in order to fully participate.
- If you are loaned any technology from [Grantee Name] or one of its partners, you are required to follow the established technology policy established by [Grantee Name] and ILW.
- These courses are offered by [Grantee Name]. Funding is provided by a grant from Illinois Works and DCEO.
- Instructors and program staff will be issuing reports based on attendance, tardiness, participation, performance, and professionalism to [Grantee Name] and the ILW.
- If I am having any personal or professional challenges that interfere with training or attending other required program activities, I will contact the Student Success Coordinator from [Grantee Name] that is assigned to me as soon as possible.
- I will commit to providing [Grantee Name] all documentation required for tracking key performance indicators required by Illinois Works and DCEO.
- I will commit to participating in the evaluation to be conducted by [Grantee Name] after training is completed which includes answering phone calls, email and text message when contacted by the ILW training provider where I was part of and the Office of Illinois Works or the Illinois Works Career Services Team.

[Insert Grantee Logo]

- I will comply with all random drug tests required by [Grantee Name].
- I will commit to complying with all COVID-19 protocols and requirements as outlined by [Grantee Name], in response to requirements and recommendations from all competent authorities.
- In compliance with the Family Educational Rights and Privacy Act (FERPA) and other state laws, I give permission to [Grantee Name] to release all information collected during this program to the Illinois Department of Commerce and Economic Opportunity (DCEO), Office of Illinois Works.

Participant Signature: _____ **Date:** _____

Participant Print: _____

Staff Signature: _____ **Date:** _____

Staff Print: _____ **Staff Title:** _____

Exhibit 7: Participant File Checklist



Participant File Checklist

Participant's Name: _____

Application Date: _____ Enrollment Date: (if applicable) _____

Cohort # / Year: (if applicable) _____

Required Documentation for Each Stage of the Participant LifeCycle	**Documentation Received (Please Initial**				**Document**
	Yes	No	N/A	Date & Initial	**Source/Comments**
Outreach and Recruitment					
Pre-screen Assessment (if completed hard copy)					
Application					
Pre-apprenticeship Program Application					
Pre-apprenticeship Program Interview Questionnaire (with scores and comments)					
Enrollment decision letter (acceptance, conditional acceptance, denial)					
Intake and Wrap-Around Services					
Proof of address/Illinois residency					
Age verification					
Proof of Driver's License					
Proof of HS Diploma/GED/HiSET					
Pre-Apprenticeship Training Program Commitment Agreement					
Wrap-Around Service Assessment and relevant Wrap-around service documents					
Career Assessment - Orientation					
Policy documents provided to participants					

Participant Name:					
Training					
Relevant documentation of Student Support, Wrap-Around, and Transition Services					
Proof of stipend payment					
Program Completion					
Certificate of Completion and/or other document indicating successful completion (NCCER Core/MC3/ICCB, OSHA 10 Construction, First Aid/CPR, etc.)					
Other credentials/certificates/certif ications earned					
Transition Services					
Documentation of application or placement in DOL Registered Apprenticeship					
Documentation of placement on DOL Registered Apprenticeship Waiting List (if applicable)					
Documentation of completion of an alternative construction or secondary transition					
Follow Up Services					
Other documents relevant to follow-up					
Exit Interview (if participant did not complete the program)					

Exhibit 8: Grantee Work Plan

Grantee Work Plan

Table A: Total Outcome Metrics

Total Number of Cohorts		**Total Number of Individuals Recruited (all cohorts)**		**Total Individuals Enrolled (all cohorts)**	
Total Individuals Completed (all cohorts)		**Total Individuals Transitioned – Primary Outcome (all cohorts)**		**Total Individuals Transitioned – Secondary Outcome (all cohorts)**	

**Participant numbers in Table A should align with those in Attachment II: Participant Demographic & Outcome Summary*

- **Recruited:** An individual who is interested in the program and has provided their contact information to be contacted for enrollment.
- **Enrolled Participant:** An individual who completes a pre-screen, application, and standardized interview and is offered to attend the program, accepts the offer, and attends training.
- **Completed Participant:** An individual who begins instruction and successfully completes all required modules and assessments to obtain industry-recognized certifications and credentials.
- **Primary Outcome Transitioned Participant:** A graduate of an Illinois Works Pre-apprenticeship training program who has applied and has been accepted to a DOL registered apprenticeship program OR who has applied and has been placed on a waiting list for a DOL registered apprenticeship program.
- **Alternative Construction Transition -** A graduate of an Illinois Works Pre-apprenticeship Program who does not enter a DOL RAP, but instead secures permanent employment in construction, in the utilities, or other construction related work.
- **Secondary Outcome Transitioned Participant:** A graduate of an Illinois Works Pre-apprenticeship training program who chooses not to apply for a DOL registered apprenticeship program and instead is actively participating in an alternate outcome (i.e. registered in a college program or other education/training program, accepted a position with employer, etc.)

Note: Transitions are counted 2 weeks after Cohort Instruction ends.

Table B: Instruction Information

Total Curricula Hours		**Length of Training Program (weeks)**	
Curriculum Offered (NABTU, NCCER, Other nationally recognized curricula)		**Certifications offered (minimum of NABTU/ NCCER/Other, OSHA-10, First Aid/CPR)**	

**Total curricula hours and information should align with information provided on Attachment III: Sample Curriculum and Proposed Curriculum Cohort Instructions*

Complete the following tables based on information per cohort. ***Per cohort outcome numbers should sum to the numbers in Table A.***

- **Recruitment** begins with the first planned outreach activity for each cohort and ends the day before the first day of instruction.
- **Enrollment** begins no later than four weeks before program instruction begins. Enrollment of participants should take place before instruction begins.
- **Program Dates are the first and last day of instruction. This should match the number of programs weeks listed in Table B. All instruction should end no later than October 30, 2026.**
- **Participant Transition** begins immediately after the end date of the program and generally lasts for 2-3 months after the program. All transition dates must be within the grant year (1/1/2026 - 12/31/2026). **For purposes of Monthly Compliance Reporting, the transition outcome is counted by the Programmatic Grant Manager two weeks after the cohort's end date.**

Cohort 1			
Individuals Recruited:			
Individuals Enrolled		**Individuals Completed**	
Individuals Transitioned – Primary Outcome		**Individuals Transitioned – Secondary Outcome**	
Outcome Metric		**Start Date**	**End Date**
Recruitment			
Enrollment			
Program Dates			
Participant Transition			

Cohort 2			
Individuals Recruited:			
Individuals Enrolled		**Individuals Completed**	
Individuals Transitioned – Primary Outcome		**Individuals Transitioned – Secondary Outcome**	
Outcome Metric		**Start Date**	**End Date**
Recruitment			
Enrollment			
Program Dates			
Participant Transition			

Cohort 3			
Individuals Recruited:			
Individuals Enrolled		**Individuals Completed**	
Individuals Transitioned – Primary Outcome		**Individuals Transitioned - Secondary Outcome**	
Outcome Metric		**Start Date**	**End Date**
Recruitment			
Enrollment			
Program Dates			
Participant Transition			

Exhibit 9: Program Improvement Plan



Program Improvement Plan

The Program Improvement Plan must be submitted to the Office of Illinois Works (ILW) following every six (6) months of program implementation. Program Improvement Plans are a key part of ILW's drive for continuous program improvement (strategically taking a good program to do even better).

- ***Table A*** features required outcome metrics that were outlined on the Grantee Work Plan.
- ***Table B*** focuses on ILW target populations goals outlined in the Program Planning Tool from the ILW NOFO.
- ***Table C*** captures areas that can be improved identified in Table A or Table B (these are areas that may be meeting or exceeding goals, but that the grantee knows that they can be further improved). Table C also allows programs to identify areas of performance they want to improve on that are not listed in Table A or Table B.

Table A: Required ILW Outcome Metrics

Outcome	**Performance Goal** *(per cohort or up to current date)*	**Actual Performance** *(per cohort or up to current date)*	**Performance Expectation** *(Not Meeting, Meeting, Exceeding)*
Individuals Enrolled			
Individuals Completed			
Primary Transition			

Table B: ILW Target Population Metrics

ILW Target Population	**Performance Goal** *(per cohort or up to current date)*	**Actual Performance** *(per cohort or up to current date)*	**Performance Expectation** *(Not Meeting, Meeting, Exceeding)*
Women			
Black, non-Hispanic			
Hispanic/Latino			
Asian			
American Indian/Alaskan Native			
Two or more races			
Veterans			

Table C: Grantee Identified Improvement *(Must include any metrics in Table A or B that are listed that are "Not Meeting" expectations and any other program area the grantee feels they can improve on regardless of whether it was listed on Tables A and B).*

Identified Area for Improvement	Action Steps to Improve	Staff Responsible	Goal Date to Improve

Exhibit 10: Final Curriculum Form

ILLINOIS WORKS
Pre-Apprenticeship Program

Final Curriculum Form

Instruction:
Review the training service modules below. This curriculum is based on the proposed curriculum your organization submitted during the application/renewal process combined with any changes resulting from negotiations. If the information below is incorrect, please cross out the incorrect information and add in corrected information highlighted in yellow. Once this form has been completed, it must be signed by the program administrator and sent to your organization's assigned ILW Grant Manager.
Upon approval of the curriculum, your organization's Grant Manager will sign and return this form via email. A copy of this form will be uploaded into IWRS and training service modules will be entered by the Grant Manager into IWRS.

Reminder: **All training service modules must have a scored student evaluation (post-assessment/performance profile) and rosters to verify attendance/stipend hours. Pass/fail assessments will not be accepted.**

Grantee Name: _____

Module Name	Number of Hours	Curricula/ Certificate	Confirm this module has a scored student evaluation (post-assessment/ performance profile)	Delivery Format (In-Person or Online)
Example: Module 102: Intro to Construction Math	*20*	*NCCER*	☒	In-Person
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	
			☐	

			☐	
			☐	
			☐	
			☐	
Total Hours		**Program Administrator's Initials Confirming Accuracy of This Table**		

Instruction Dates

These dates were pulled from the Proposed Work Plan provided during the application process. If these dates change over the course of the grant year, please update your Work Plan document, and submit to your assigned Programmatic Grant Manager. **Only grantees who were renewed for 2026 may have more than three (3) cohorts.**

Cohort	Instruction Start Date	Instruction End Date	Program Administrator Initials
1			
2			
3			
4			_____
5			

I certify that I have reviewed and approved the curriculum above. I acknowledge that if any changes to the agency's curriculum are needed throughout the grant cycle our agency will contact our grant manager for approval.

Program Administrator's Name: _____Signature: _____Date Completed: _____

---------- For Office of Illinois Works Use Only ----------

ILW Notes:_____

ILW Grant Manager Signature: _____ Date Approved: _____

Date training services were entered/verified in IWRS: _____

Exhibit 11: NCCER Evaluation Requirement List



NCCER Evaluation Requirement List

NCCER requires that all certified personnel are evaluated, and documentation is maintained for audit purposes. Use the sample forms to assist in documenting information obtained during the evaluations.

- Training Unit & Accredited Training and Education Facility Audit Summary - Checklist used to audit the training location
- Trainee Evaluation of Instructor
  Checklist used by the student or trainee to evaluate the craft instructor
- Curriculum Performance Evaluator Evaluation
  Checklist used by the Sponsor Representative to evaluate the Curriculum Performance Evaluator
- Accredited Training Program Audit Checklist
  Checklist used by the Auditor to submit to NCCER

Exhibit 12: Program Coaching Plan

Program Coaching Plan

GENERAL INFORMATION

Name of Organization:

Coach:

Track Assignment:

Coaching Plan Date:

Grantee Program Administrator:

Grantee Staff Accountability (Roles and Names):

COACHING SESSION PLAN

Anticipated Number of Sessions:

Frequency of Sessions:

Session Day/Time:

Communication Methods:

Intended Audience:

COACHING SESSION DETAILS

Overall goal of Coaching Session:

Coaching Priority #1:
Staff Accountable:

Method for Measuring Progress	Expected Outcomes	Target Completion Date

Coaching Priority #2:
Staff Accountable:

Method for Measuring Progress	Expected Outcomes	Target Completion Date

Coaching Priority 3:
Staff Accountable:

Method for Measuring Progress	Expected Outcomes	Target Completion Date

Coaching Priority #4:
Staff Accountable:

Method for Measuring Progress	Expected Outcomes	Target Completion Date

Coaching Priority #5:
Staff Accountable:

Method for Measuring Progress	Expected Outcomes	Target Completion Date

COACHING PLAN REVIEW

Grantee(s) in Attendance:

Date Coaching Plan Was Presented:

Grantee Specific Questions/Feedback:

Coach Name and Date:

Exhibit 13: Program Coaching versus Technical Assistance

Program Coaching versus Technical Assistance

To help ensure program success, Illinois Works (ILW) provides a robust catalog of professional development and technical assistance support including webinar sessions, the coaching program, technical assistance (compliance), lunch and learns, regional meetings, and the ILW annual conference. Each offers benefits associated with activities that support grantee compliance with program expectations.

Program Coaching

The goal of **Program Coaching** is to provide grantees with customized **support** in the following domains: Instructional Certifications, Pre-apprentice LifeCycle, and Business Development. According to the Illinois Works Grantee Manual, "Program Coaching is tailored to provide proactive, and preventive one-on-one support, driven by the needs analysis and coaching planning," (2022, p. X). Approximately 75 percent of coaching support is proactive, and 25 percent is reactive.

The Illinois Works Program Coach partners with individual grantee organizations to provide tailored support to help ensure program success and alignment with their ILW grant expectations.

Illinois Works conducts a **needs analysis** of each Grantee, using the following to help identify possible barriers to program success;

- Internal Controls Questionnaire (ICQ)
- Programmatic Risk Assessment Questionnaire (PRAQ)
- NOFO Reviewers' Application Evaluation Scoring Sheets and Notes
- Illinois Works Coaching Needs Assessment Questionnaire
- Per the Direction of the Illinois Works Deputy Director (contract negotiations)

The results of the needs analysis will inform the creation of a tailored **Program Coaching Plan (Track II / Track III)** or **Technical Assistance using an internal Professional Development Plan (Track I).** The grantee Program Coaching Plan will be leveraged to prevent or mitigate program challenges and to support continuous program improvement.

Program Coaching

Program Coaching is approached with optimism, possibility, and compassion with the goal of overcoming obstacles that may impose on performance outcomes. Track II Grantees will receive feedback on the results of the needs analysis, with details regarding the outcomes for Program Coaching.

*Please note, ILW Program Coaches are not programmatic staff and cannot assist grantees with program delivery but exist to provide beneficial guidance for program and organizational improvement.

Technical Assistance

The goal of **Technical Assistance** is to help ensure compliance with ILW performance expectations, reporting requirements, and grant outcomes. Grantees will receive feedback and targeted assistance guided by their monthly compliance report. This one-on-one intervention involves troubleshooting, problem solving, and corrective action to help ensure grantees meet their programmatic milestones and outcomes.

Please note, Technical Assistance is responsive and reactive support driven by program reports and deployed on an as-needed basis. Grantees will be alerted when technical assistance is necessary. Unlike Program Coaching, which is delivered by Consultants, **Technical Assistance** is delivered by ILW Grant Managers, or other ILW staff.

Benefit of Technical Assistance: Technical Assistance uses the data entered into IWRS to identify performance opportunities and addresses those directly associated with grantees.

Program Coaching vs. Technical Assistance

- Program Coaching is prevention and mitigation, while Technical Assistance aids with course correction.
- Program Coaching is scheduled regularly, while grantees will be alerted when Technical Assistance is necessary.
- Program Coaching is primarily proactive, while Technical Assistance is reactive.
- Program Coaching is delivered by independent consultants, and Technical Assistance is delivered by ILW Grant Managers, or other ILW staff.

Both **Technical Assistance** and **Program Coaching** provide "targeted assistance to grantees, with the goal of program performance improvement through program development" (ILW Grantee Manual.)

More information related to Technical Assistance/Professional Development can be found in *Section 9: Technical Assistance/Professional Development* of the ILW 2025 Grantee Manual.

Exhibit 14: Performance-based Payment Appeal Form



Performance-based Payment Appeal Form

Date: _____

Organization Name: _____

As stated in Section 11 of the Illinois Works Grantee Manual, grantees have the right to appeal to ILW if a grantee believes that they missed their outcome metrics due to variables outside of their control.

Complete this form by filling in the participant's information below and the reason for the appeal. This form can be submitted for up to three (3) participants. If you're seeking to appeal more than three participants, please contact your grant manager.

Once complete, please submit this form and any third-party verification to your assigned grant manager via email. After receiving this form and verification documents, your grant manager and the Deputy Director will review the appeal and provide an official appeal decision to your organization along with the next monthly compliance review.

Participant(s) Information:

Name	**Assigned Cohort**	**Attendance Start & End Date**
Reason for appeal:		
Outcome Appealed: □ Enrollment □ Completion □ Primary Transition □ Alternative Construction Transition □ Secondary Transition		

Name	**Assigned Cohort**	**Attendance Start & End Date**
Reason for appeal:		
Outcome Appealed: □ Enrollment □ Completion □ Primary Transition □ Alternative Construction Transition □ Secondary Transition		

Name	**Assigned Cohort**	**Attendance Start & End Date**

Reason for appeal:
Outcome Appealed: □ Enrollment □ Completion □ Primary Transition □ Alternative Construction Transition □ Secondary Transition

Is there additional information you want the Office of Illinois Works to consider as we review this appeal? If so, please provide that below.

Please note that evidence of a primary transition must be documentation of a completed transition meaning enrollment documentation that the participant has been enrolled in a DOL RAP. Applications to a DOL RAP or employer with the goal of sponsorship will not be accepted as verification of a primary transition – final verification.

_____ _____

Program Administrator Name **Date**

---------- For Office of Illinois Works Use Only ----------

Appeal Status: □Approved □ Not

Approved Date of Appeal Decision:_____

IWRS Status: □ Complete on Appeal □ Complete with Transition on Appeal
□ Incomplete with Transition on Appeal □ Completion & Transition on

Appeal Date of IWRS Status Update:_____

Status Updated by: _____

Verified Outcome Metric(s) Approved:
□ Enrollment □ Completion □ Primary Transition – Preliminary
□ Primary Transition – Final □ Alternative Construction Transition □ Secondary

Transition Office of Illinois Works Notes

Exhibit 15: Wrap-around Services Plan



Wrap-around Services Plan

Illinois Works 2025 Grantee Manual Section 6 provides guidance on planning for Wraparound as outlined, these can include an array of items, but some common services are childcare, union application support, apprenticeship fees, and transportation. Participants must opt into wrap-around services. This model of services leads to greater self-sufficiency as it challenges participants to think through long-term planning for services. The Wrap-Around Services Plan document is a resource to support planning for services, Partnerships, to ensure participants have an equitable opportunity to complete pre-apprenticeship training.
Organization Name:
Wrap-around Services Coordinator:

Illinois Works 2025 Grantee Manual Section 6: **Tables 10 and 11** can assist with identifying the specific program and/or service offered by your organization. The purpose of the Template below is to help you identify potential gaps in wrap-around services, so you can determine how the gaps can be filled. Use the Template to document Wraparound Service Partners, along with specifying if the services will be provided by internal staff or provided by an external Partner/Provider.

Wrap-around Service	Service Partner/Provider *(Please specify if the service will be provided by internal staff, or an external Partner/Provider)	Person responsible for allocation to participant	Outreach Date	Confirmation Date
Childcare				
Transportation (Public)				
Emergency vehicle repairs				
Plate Renewal				
Vehicle Registration				
Vehicle Sticker				
Plate Renewal				
Tech Support (Broadband)				
Tech Support				

(Hot Spot)				
Tech Support (Loaner Laptop)				
Driver Education (Licensing)				
Financial Literacy				
Other (please specify)				
Other (please specify)				
Other (please specify)				

Guidance on Other Wraparound Supportive Services (Complex Needs)

In addition to the identified wraparound services, Illinois Works provides guidance on populations that may experience specific challenges that require support beyond ILWs' scope of services. Please see **Table 12** for additional support for planning for these barriers. The ILWPP 2025 Grantee Manual also provides other strategies for developing supportive services for participants with **complex needs** include planning and coordination of activities including but not limited to:

- Explore areas of support that are available to populations most in need.
- Convene regional topical interest groups to gather input on target populations, workforce development, career pathway, and transition issues.
- Explore, identify, and share options for providing high-quality counseling and advising to assist all participants in designing an appropriate social, academic and/or career pathway and enabling them to persist in the continuum of programs making successful transitions along the way.
- Develop closer partnerships with social service agencies to assist immigrants and refugees with multiple native languages who may have difficulty understanding initial guidance and career counseling.
- Provide support services that empower all learners to take responsibility for self - advocacy.

Exhibit 16: Data Verification Checklist



Data Verification Checklist

Participant Name: _____

Cohort Number: _____

Outreach & Recruitment		
Task	**Hard Copy Completed**	**Uploaded/Entered in IWRS**
Participant entered in IWRS & lead category assigned	n/a	
Pre-screen Assessment		
Eligibility documents saved to participant file		n/a
Application		
Task	**Hard Copy Completed**	**Uploaded/Entered in IWRS**
Program Application		
Standardized Interview Sheet *(Two sheets, each completed by a staff member during interview)*		
Average interview Score & Interviewer Names added to IWRS	n/a	
Enrollment Status added (On or after first day of instruction)	n/a	
Intake, Wrap Around Services, Stipends		
Task	**Hard Copy Completed**	**Uploaded/Entered in IWRS**
Wrap-around Service Assessment		
Orientation Career Assessment		
Stipend Policy & Procedure provided to participant		

Student Support Services & Training

□ Completion of Orientation Career Assessment (IWRS) (E)

□ Commitment Agreement uploaded (IWRS)

□ Provide training services and job practicum (IWRS)

- □ Attendance Completed (IWRS)
- □ Post Assessment Completed (IWRS)

□ Red Flags

□ Provide student support services (if required) (IWRS)

- □ Red flag for attendance cleared (IWRS)
- □ Red flag for post-assessment cleared (IWRS)

Program Completion

□ Appropriate completion status updated

Credentials awarded (IWRS) (Uploaded documents)

- □ TradesFutures MC3/NCCER/ICCB
- □ First Aid/CPR
- □ OSHA-10
- □ Other

Transition Services and Follow Up

□ Complete Pre-transition Career Assessment (E)

□ Create a transition plan by setting up transition services in IWRS (IWRS)

□ Deliver transition services based on transition Plan (IWRS)

□ Upload transition documents (i.e. RAP application confirmation, registration fee receipt, pay stub, offer letter etc.) *This will allow ILW to determine if the transition is primary or secondary.* (IWRS)

□ Conduct follow-up questionnaire (quarterly) (IWRS)

Exhibit 17: ILWPP Close Out Checklist

ILLINOIS WORKS
Pre-Apprenticeship Program

2025 Illinois Works Pre-apprenticeship Program Grant Close Out Checklist

Organization name			
Date completed		**Form completed by:**	

Grantees must verify that all the following items are completed in IWRS for all participants. The number of profiles required for each task depends on the status of each participant in IWRS. Use the Legend on the next page to determine whether the task should be reported for a given participant.

✓	Intake/Referral	Initials Confirming All Required Profiles Are Complete
	1. Completed application in IWRS	
	2. Interview sheets uploaded (One per interviewer)	
	3. Interview score	
	4. Interviewer names entered	
	5. Eligibility documents uploaded (name, age, and residency)	
	6. Diploma/High School Transcript/GED/HiSET uploaded	
	7. Verify that participant is in the correct cohort	
	8. Signed commitment agreement uploaded	
	9. Wrap-around support service assessment completed	
	10. Orientation Career Assessment completed	
✓	**Training/Services**	**Initials Confirming All Required Profiles Are Complete**
	11. All training services added (should match approved curriculum)	
	12. All training services have accurate final status listed	
	13. All training services have accurate attendance, and rosters were uploaded to IWRS	
	14. All training services have accurate post-assessments scores	
	15. All earned credentials have been added (NCCER/MC3/ICCB, First Aid/CPR, OSHA-10, etc.) to appropriate training services	
	16. Certifications/credential documents have been uploaded to Uploads folder (NCCER/MC3/ICCB, First Aid/CPR, OSHA-10, etc.)	
	17. All wrap-around services are appropriately added and have accurate final status listed	
	18. All student support services are appropriately added and have accurate final status listed	
	19. All transition services are appropriately added and have accurate final status listed	
	20. Pre-Transition Career Assessment completed	

✓	Program Completion/Follow-Up	Initials Confirming All Required Profiles Are Complete
	21. Participant received the link to the Participant Satisfaction Survey and was asked to complete it	
	22. Appropriate program completion status has been added	
	23. Transition documentation uploaded for all participants listed as Complete & In Transition or Post-Program Active Tracking	
	24. At least one active tracking follow-up questionnaire is documented for each participant who completed the program on or before 9/30/2024	

Legend for ILWPP Grant Close Out Checklist

IWRS Status	*Tasks Required*
Not Enrolled	*1, 22*
Administrative Withdrawal	*1 – 4, 22*
Enrolled	*1 – 10, 22*
Incomplete	*1 – 19, 22*
Complete	*1 – 24*
Complete & In Transition	*1 – 24*
Post Program Active Tracking	*1 - 24*

I verify that all the items above have been accurately entered and/or updated in the Illinois Works Reporting System. I understand that if any of the tasks above are not completed for any or all participants, the Office of Illinois Works will not approve the Closeout of the 2024 Illinois Works Pre-apprenticeship Program grant until those tasks are successfully completed.

I understand that the grant Closeout allocation will not be released until all the information above is verified by the Office of Illinois Works and any other reporting requirements, including Financial, are completed.

_____ _____

Program Administrator Name *Date*

_____

Program Administrator Signature

Exhibit 18: Employment Verification Form



Employment Verification Form

Date: _____

To: The Office of Illinois Works Pre-Apprenticeship Program

Re: Employment Verification for _____[Employee Name]

Dear Office of Illinois Works Pre-Apprenticeship Program Grant Manager,

Please accept this letter as confirmation that _____[Employee] was and/or is employed with _____[Business Name].

Below are the details of employment.

Employee Job Title: _____

Dates of Employment: From: _____ To: _____

Salary or hourly wage: _____

Employment Type: □ Full Time □ Part Time □ Seasonal/Temporary □ Contract

Fringe Benefits received (if applicable):_____

This employee is enrolled in a DOL-Registered Apprenticeship Program □ Yes □ No

If yes…

- this employee was sponsored by _____[Business Name] □ Yes □ No
- this employee is a member of _____[DOL-Registered Apprenticeship Program Name]

If you need additional information, please contact me using the information below:

Name: _____ **Title:** _____

Phone Number: _____ **Email:** _____

Business Address: _____

Signature: _____ **Date:** _____

Exhibit 19: DOL-Registered Apprenticeship Program Verification Form



DOL-Registered Apprenticeship Program Verification Form

In compliance with Illinois Works Pre-Apprenticeship Program guidance, all grantees are required to offer participants information regarding any Department of Labor Registered Apprenticeship Program (DOL RAP) that the participant has expressed interest in. This includes but is not limited to assisting with apprenticeship applications, introductions to alumni or partners in that trade, DOL RAP site visits/tours. Please complete this form outlining which trade(s) were introduced to you during this program and provide information on any additional trades you may be interested in pursuing.

Name: _____

Program site: _____ **Trades of interest:** _____

Trades introduced during the program:

_____

Are there any additional trades you're interested in that you have not been introduced to/provided with information on? □ Yes □ No

If yes, what trades? _____

I acknowledge that the Illinois Works Pre-Apprenticeship Program at [Program Site/Organization Name] provided me with information or introductions to multiple trades/DOL RAPs including those I have stated I have an interest in.

Signature: _____

Print Name: _____

Date: _____

Exhibit 20: Illinois Works New Grantee Onboarding Sessions Detail

Session Title	Description	Required Audience
Illinois Works Pre-Apprenticeship Administrator Orientation	This session introduces Illinois Works Pre-Apprenticeship Program grantee administrators, managers, and coordinators to key components, expectations, and resources relevant to their Illinois Works Pre-Apprenticeship Program. New grantee administrator will be introduced to pertinent and relevant aspects of the Illinois Works Pre-Apprenticeship Program, the next steps post the orientation, and the reimbursement implementation structure.	New Grantee Administrators and New Renewal Administrators
Career Pathway Management Platform (CPMP)	Illinois Works (ILW) was intentionally designed to increase equity and opportunity in capital construction projects. ILW Career Services helps increases employment for women, individuals of color, and veterans in construction and the building trades. This session provides grantees with the range of supports available through Career Services and introduces them to the Pathway Management Platform (CPMP) system, which provides a single source that links grantees, program graduates, and potential employers.	All Grantee Administrators
Grantee Knowledge Sharing	This in-person facilitated session creates an opportunity for grantees to share best practices, lessons learned, and personal success strategies. This highly interactive activity is designed to facilitate introductions among grantees, encourage professional engagement, and allow for the exchange of knowledge with the goal of supporting grantee success during the current grant year.	All Grantee Administrators
Your Illinois Works Pre-Apprenticeship Team	Illinois Works grantees will engage with multiple individuals to support their overall success including Programmatic Grant Managers, Financial Grant Managers, and Program Coaches. This session will introduce grantees to each of these respective teams, their role, and how they can expect to engage with each of them as an Illinois Works grantee.	All Grantee Administrators
Meet Your Grant Managers	This in-person small group facilitated session utilizes a conversational format between the grantees and their respective Grant Manager. Grantees will have an opportunity to meet their Grant Manager for the current grant year, receive information regarding compliance expectations, learn how to access and leverage technical assistant (TA) support, and ask their grant managers questions relevant to their future engagement.	All Grantee Administrators

What I Wish I Knew – Networking Between New/Renewal Grantees	This in-person facilitated networking session creates an opportunity for renewal grantees to share with new grantees, "what they wish they would have known" when they were a new grantee. This highly interactive activity allows for collegial peer mentoring as renewal grantees share lessons learned, potential programmatic pitfalls, success strategies, etc.	All Grantee Administrators
Journey through the LifeCycle Exercise	The Illinois Works Pre-Apprenticeship LifeCycle is a model that outlines the progression of individuals through the Illinois Works Pre-apprenticeship Program from applicant to post-transition follow-up. Each stage of the LifeCycle for the pre-apprentice demonstrates an integral step in preparing participants to enroll in RAPs. With support from ILWPP, grantees are expected to guide their participants through a strategically planned and carefully implemented program that will specifically address the needs of the grantee's target population(s). This session will introduce grantees to the Illinois Works Pre-apprenticeship LifeCycle and briefly describe program requirements for each phase of the LifeCycle.	New Grantee Administrators and New Renewal Administrators
IWRS I Training	This is the first of a four-part series. This session provides program administrators with an IWRS demonstration and practice opportunity. Program administrators receive information about the Illinois Works Reporting System (IWRS), the relationship between IWRS and the Pre-Apprenticeship LifeCycle, main navigation page, key reports, utilization of the ticketing system, and accessing IWRS resources. Program administrators will also learn how to add/update partners and worksite placement information.	All Grantee Administrators
IWRS II Training	This is the second of a four-part series. This session provides attendees with an introduction to Illinois Works Reporting System (IWRS), IWRS roles, the relationship between IWRS and the pre-apprenticeship LifeCycle, Illinois workNet help desk ticket system, and main navigation page. Participants will also learn how to add/update partner information, pre-screening assessments, applications, career assessments, and wrap-around services assessments.	All Grantee Administrators & Data Entry Coordinator
Introduction to IWRS Technologies	Illinois Works is committed to leveraging technology for continuous program and quality improvement. With this goal in mind, Illinois Works provides the following technological tools to support the Illinois Works Pre-Apprenticeship Program:	New Grantee Administrators, New Renewal Administrators, and New

	• Illinois Works Reporting System (IWRS) • Career Pathway Management Platform (CPMP) • Illinois Works Heat Map • Illinois workNet—Illinois Works Partner Guide Grantees will receive an introduction to each of the technologies, and information on how they and their ILWPP staff can gain access to each of them.	Program Managers
Role of Data Entry Coordinators	The Data Entry Coordinator (DEC) is a staff role responsible for entering data into the Illinois Works Reporting System (IWRS) in a timely and accurate manner, including entering participant information, programmatic and service data, outcome metrics, and verifying data accuracy. This role is a cornerstone to the successful implementation and delivery of an Illinois Works Pre-Apprenticeship Program. Because Illinois Works is a performance-based reimbursement model, this role is intimately connected to the organizations ability to be reimbursed for their performance outcomes. This session is designed to provide grantees and their Data Entry Coordinators' information about the performance-based payment model; the goal of ILW and DCEO to produce real change in Illinois, and the connection between the performance-based payment and the reimbursement metrics.	All Grantee Data Entry Coordinator
Data Quality Management Plan – Working Session	Grantees are accountable for program management and continuous improvement. Continuous program improvement (CPI) is the ongoing assessment of performance outcomes with the goal of identifying opportunities for incremental and innovative enhancements. Successful grantees incorporate a comprehensive Data Quality Management Plan (DQMP) into their continuous program improvement processes. This facilitated working session is designed to guide grantees through the creation of a data quality management plan that can be implemented within their Illinois Works Pre-Apprenticeship Program.	All Grantee Administrators & Data Entry Coordinator
Track III Coaching Session	The ILW Track III-Accelerator Program is a structured initiative designed to rapidly accelerate the growth of entry-stage organizations who need additional support to successfully implement the Illinois Works Pre-Apprenticeship Program. The **Track III-Accelerator Program** enables grantee success by mitigating and preventing program challenges, while reducing or removing barriers.	All Track III – Accelerator Program Grantee Administrators

	This session will provide Track III-Accelerator Program Grantees with information regarding the support, tools, and upfront financial support they will receive from the Illinois Works Professional Development Team to help them develop their organizations' capacity, cultivate workforce development expertise, and implement each stage in the Pre-apprentice Lifecycle.	
Illinois Works Coaching Needs Assessment Questionnaire	Program Coaching is a tailored service driven by a comprehensive needs analysis, including the Illinois Works Coaching Needs Assessment. This session is designed to assist grantees in completing the Illinois Works Coaching Needs Assessment Questionnaire.	All Grantee Administrators
2025 Grantee Manual I	This session is the first installation of a three-part series that reviews sections one (1) - three (3) of the 2025 Grantee Manual to ensure grantees can effectively implement their pre-apprenticeship program.	New Grantee Administrators and New Renewal Administrators
2025 Grantee Manual II	This session is the second installation of this three-part series that reviews sections four (4) - eight (8) of the 2025 Grantee Manual to ensure grantees can effectively implement their pre-apprenticeship program.	New Grantee Administrators and New Renewal Administrators
2025 Grantee Manual III	This session is the final installation of this three-part series that reviews sections nine (9) - fourteen (14) of the 2025 Grantee Manual to ensure grantees can effectively implement their pre-apprenticeship program.	New Grantee Administrators and New Renewal Administrators
2025 Grantee Manual Updates	The Illinois Works Grantee Manual provides grantees with guidance on how to successfully implement their Illinois Works Pre-Apprenticeship Program in compliance with Illinois Works and the Illinois Works Job Program Act. The original Grantee Manual was released in early 2022. The **2025 Grantee Manual** has been enhanced with additional program guidance, the application of new or updated data management systems, and additional tools including exhibits and templates. This webinar is designed specifically for 2025 grantees who were offered and will receive Illinois Works Pre-Apprenticeship renewal grants for the 2025 program year which started in January of the same year.	Renewal Grantee Administrators
IWRS III	This is the third of a four-part series. This session provides attendees with information regarding IWRS roles, the	New Grantee Administrators and New

	relationship between IWRS and the pre-apprenticeship lifecycle, additional IL workNet features, and key reports. Participants will also learn how to add/update provider information, training services, attendance records, and career assessments.	Renewal Administrators
IWRS IV	This is the four and final session of a four-part series. This session provides attendees with information regarding IWRS roles, the relationship between IWRS and the pre-apprenticeship lifecycle, main navigation page, and select reports. Participants will also learn how to add/update participant information, training services, program completion, follow up, and how to complete the closeout process.	New Grantee Administrators and New Renewal Administrators
2025 IWRS Updates	The **Illinois Works Reporting System (IWRS)** was designed by SIU's Center for Workforce Development for the specific purpose of tracking participant, organizational, and compliance data for the Illinois Works Pre-apprenticeship Program. This database was initially launched in February 2022. Leveraging the feedback received during the 2025 grant year, several updates have been made or are planned for 2025. During this session, grantees will be introduced to the IWRS updates. In addition, grantees will be provided with an overview of the additional planned updates for the grant year.	Renewal Grantee Administrators

Exhibit 21: IWRS Pre-screen Assessment

IWRS Pre-screen Assessment

Instructions: *The IWRS Pre-screen Assessment determines basic eligibility for the program. Organizations and institutions may NOT impose criteria from other workforce development or academic programs on Illinois Works applicants. Of specific note, colleges, universities, and other academic institutions cannot deny admission if an applicant owes the institution money for ANY reason (i.e. tuition, parking tickets, meal plans, etc.). The eligibility is determined using the Pre-screening Assessment and cannot be modified by the grantee.*

If needed, the Pre-screen Assessment can be conducted on paper, but answers must be entered into IWRS within 24 hours of completion.

Pre-screen Assessment Questions

1. Do you have an interest in making a career in the construction industry?
   This question assesses whether the applicant is planning to make a career in the construction trades.

   If the answer to this question is "no," the grantee should continue the screening for follow-up purposes but then refer the applicant to alternate programs. However, the grantee should follow up with the applicant 6-12 months later to re-assess the applicant's interests and to determine if they have changed.

2. Do you have the ability to attend the program?
   This question assesses whether the applicant has the time and capacity to meet program time requirements and expectations.

   If the answer is "no," the grantee should determine the reasons the applicant does not have the ability. If the barrier can be mitigated or eliminated through wrap-around services, then the applicant can move forward. However, if the barrier is not immediately solvable, the grantee should maintain the applicant's information and follow up within 6-12 months.

3. Do you have a high school diploma or GED/HiSET or are you applying for a high school-based program?
   Applicants must have a high school diploma or a GED/HiSET certificate to participate in the Illinois Works Pre-Apprenticeship Program, unless the grantee is an Illinois Works approved high school-based program.

If the answer is "no," the grantee should refer the applicant to a partner organization that offers GED/HiSET training. The grantee should maintain the applicant's information and follow up within 6 months.

4. *Are you at least 18 years of age or are you applying to a high school-based program?*

   It is a requirement of the Illinois Works program that all applicants be at least 18 years of age, unless the grantee is an Illinois Works approved high school-based program.

   If the answer is "no," follow up at the time the participant is 18 years of age.

5. Are you an Illinois resident?

   All applicants must be an Illinois resident.

   If "no," but the applicant plans to move to Illinois, the grantee should maintain their information and follow up within 6-12 months or at an agreed upon date.

   If "no," and the applicant does not plan to move to Illinois, the grantee should refer them to an alternate program in their state of residence.

6. Have you previously participated in a US DOL-registered apprenticeship program in construction or a building trade?

   This program is designed for individuals who are new to the construction industry and the trades and are interested in pursuing a career through a US DOL-registered apprenticeship program. Individuals who have already enrolled or participated in a US DOL-registered apprenticeship program in construction and the trades **are not eligible for enrollment.** Also, individuals declared by a US DOL-registered apprenticeship program in construction or the trades to be a journeyperson are not eligible for enrollment.

7. How did you hear about this program?

   A drop-down menu will be provided for grantees in IWRS to choose how the applicant heard about the pre-apprenticeship program (i.e., friends or family member, social media, flyers, non-profit, or faith-based referral, among others).

   If the answer is "yes" to the first five questions and "no" for the sixth or eligibility is met for approved high school-based programs, the applicant should complete a program application.

   After completing the questions above, the assessment requests how the individual heard about the program, the participant's sex and race, and the grantee's determination if the individual meets all program requirements.

IWRS Pre-screen Assessment

First Name* _____

Last Name* _____

Phone* _____

Email* _____

Provider* _____

Type* ○ Closed Lead Inquiry ○ Cold Lead Inquiry ○ Warm Lead Inquiry ○ Hot Lead Inquiry

Do you have an interest in making a career in the construction industry? *

Yes ○ No ○

Do you have the availability to attend the program? *

Yes ○ No ○

Do you have a High School Diploma or GED/HISET or are you applying for a high school-based program? *

Yes ○ No ○

Are you at least 18 years of age or are you applying to a high school-based program? *

Yes ○ No ○

Are you an Illinois resident? *

Yes ○ No ○

Have you previously participated in a US DOL-registered apprenticeship program in construction or a building trade? ○ Yes ○ No

How did you hear about this program? *

○ Email
○ Social Media
○ Family or Friends
○ American Job Center
○ Organization Website
○ Mailings
○ Newspaper/Magazine
○ Radio
○ Nonprofit/Faith-based Organization Referral
○ TV
○ Other

Pre Screening Result *

- ○ Does not meet pre-screening requirements
- ○ Meets pre-screening requirements. Not participating at this time.
- ○ Meets pre-screening requirements. Interested in participating.

Pre Screening Date * _____

Follow-Up Date _____

Sex * ○ Male ○ Female ○ Non-binary ○ Prefer not to answer

Races* *Select all that apply.*

- ○ American Indian or Alaskan Native
- ○ Asian
- ○ Black/African American
- ○ Hawaiian or Pacific Islander
- ○ Hispanic
- ○ Prefer not to answer
- ○ White

Exhibit 22: Wrap-Around Service Assessment

ILLINOIS WORKS
Pre-Apprenticeship Program

Wrap-Around Service Assessment

Instructions: The Wrap-Around Service Assessment must be completed during Intake. The role of intake staff is to offer services, but wrap-around services are optional for participants to opt into or decline. Participants can opt into services at any point during active enrollment in the program. If participant needs change during the program and additional services are needed, a new assessment is not needed. Additional services may be added in IWRS following the guidance provided in the most recent Grantee Manual.

Participant Name: _____ **Assessment Date:** _____

TRANSPORTATION COSTS:

Do you have reliable transportation to and from the program? * □ Yes □ No

If yes, what is your primary form of transportation? (Select all that apply) *
□ Bus □ Car □ Train □ Bike

If no, what assistance do you need with reliable and accessible transportation? (Select all that apply) *
□ Public transit fare/cards □ Car Repairs (up to a $500 threshold, for emergencies only)
□ Plate/City Sticker Renewal fees □ Other: _____

CHILDCARE/FAMILY MEMBER CARE:

Do you have any family members that depend on your care? * □ Yes □ No
If yes, will your family members have support/care while you are in the program? * □ Yes □ No

TECHNOLOGY ASSISTANCE FOR VIRTUAL LEARNING (BROADBAND AND HARDWARE) – (Ask this question IF VIRTUAL LEARNING WILL BE EMPLOYED):

Do you have steady and reliable access to internet? * □ Yes □ No
Do you have a computer that will allow you to access lessons including online instruction? * □ Yes □ No

DRIVERS'S EDUCATION FEES:

Do you have a Driver's license? license? □ Yes □ No

FINANCIAL LITERACY:

Do you feel confident in your ability to manage your personal finances including budgeting, saving, investing, or debt management? □ Yes □ No

DIGITAL LITERACY:

Do you feel confident in your ability to use a computer or tablet to perform job functions like submitting a timecard, navigating the internet, or creating a Word document? □ Yes □ No

OTHER WRAP-AROUND SUPPORT SERVICES:

Are there additional supports that would ensure your attendance and completion of the pre-apprenticeship program? * □ Yes □ No

Participant's Signature: _____ Date: _____

Conductor's Signature:_____ Date:_____

This document was developed by the Office of Illinois Works for use by Illinois Works Pre-apprenticeship Program grantees. This application corresponds to the digital application in IWRS.

Template 1: Sample Discrimination, Harassment, and Bullying Policy



[Insert Organization Logo]

Sample Discrimination, Harassment and Bullying Policy

[Grantee Name] strives to create and maintain a working and training environment in which people are treated with dignity, decency, and respect. The environment of the organization should be characterized by mutual trust and the absence of intimidation, oppression, and exploitation. [Grantee Name] will not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and by education of employees, [Grantee] will seek to prevent, correct, and discipline behavior that violates this policy.

All employees, regardless of their positions, and program participants are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee or participant who violates this policy. Managers and employees who knowingly allow or tolerate discrimination, harassment, or bullying, including the failure to immediately report such misconduct are in violation of this policy and subject to discipline.

Prohibited Conduct Under This Policy

[Grantee Name], in compliance with all applicable federal, state, and local anti-discrimination, harassment, and bullying laws and regulations, enforces this policy in accordance with the following definitions and guidelines:

Discrimination

It is a violation of [Grantee Name]'s policy to discriminate in the provision of training opportunities, benefits or privileges; to create discriminatory training conditions; or to use discriminatory evaluative standards in training if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, sex, sexual orientation, gender identity or expression, genetic information or marital status.

Discrimination of this kind may also be strictly prohibited by a variety of federal, state, and local laws, including Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, and the Americans with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws. Discrimination in violation of this policy will be subject to disciplinary measures up to and including dismissal from the program, if participants, or termination, if staff.

Harassment

[Grantee Name] prohibits harassment of any kind, including sexual harassment, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce a participant, employee, co-worker, or any person working for or on behalf of [Grantee Name]. The following examples of harassment are intended to be guidelines and are not exclusive whether there has been a violation of this policy:

- ***Verbal harassment*** includes comments that are offensive or unwelcome regarding a person's national origin, race, color, religion, age, sex, sexual orientation, pregnancy, appearance, disability, gender identity or expression, marital status or other protected status, including epithets, slurs and negative stereotyping.

- ***Nonverbal harassment*** includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of national origin, race, color, religion, age, gender, sexual orientation, pregnancy, appearance, disability, sexual identity, marital status or other protected status.

Bullying

[Grantee Name] prohibits any type of bullying behavior. Bullying is defined as engaging in repeated actions which cause another person to experience intimidation, the unlawful use of physical force or harassment that is so severe, pervasive, and objectively offensive that it denies the victim equal access to the program's resources or opportunities. Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intention for the alleged bully is irrelevant and will not be given consideration when appropriate disciplinary action is needed. As in sexual harassment, it is the effect of the behavior upon the individual-especially the establishment of fear that a reasonable person would experience – which is important.

Retaliation

No hardship, loss, benefit, or penalty may be imposed on a complainant in response to:

- Filing or responding to a bona fide complaint or discrimination, harassment, or bullying.

- Appearing as a witness in an investigation of a complaint.

- Serving as an investigator of a complaint.

Alternative Legal Remedies

Nothing in this policy may prevent the complainant or the respondent from pursuing formal legal remedies or resolution through local state or federal agencies or the courts.

Document source: Anti-harassment policy and complaint procedure (includes dating/consensual relationship policy provision). (2022). SHRM. https://www.shrm.org/resourcesandtools/tools-and-samples/policies/pages/cms_000534.aspx

Template 2: Sample Discrimination/Harassment/Bullying Complaint Form

[Insert Organization Logo]

Sample Discrimination/Harassment/Bullying Complaint Form

Name: _____

Address: _____

City, State, Zip Code: _____

Home Telephone: _____

Cell Phone: _____

Nature of discrimination/harassment/bullying:

___Race **___Sex (including pregnancy, sexual orientation)**

___Color **___Gender Identity**

___Religion **___Veteran's Status**

___Disability **___National Origin**

___Other (please explain/describe) _____

Date of Alleged Discrimination/Harassment/Bullying _____

Name of Alleged Offender (if known) _____

May we contact this individual? ____Yes ____No

Describe alleged incident (use additional sheets if necessary):

Remedy requested:

[Insert Organization Logo]

The information above is true and correct to the best of my knowledge.

Signature: _____Date: _____

Template 3: Sample Policy and Checklist for Addressing Discrimination/Harassment/Bullying Complaints

ILLINOIS WORKS Pre-Apprenticeship Program **[Insert Organization Logo]**

Sample Policy and Checklist for Addressing Discrimination/Harassment/Bullying Complaints

Organization: Date of Initial Complaint _____

Name of Complaining Party: _____Name of Alleged Offender: _____

Type of Complaint (Check All That Apply): _____Discrimination _____Harassment _____Bullying

Action Steps to Respond to Complaints	Step Completed			Comments
	Yes	No	Date Completed	
Initial Step After Receiving Complaint				
After the initial complaint was received, did the grantee follow the following steps?				
Consider whether to place the accused on paid administrative leave pending the investigation. Some factors to consider include whether the accused poses a potential safety risk and whether having the accused in the workplace may intimidate witnesses or otherwise impede the investigation.				
Take appropriate interim steps to prevent harassment and retaliation. For example, it may be appropriate to separate the accused and the complainant, instruct the accused not to communicate with the complainant, or to place an upcoming performance review on hold pending the conclusion of the investigation.				
Determine who will conduct the investigation. Choose the investigator carefully, as that person may need to testify in any legal proceeding.				

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

• Investigators must be free from actual or apparent bias or conflict of interest. For example, an investigator should not investigate the conduct of the investigator's superiors or friends. • Determine whether to retain an outside investigator. Consider whether the investigator needs a particular expertise. Name of Investigator: _____				
Preserve evidence that may be relevant to the investigation. The evidence may include emails, texts, and internal messages. Involve IT as necessary.				
Develop a public relations strategy if there may be potential media coverage or publicity.				
The Investigation Process				
During the investigation process, did the designated investigator complete the following steps:				
Conduct the investigations promptly. If there was misconduct, it should be corrected as soon as possible.				
Determine an investigation plan but remain flexible. For example, the number of witnesses interviewed, and documents reviewed should be appropriate to the situation.				
Consider the order in which witnesses are interviewed and what information to share with witnesses. Typically, a best practice is to interview the complainant first and the accused last. Witnesses should be told that the company will maintain confidentiality consistent with the need to investigate.			Complainant Interview Date: _____ Alleged Offender Interview Date: _____ Witness 1 Interview Date:	

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

			_____ Witness 2 Interview Date: _____	
Prepare notes soon after the interviews. Document key quotes and any admissions made. Be thoughtful about your notes, as they may be discoverable if the matter results in litigation. Decide whether to have the witnesses submit or sign statements.				
Report Findings				
After the investigation was completed, were the following steps taken to report findings?				
Determine whether a written report is necessary for all or parts of the investigation and, if so, what level of detail is appropriate for the report.				
Determine what level of detail is appropriate for the report.				
Appropriate Corrective Action				
After the report was created, did the investigator follow the steps below?				
Determine correction action for alleged offender (if necessary)				Corrective Action:
Determine decision makers for corrective action				Decision Maker(s) for Corrective Action:
Close-Out and Other Follow-Up After the Investigation				
Before closing out the complaint, were the following steps taken?				
Inform all parties involved the investigation has concluded and that				

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

appropriate action has been taken. The organization may not be able to share more information due to privacy concerns.				
Instruct participant(s) to report any further concerns through the appropriate complaint channels.				
Remind all involved parties that retaliation prohibited.				
Instruct participants to report any retaliation promptly.				

Investigator's Signature: _____Date: _____

Decision Maker's Signature: _____Date: _____

Document based on information from: Peters, K. & Watson, E. (2019). *You've got an internal sexual harassment complaint: Now what?* JD SUPRA. https://www.jdsupra.com/legalnews/you-ve-got-an-internal-sexual-42497/#:~:text=Take%20appropriate%20interim%20steps%20to%20prevent%20harassment%20and,on%20hold%20pending%20the%20conclusion%20of%20the%20investigation

Template 4: Sample Marketing Plan Worksheet & Timeline

ILLINOIS WORKS Pre-Apprenticeship Program

[Insert Grantee Logo]

Marketing Plan Worksheet & Timeline

A marketing plan is a critical tool for successful outreach. A marketing plan should outline the target audience, a list of communication channels that will be utilized, a timeline for when marketing and communications will be distributed, and staff assignments.

Here are some items to think about before launching your program's marketing an:

- **Who is your audience?**

  Think about type of outreach, images or words might attract your target population.

  a. Do your program's marketing materials feature members of your target population?
  b. Are the materials addressing key issues that are important to that population? (childcare, transportation, career potential, how they can make an impact etc.)
  c. Are the materials easy to read and understand?
  d. Are the materials in the language your population may prefer?

- **Where does your audience look for information?**

  Depending on your target population your program may need to target specific communication mediums or locations. Some places to market may include:

  1. Local community gathering places (community centers, gyms, grocery stores, churches, libraries, park district)
  2. Social media (Facebook, Twitter, Instagram, LinkedIn)
  3. Email newsletters/listserv
  4. Building partnerships/referral networks
  5. Radio or television
  6. Newspapers (digital or paper)
  7. Veterans' organizations
  8. Career fairs/Graduate fairs
  9. Word of mouth

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert Grantee Logo]

- **How often should you send out outreach messages?**

  The goal of outreach is to increase awareness of the program on an ongoing basis. As a result, your program should decide how often these messages should go out and when. What is realistic for your organization and what would be most helpful for your target population?

- **How much money (if any) will be dedicated to your outreach efforts?**

  Not all outreach requires funding, but some avenues do, including paid advertisements on social media, printing flyers, and registration fees for outreach events, among others. If your team is going to utilize outreach that requires funding, make sure to allocate an appropriate budget to your marketing efforts.

- **Who is responsible for creating, approving, and sending out outreach messages?**

  As part of your plan identify how marketing messages will be created and distributed and who is responsible for these tasks. It may be that your program has a single marketing person, or you may have to split tasks among a few people. Also, it is important to identify if any members of the program need to approve materials before they are sent to the public.

- **Track your progress**

  As you increase your outreach efforts, make sure to track what locations, tools, or messages are most successful. These could include social media reactions/engagements, email opens/clicks, referrals, or the number of participants that cite a specific location/tool. In the pre-screening tool for all potential participants there is a question regarding how participants learned about your program. This is an easy metric that is already tracked for you in the Illinois Works Reporting System (IWRS).

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert Grantee Logo]

Marketing Plan Worksheet

What is your target population? (age, race, ethnicity, gender, geographic location, language etc.)

What do members of your target population care about? Or what services might this group need?

Where do members of your target population get their information?

What is a realistic timeline for your organization to do outreach?

Weekly Biweekly Monthly Quarterly Other:

Will any of your marketing activities cost money? If so, what is the budgeted marketing amount?

[Insert Grantee Logo]

Staff member assigned to:

Task/Responsibilities	Staff Member(s) Assigned
Create Marketing Materials	
Approve Marketing Materials	
Distribute Marketing Materials	
Track Effectiveness of Marketing Materials	
Other:	

What metrics or measures will be tracked to determine success of the programs outreach efforts?

Based on the metrics identified above, how will your program define success?

ILLINOIS WORKS
Pre-Apprenticeship Program

[Insert Grantee Logo]

Marketing Activities Timeline

	Outreach Activity	Outreach Tool	Outreach Location(s)	Assigned to	Cost
Example	*Digital outreach*	*Social media*	*Facebook, Twitter, Instagram*	*J. Doe*	*$50*
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

Template 5: Sample Illinois Works Pre-apprenticeship Program Flyer

Sponsored by ILLINOIS WORKS



Illinois Works

Pre-Apprenticeship Program

Are you interested in a career in Construction and the Building Trades, and have not already enrolled or participated in an US DOL apprenticeship program or been declared by a DOL apprenticeship program to be a journeyperson?

Illinois Works' **FREE** Pre-Apprenticeship program can prepare you to successfully transition to a Department of Labor registered apprenticeship in the trades!

Target Audience

All Illinois residents are welcome with an emphasis on women, people of color and veterans.

Eligibility Requirements

- Minimum of 18 Years of Age
- Possess a High School Diploma/GED/HiSET
- Illinois Resident

Program Offer

- Classroom Instruction
- Wrap-Around Services
- Student Support Services
- Stipends
- Industry-Recognized Certifications

(NCCER Core/ MC3/ OSHA 10, First Aid-CPR)

Note: Individuals who have already enrolled or participated in an US DOL apprenticeship program or been declared by a DOL apprenticeship program to be a journeyperson are not eligible.

For More Information, Contact:

[Grantee Name]

[Grantee Phone Number]

[Grantee Contact] [Grantee Contract Email/Phone]

[Grantee ILW Website/Landing Page]

[Grantee Logo]

All qualified applicants will receive consideration without regard to race, color, religion, sex, disability, age, sexual orientation, gender identity, national origin, veteran status, or genetic information. Illinois Works is committed to providing access, equal opportunity, and reasonable accommodation for individuals with disabilities in its services, programs, and activities.

Illinois Department of Commerce & Economic Opportunity
JB Pritzker, Governor

Template 6: Illinois Works Pre-apprenticeship Program Information Sheet

Illinois Works Pre-apprenticeship Program Information Sheet

Program Design & Goal

The Illinois Works Pre-Apprenticeship program is designed to increase the number of qualified construction and building trades apprentices who are **women, people of color, veterans,** and **prepare them to enter full apprenticeship programs** on their way to careers in the construction and building trades.

Eligibility Requirements

To enter the program applicants must be/have:

18 years of age, Illinois resident, high school diploma or GED/HiSET certificate, interest in career in the construction & building trades

Additional Criteria

The following criteria are not requirements but will help participants be more successful in the program. If applicants need assistance with any of the following, **the program can offer support services.**

Driver's License Reliable Transportation English Proficiency, among others.

Support Services Offered

Below is just a sample of the services offered. Additional services are available depending on participant's needs.

Childcare Transportation Assistance, Housing Assistance, Math & Reading Tutoring, Mental Health Counseling, among others.

Stipends

Stipends are paid out based on participant performance including attending mandatory sessions and passing module assessments.

Industry Recognized Certifications/Credentials

NCCER Core Curriculum Certification, OSHA 10-Hour Construction Certification, and First Aid/CPR Certification

Job Readiness & Registered Apprenticeship Assistance

The program's goal is to help participants enter Registered Apprenticeship Programs. Below are some of the services available:

Resume Writing, Mock Interviews, Apprenticeship Application Assistance, Apprenticeship Program Tours, among others

Module	Required Hours
ILW Orientation	4
Basic Safety	4
OSHA 10-Hour Construction Certification	11
Construction Math	40
First Aid/CPR	8
Introduction to Hand Tools	12
Introduction to Power Tools	12
Introduction to Construction Drawings	12
Introduction to Basic Rigging	10
Basic Communication Skills	8
Basis Employability Skills—Part 1	8
Harassment Prevention	4
Diversity & Inclusion in Construction	4
Introduction to Materials Handling	8
Basic Employability Skills—Part 2	16
Test Taking Skills	4
Job Site Work	20
Total Hours	183

[Insert Grantee Logo]
[Insert Grantee Name] [Insert Grantee Address]
[Insert Grantee Phone Number] [Insert Grantee Website]

Template 7: Illinois Works Pre-Apprenticeship Program Open House Sample Agenda

[Insert Grantee Logo]

Illinois Works Pre-Apprenticeship Program
Open House Agenda

[Time] Welcome

[Time] Illinois Works Construction Pre-Apprenticeship Program

- Program Design
- Program Values
- Eligibility Requirements

[Time] Guest Speaker(s)- Construction Pre-Apprenticeship Alumni

[Time] Program Contact Information

- Name
- Email Address
- Phone Number

[Time] Questions & Answers

[Time] Networking -Light Refreshments Served

Template 8: Sample Applicant/Participant Referral Form

[Insert Grantee Logo]

Applicant/Participant Referral Form

Participant Name: _____ Referral Date: _____

Referral Service Category:

□ Delivery of Other Instruction □ Wrap-Around Services

□ Student Support Services □ Transition Services

Referral(s):

Specific Service	Agency	Phone Number	Agency Address	Agency Website
Example: Childcare	*KidsCare123*	*708-555-5555*	*123 Chicago Ln. Chicago, IL 60613*	*www.KidsCare123.org*

Grantee Staff Name:_____

Grantee Staff Title: _____

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-Apprenticeship Program grantees.

Template 9: Enrollment Decision Sample Letter – Full Acceptance

[Insert Grantee Logo]

[Date]
[Participant Name]
[Participant Address]
[Participant City, State, Zip Code]

Dear [Participant Name],

Congratulations! It is with great pleasure that I offer you acceptance into the Illinois Works Pre-Apprenticeship program at [Provider Name]. Based on your application and interview, I have confidence that you will be an outstanding addition to our cohort beginning this [Fall/Winter/Spring/Summer]. Prior to beginning the program, we ask that you complete the following steps:

- ***Verification Documents***
  Prior to or on your first day of training, please bring in documentation that confirms your date of birth (i.e., Driver's License/State ID, Birth Certificate) and your high school/GED/HiSET completion (i.e., Diploma, Official Transcript, Certificate).

- ***Set-up an Intake Appointment.***
  Now that you have been accepted to the program, there is a host of support services available to you. During your intake appointment, our team will provide you with a list of services available through our agency or partner agencies designed to bolster your success. During this meeting, we also welcome any questions you may have about the program. Call our office at [Provider Phone Number] to set-up your intake appointment as soon as possible.

Please note that if you do not complete the items above, your acceptance to the program may be revoked at the discretion of the program.

Please find program information below:
Program Address: [Program Address]
Program Dates & Times: [Program Dates & Times]

We cannot wait for you to join our program! Please do not hesitate to reach out to me or any member of our team.

Sincerely,
[Program Contact Signature]
[Program Contact Typed Name]
[Program Contact Email]
[Program Contact Phone Number]

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-Apprenticeship Program grantees.

Template 10: Enrollment Decision Sample Letter – Conditional Acceptance

[Insert Grantee Logo]

[Date]

[Participant Name]
[Participant Address]
[Participant City, State, Zip Code]

Dear [Participant Name],

Congratulations! It is with great pleasure that I offer you conditional acceptance to the Illinois Works Pre- Apprenticeship Program at [Provider Name]. Based on your application and interview, I have confidence that you will be an outstanding addition to our cohort beginning this [Fall/Winter/Spring/Summer]. Prior to beginning the program, we ask that you complete the following steps:

I. ***[Insert Conditional Item –Highlight any conditional item]***

II. ***Verification Documents***

Prior to or on your first day of training please bring in documentation that confirms your date of birth (i.e., Driver's License/State ID, Birth Certificate) and your high school/GED completion (i.e., Diploma, Official Transcript).

III. ***Set-up an Intake Appointment.***

Now that you have been accepted to the program, there are a host of support services available to you. During your intake appointment our team will provide you with a list of services available through our agency or partner agencies designed to bolster your success. During this meeting we also welcome your questions about the program. Call our office at [Provider Phone Number] to set-up your intake appointment as soon as possible.

Please note that if you do not complete the item(s) highlighted above, your acceptance to the program may be revoked at the discretion of the program.

Program Information:

Program Address: [Program Address]
Program Dates & Times: [Program Dates & Times]

We cannot wait for you to join our program! Please don't hesitate to reach out to me or any member of our team.

Sincerely,
[Program Contact Signature]
[Program Contact Typed Name]
[Program Contact Email]
[Program Contact Phone Number]

Template 11: Enrollment Decision Sample Letter – Denial

[Insert Grantee Logo]

[Date]

[Participant Name]

[Participant Address]

[Participant City, State, Zip Code]

Dear [Participant Name],
Unfortunately, our program is unable to offer you acceptance into the Illinois Works Pre-Apprenticeship program at [Provider Name].

[For eligibility that cannot be changed – i.e., no GED or License and unwilling to get these etc. OR alternate reason – i.e., low scores on standardized interview]

Based on your application you are presently unable to meet the eligibility requirements for the program. However, we would like to refer you to [referral partner or Illinois workNet] for alternate programs and services.

[For eligibility that can be changed – i.e., no GED but willing to get this]
Based on your application you are presently unable to meet the eligibility requirements for the program due to [insert eligibility requirement]. However, our organization provided you with information for [referral partner].

Through [referral partner]'s program you have the opportunity to become eligible for our program. We will maintain your information and follow up with you periodically to determine your interest in reapplying for our program. Please find [referral partner]'s information listed below.
[Referral Partner Name]
[Referral Partner Address]
[Referral Partner Phone Number]
[Referral Partner Website]

If our team can be of additional assistance, please feel free to reach out to me or any member of

our team.

Sincerely,

[Program Contact Signature]
[Program Contact Typed Name]
[Program Contact Email]
[Program Contact Phone Number]

Template 12: Sample Illinois Works Performance-Based Stipend Policy



Performance-Based Stipend Policy

The Illinois Works Pre-Apprenticeship 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 must be based on attendance, academic performance, and participants reaching program milestones. The stipend is not a wage; it is intended to cover incidental costs incurred while attending the pre-apprenticeship training program. Although the stipend is not a wage, it is considered taxable income, therefore, participants should fill out a W-9 before stipend payments are paid.

Stipends must be paid based on actual hours of attendance. Attendance in the activity must be documented as the basis of stipend payments. Stipends must 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 may not exceed $14.50 per training hour. Justification of need does not need to be documented in the participant's file since stipends are not need-based and are given to all participants. These payments must be paid on a weekly or biweekly basis based on performance measures established in the grantee's policy.

Although, participants are given the opportunity to make-up hours to reach required attendance per module, grantees are not required to offer a stipend for these hours. It is at the discretion of the grantee to pay stipends once make-up hours are completed, but any stipends for make-up hours must be tracked strictly to ensure compliance with financial reporting.

This document was created based in part on a sample from San Diego Workforce. (2020). Incentive & Stipend Draft – Subject to Change. San Diego Workforce Partnership. https://workforce.org/wp-content/uploads/2020/10/Attachment-Incentive-and-Stipend-Policy-Draft.pdf

Template 13: Sample Illinois Works Performance-Based Stipend Procedure



All Illinois Works Pre-Apprenticeship Program grantees are required to provide a stipend payment to participants throughout the program. Stipend payments are meant to financially sustain participants during the tenure of the pre-apprenticeship program so they can effectively engage in training.

Each grantee must have both a stipend policy and procedure. A stipend policy outlines the purpose of a stipend, offers relevant definitions, and provides high-level detail regarding the grantee's stipend disbursement. A stipend procedure is designed to provide logistical details on stipend amounts, how stipends will be provided to participants, how stipends are documented, and how participant stipend amounts are reduced due to low attendance or performance.

It is important and required to provide all participants with both the stipend policy and procedure during orientation to ensure they understand how their stipend will be earned and disbursed to them. Orientation is also a good time to have participants fill out a W-9 form for tax purposes.

Page 2 of this document provides a sample procedure is provided for a fictional grantee – ABC Organization. This sample provides all the essential information that participants must know about their stipend payments.

Page 3 of this document provides an example of how this procedure would be applied.

Page 4 of this document provides the same procedure with the fictional grantee's information removed. Grantees can use this template by entering their program's information into the highlighted fields or by using this template as a basis for a custom stipend procedure.

This sample and template were developed by the Office of Illinois Works for the use by Illinois Works Pre-Apprenticeship Program grantee.

ABC Organization Performance-based Stipend Procedure

For the Illinois Works Pre-apprenticeship Program at ABC Organization participants are expected to attend three (3) days per week for five (5) hours each day. This curriculum will last 12 weeks. This program contains 10 training modules that last for a total of 183 training hours.

Stipends are performance-based meaning that both attendance and training performance are taken into consideration when disbursing a stipend payment. Attendance is based on rosters that are strictly recorded per training day. Training performance is recorded based on post-assessments that are required at the end of each training module.

Stipend amounts are based on a $14.50 per instructional hour rate. Each training day participants can earn up to $72.50 ($14.50/training hour) per training day, $217.50 per training week, and $2,610.00 total. However, this amount if reduced based on missing instruction or failing post-assessments.

Attendance

It is the expectation that participants are in attendance for every training day. If participants cannot attend due to illness or unforeseen circumstances hours can be made up on an alternate date. However, if a training hour is missed and not made up on an alternate date the participant's stipend will be reduced by the per hour stipend rate for each hour that is missed.

For example, if a participant missed 2.5 hours and does not make those hours up, their stipend would be reduced by $36.25. ($14.50 per hour x 2.5 hours = $36.25)

Post-Assessments

It is the expectation that participants pass a post-assessment for each training module. To pass a post-assessment participants must receive a 70% or above. If a participant fails the post-assessment, their stipend will be reduced by $15 for that training day.

For example, a participant attended the full day of courses earning $72.50 for that training day, however they scored 30% on their post-assessment. This means for that training day they will only earn $57.50 for that training day.

Payment Information

Stipends will be paid every two (2) weeks to participants via direct deposit. ABC Organization will work with the instructors to review rosters and post-assessment scores to determine the stipend amount to be paid out. Participants will receive a stipend payment report that will outline the stipend amount and any adjustments that were factored into the payment. Although not considered wages, stipends are still considered taxable income, and all participants of the program should fill out a W-9 (ideally during orientation).

Stipend Procedure Example

Organization: ABC Organization
Student Name: Jane Doe
Stipend Pay Period: 1/9/2025 -1/20/2025
Stipend Rate: $14.50 per instructional hour
Post-assessment adjustment: $15 subtracted from Attendance Stipend Amount

Instruction Date	Instructional Hours Attended	Attendance Stipend Amount	Post-Assessment (Pass/Fail)	Post-Assessment Adjustment	Stipend Payment
1/9/2025	5	$72.50	n/a	**$0**	$72.50
1/11/2025	5	$72.50	n/a	**$0**	$72.50
1/13/2025	5	$72.50	Pass	**$0**	$72.50
1/16/2025	3	$43.50	n/a	**$0**	$43.50
1/18/2025	4	$58.00	n/a	**$0**	$58.00
1/20/2025	5	$72.50	Fail	**($15)**	$57.50
				Total	$376.50

Jane had the opportunity to earn $435 during this stipend pay period if she had attended the full 30 hours of instruction and passed both post-assessments.

However, because she missed hours on 1/16 and 1/18, she was not paid the full amount for attendance for those days. Then on 1/20 she failed her post-assessment which reduced her stipend payment by $15.

If Jane makes up the three (3) hours she missed on 1/16 and 1/18, ABC Organization will add the stipend associated with those hours to her final stipend payment. Making up all three hours would result in an additional $43.50 on her final stipend payment.

She will be expected to make up the post-assessment, however even if she passes, she will not be able to earn back the $15 post-assessment adjustment.

[INSERT GRANTEE LOGO]

[GRANTEE NAME] Performance-based Stipend Procedure

For the Illinois Works Pre-apprenticeship Program at [GRANTEE NAME] participants are expected to attend [# OF TRAINING DAYS PER WEEK] days per week for [# OF TRAINING HOURS PER TRAINING DAY] hours each day. This curriculum will last [TOTAL # OF PROGRAM WEEKS] weeks. This program contains [TOTAL # OF TRAINING MODULES] training modules that last for a total of [TOTAL # OF TRAINING HOURS] training hours. Stipends are performance-based meaning that both attendance and training performance are taken into consideration when disbursing a stipend payment. Attendance is based on rosters that are strictly recorded per training day. Training performance is recorded based on post-assessments that are required at the end of each training module.

Stipend amounts are based on a $[STIPEND AMOUNT] per instructional hour rate. Each training day participants can earn up to $[PER DAY STIPEND AMOUNT TOTAL] ($[STIPEND AMOUNT]/training hour) per training day, $[STIPEND AMOUNT PER WEEK] per training week, and $[TOTAL STIPEND AMOUNT] total. However, this amount if reduced based on missing instruction or failing post-assessments.

Attendance

It is the expectation that participants are in attendance for every training day. If participants cannot attend due to illness or unforeseen circumstances hours can be made up on an alternate date. However, if a training hour is missed and not made up on an alternate date the participant's stipend will be reduced by the per hour stipend rate for each hour that is missed.
For example, if a participant missed 2.5 hours and does not make those hours up, their stipend would be reduced by $[STIPEND AMOUNT REDUCTION]. ($[STIPEND AMOUNT] per hour x 2.5 hours = $[STIPEND AMOUNT REDUCTION])

Post-Assessments

It is the expectation that participants pass a post-assessment for each training module. To pass a post-assessment participants must receive a 70% or above. If a participant fails the post-assessment, their stipend will be reduced by $[AMOUNT STIPEND WILL BE REDUCED FOR FAILING POST ASSESSMENT] for that training day.
For example, a participant attended the full day of courses earning $[PER DAY STIPEND AMOUNT] for that training day, however they scored 30% on their post-assessment. This means for that training day they will only earn $[PER STIPEND AMOUNT MINUS AMOUNT STIPEND WILL BE REDUCED FOR FAILING POST ASSESSMENT] for that training day.

Payment Information

Stipends will be paid every [STIPEND FREQUENCY] to participants via [STIPEND PAYMENT METHOD (Direct Deposit, check etc.)]. [GRANTEE NAME] will work with the instructors to review rosters and post-assessment scores to determine the stipend amount to be paid out. Participants will receive a stipend payment report that will outline the stipend amount and any adjustments that were factored into the payment.

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)

Repurposed from Royal College of Obstetricians & Gynecologists. (2022). Exams Extenuating Circumstances Policy. https://www.rcog.org.uk/en/careers-training/mrcog-exams/exams-extenuating-circumstances-policy/

Template 15: Sample Make-Up Sessions and Post-assessment Policy

[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 **Extenuating Circumstances 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:

1. Reiterate program requirements and warn them about the consequences of not attending and progressing academically (if progress is not made, participants can be dismissed from the program).
2. If the pattern continues, give the student a second warning about potential dismissal from the program.
3. If the pattern continues, initiate dismissal procedures, in partnership with the program director, and, if the situation merits, dismiss the participant from the program.

All student interactions must be documented in IWRS, and warnings given to participants must also be sent via email after the Academic Success Specialist meets with them.

COVID 19 Guidelines

In response to COVID-19, the following policies and requirements are in place to maintain the learning environment and to enhance the safety of in-classroom interactions.

- During classroom and work-based learning training sessions, participants are required to obtain and wear masks/face coverings in accordance with current health and safety guidelines.
- Students are required to stay home if they are sick.
- Students are required to follow public health directives for isolation or quarantine.
- Sanitizing supplies are available in the classroom and work areas if students wish to wipe down desks and workstations.

Missed Exams and Session Related to COVID-19

If a participant misses a class or an exam due to COVID-19 illness, isolation or quarantine, they are required to notify the instructor immediately to make arrangements to make up missed work. The participant may need alternative arrangements for assignments and exams. In most cases, the missed class session/assignment or exam should be made up within one week after the isolation or quarantine period ends.

Repurposed from Brevard Adult Education. (2019). Student Handbook for Pre-Apprenticeship, Education and Training. https://www.brevardschools.org/cms/lib/FL02201431/Centricity/Domain/1148/Brevard%20Adult%20Education%20Pre-Apprenticeship%20Student%20Handbook%20Revised%20May%208%202019.pdf

Template 16: Illinois Works Sample Orientation Agenda

[Insert Grantee Logo]

Illinois Works Sample Orientation Agenda

Instructions:
The orientation should be facilitated by a program manager/director or the Transition Specialist, someone that will be working with students on a daily basis.

- **Introductions (30 minutes)**
  - The staff and instructors who will be working with the participants introduce themselves
  - Ask the cohort members to introduce themselves to their fellow classmates
  - Sample Icebreakers & Introductions

- **Introduction to [Provider Name] (15 minutes)**
  - Provide a short history of the organization and program
  - State the mission, vision, and goals of the organization
  - What is the organizations "why"? Why apprenticeship programs are important? How do they benefit participants?

- **Introduction to Illinois Works (1 hour)**
  - Illinois Works Job Act History / Rebuild Illinois
  - Historic barriers for target populations
  - DCEO and the Office of Illinois Works
  - Goals of the Illinois Works program and support network
    - Apprenticeship Initiative compliance credit
    - Bid Credit Program eligibility
    - Career Services
  - Pre-Apprenticeship Program
  - What is a pre-apprenticeship?
  - What happens after a pre-apprenticeship program?
  - What career options are available to apprentices?

- **10-minute break**

- **Program Requirements and Expectations (1.5 hours)**
  - Expectations of the program
  - Time commitment
  - Dress code
  - Attendance
  - Participant demeanor
  - Wrap-around services
  - Student support services
  - Classroom training and certifications (requirements for each)
  - Construction lab training
  - Worksite training
  - Current worksite partners/sites
  - **Transition services**
  - Current transition partners
  - Stipends
  - Stipend amount
  - When will these be paid out?
  - How will these be paid out?

[Insert Grantee Logo]

- **Program Culture (15 minutes)**
  - ILW Core Values
  - Diversity, Belonging, Inclusion, Equity

- **Question & Answer (15 minutes)**

Sample Icebreakers and Introductions

There are many icebreakers to help groups get to know each other. These help to get participants laughing and connecting with one another from the first day. Feel free to use one below, find more online, or create one that is unique to your organization!

- **Speed networking**
  Have individuals sit across from one another and set a timer for 1 minute. During that one minute have participants introduce themselves (i.e., name, interest in construction, interest in program etc.). When that minute is up, have one of the partners shift to the person next to them (left or right of them) and start the minute over. At the end of the five minutes individuals will have met at least 5 new people!

- **Most Unique**
  Go around the room and ask each participant to introduce themselves and then to share something about themselves that they believe makes them different from everyone else in the room. This can be anything from "I've traveled to all 50 states" to "I eat pickles with peanut butter." These unique facts can help participants remember each other and can encourage openness and individuality in the group.

- **Marshmallow Challenge**
  Divide participants into groups of three or four and give each group 20 sticks of dry spaghetti, a long piece of string, some tape, and a marshmallow. The goal is to see which team can build the tallest structure with the marshmallow on top of the finished product. The icebreaker allows for collaboration and collective brainstorming which will serve them well in the program!

Template 17: Sample Illinois Works Pre-Apprenticeship Program Curriculum



A curriculum contains the overall content relevant to a training program. Delivery of an Illinois Works approved curricula provides between 183 – 300 hours (special permission is required to exceed 300 hours) of instruction, with a strong emphasis on hands-on practice in a construction laboratory and at job sites, that leads to obtaining relevant certifications for the construction industry.

Instructional hours should include all items below listed as required. Asynchronous instruction is not considered an instructional hour for the purposes of stipends or the curriculum. Only synchronous (in-person or virtual) hours are considered instructional hours for the Illinois Works pre-apprenticeship program.

- Illinois Works program orientation (4 hours required)
- Introduction to construction and the trades (required)
- Construction Math (40 hours required, including hours in chosen curriculum)
- Construction certifications (required)
    - TradesFutures MC3, NCCER, ICCB or other Illinois Works approved curricula
    - OSHA 10-hour Construction
    - First Aid/CPR
- Other nationally recognized certifications, if needed
- Employability Training based on the Illinois Essential Employability Skills Framework (40 hours required) including:
    - Harassment Prevention (4 hours required)
    - Diversity & Inclusion in Construction (4 hours required).
- Test taking skills (4 hours required)
- Work-based/job site learning (10 – 50 hours required)

***Note**: Grantees must obtain prior approval from their ILWPP Programmatic Grant Manager before any synchronous or virtual training is planned or delivered.*

Sample Curriculum (Page 2)
The Office of Illinois Works has provided a sample curriculum based on the NCCER Core Curriculum. Though not all grantees will utilize this curriculum, please use this sample as an example of how to complete the Curriculum Template.

Curriculum Template (Page 3)
Grantees can utilize this template to outline the content relevant to their training program. This includes objectives, instruction hours, delivery format, logistics, pre-requisites, certifications/credentials that will be earned, and the program modules.

ATTACHMENT III - SAMPLE CURRICULUM AND PROPOSED CURRICULUM

Organization Name:

Sample Curriculum:
The sample curriculum is intended to provide an example of how this template should be utilized. Ensure to add the curriculum that will be delivered to participants if awarded an Illinois Works Pre-apprenticeship Program award.

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 journeyperson; 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			

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

2025 PROPOSED CURRICULUM

Organization Name: _____

Proposed Curriculum:
Please complete the curriculum template following the instructions below. A curriculum contains the overall content relevant to a training program.

Delivery of an Illinois Works approved curricula provides between 183 – 300 hours (special permission is required to exceed 300 hours) of instruction, with a strong emphasis on hands-on practice in a construction laboratory and at job sites, that leads to obtaining relevant certifications for the construction industry.

Instructional hours must include the following:

- Illinois Works program orientation (up to 4 hours)
- Introduction to construction and the trades (required)
- Construction certifications (required)
  - TradesFutures MC3, NCCER, ICCB or other Illinois Works approved curricula
  - OSHA 10-hour
  - First Aid/CPR
  - Other nationally recognized certifications, if applicable
- Employability Training based on the Illinois Essential Employability Skills Framework – 40 hours required including:
  - Harassment Prevention (4 hours)
  - Diversity and Inclusion in Construction (4 hours)
- Test taking skills (4 hours required)
- Work-based/job site learning (10 - 50 hours required)
- Supplemental Shop Math (required)

Additional modules may be added to benefit participants. Add as many rows as needed to the table below.

Objectives		
Instructional Hours		
Logistics		
Prerequisites		
Industry Recognized Certifications/Credentials		

Program Modules		
Delivery Format	**Module Name**	**Number of Hours**
	Total Hours	

Submitted for Approval by: _____

Date Submitted for Approval: _____

Template 18: Sample Instructional Plan

ILLINOIS WORKS
Pre-Apprenticeship Program

Sample Instructional Plan

PROGRAM TITLE:			
PROGRAM GOALS			
1:			
2:			
3:			
4:			
5:			
SECTION 1: _____ **INSTRUCTOR(S)**: 1. _____ 2. _____ 3. _____			
DATE(S):	**START-TIME:**	**END-TIME:**	**DURATION:**
POs/Los			
#1:			
#2:			
#3:			
#4:			
#5:			
Content (talking points/activities)	**Modality/Strategy**	**Materials/ Resources**	**Start Time**

SECTION 2: _____

INSTRUCTOR(S): 1. _____

2. _____

3. _____

DATE(S):	**START-TIME:**	**END-TIME:**	**DURATION:**

POs/Los

#1:

#2:

#3:

#4:

#5:

Content (talking points/activities)	**Modality/Strategy**	**Materials/ Resources**	**Start Time**

Template 19: Sample Level 1 Evaluation Tool



[Insert grantee logo]

Sample Level 1 Evaluation Tool

Training Date: _____ **Training Location**: _____

Instructional Content Topic:

Instructor(s):

Instructions:

Please review each statement below and mark your level of agreement with the statement as strongly agree, somewhat agree, neither agree/disagree, somewhat disagree or strongly disagree. Your answers will be utilized to improve key characteristics of the pre-apprenticeship training program.

Physical Space *(if programming in-person)*	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The construction lab, job site, or training room was conducive for the instructional content.					
The construction lab, job site, or training room was accessible.					
The area was safe and free of preventable hazards.					
Instructional Content/Materials	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The instructional material was professionally relevant.					
The instructional material was clear and easy to understand.					
The instructional material was appropriately challenging.					

The assignments and tasks supported my learning.					
Tasks, expectations, and important due dates were clearly communicated.					
The content course offered career and professional readiness.					
Accommodations	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
There is appropriate and safe access to accommodations for lunch and other breaks.					
Restroom facilitates were easily accessible for men, women, and others.					
There were no encumbrances to my learning (i.e., noise, lighting, disruptions, etc.).					
Options were available for people with disabilities.					
Instructor	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The instructor demonstrated subject matter expertise in the content area.					
The instructor demonstrated subject matter expertise in the content area.					
The instructor demonstrated relevant and practical knowledge of the content area.					
The instructor provided clear and valuable feedback.					
The instructor conducted themselves in a professional manner.					
The instructor was free of bias and treated all participants equitably.					

The instructor encouraged my professional development.					
Program Culture	**Strongly Agree**	**Somewhat Agree**	**Neither Agree/ Disagree**	**Somewhat Disagree**	**Strongly Disagree**
The program staff made me feel welcomed.					
I felt a sense of acceptance and inclusion while engaging program staff.					
All individuals and groups are treated fairly.					
Getting to know other program participants gives me a sense of belonging and community.					
The program was designed to support my success.					

Template 20: Sample Internal Professional Development Plan

ILLINOIS WORKS
Pre-Apprenticeship Program

Sample Internal Professional Development Plan

Program:			
Organization Role(s)/Title(s):			
Title/Role Expectations (knowledge, skills, behaviors, & attitudes)	**Professional Development**	**Events** (d ate, time, & cost)	**Approved Staff** (attendance & participation)

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-Apprenticeship Program grantees.

Template 21: Sample Illinois Works Attendance Roster

ILLINOIS WORKS
Pre-Apprenticeship Program

Sample Illinois Works Attendance Roster

ORGANIZATION		**TRAINING DATES**		***To***	
INSTRUCTOR NAME		**TRAINING TIME**		***To***	
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. 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.*** Virtual sessions must follow the same documentation (class rosters and assessments) and verification standards as in-person training and require prior approval from DCEO before planning or delivering them.

			Training Dates													
			Training Hours													**Total**
		Participant Signature	**Attendance Notes**													
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. _____ _____
Grantee/Organization Program Manager/Administrator's Signature Date

This document was developed by the Office of Illinois Works for the use by Illinois Works Pre-Apprenticeship Program grantees.

Template 21A: Illinois Works Attendance Roster Job Aid

Illinois Works Attendance Roster Job Aid

Overview:

Regular attendance and participation are essential to student success. **It is a requirement that all Illinois Works Pre-Apprenticeship grantees track daily attendance of participants, using an approved Attendance Roster.**

Attendance Roster Header:

GRANTEE	*123 Community Workforce*	**TRAINING DATES**	*5/1/2024*	*To*	*5/1/2024*
INSTRUCTOR'S NAME	*Jane Doe*	**TRAINING TIME**	*8:00am*	*To*	*12:30pm*
INSTRUCTOR'S ORG	*Construction Trainers Incorporated*	**COHORT #**	*1*	**COURSE DATES**	*5/1/2024 – 5/1/2024*
MODULE NAME	*ILW Orientation*	**MODULE #**	*n/a*	**COURSE HOURS**	*4*

Header Instructions: The following information must be pre-printed (not handwritten): GRANTEE name, INSTRUCTOR NAME (first and last), INSTRUCTOR's ORGANIZATION, and MODULE NAME, as approved in the ILWPP Final Curriculum Form. The TRAINING DATES refer to the dates of the specific attendance roster, not the overall Cohort or even the entire module. A maximum of 10 dates can be entered on a single roster. The start and end date for the entire module must be entered in the COURSE DATES field. The total number of hours as approved in the ILWPP FCF must be entered in the COURSE HOURS field. The TRAINING TIME refers to the start and end time each day for the training module contained on this roster, not the start and end time for the entire program.

Participant Sign-In Table:

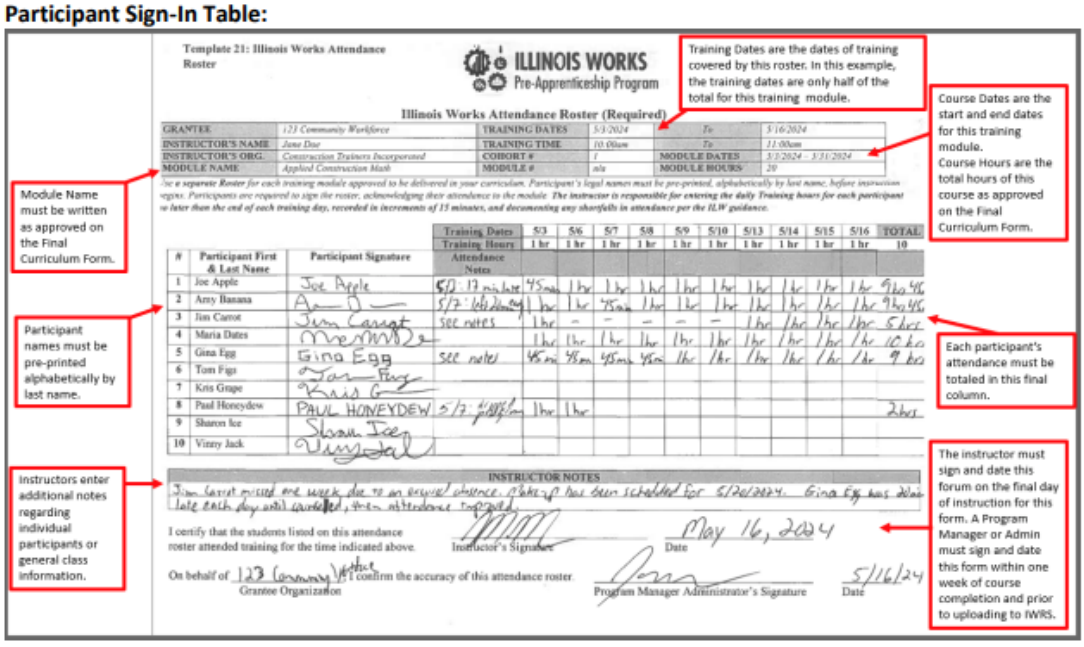


Table Instructions: The participant names must be pre-printed (not handwritten). If the number of participants exceeds the number of lines available, a new roster page must be created using the same

standards as the first. The participants should be numbered accordingly with 1 through 10 appearing on the first attendance roster page, 11-20 on the second, etc.

Each training day, **instructors must take note late arrivals, early departures, and any other occurrences that impact attendance keeping in mind that attendance impacts the ILW completion requirement and stipend payments.** This includes the start and end of the class period but also short breaks, meal breaks, etc. At the end of each training, instructors must record the minutes or hours of attendance for the module. Attendance must be recorded in 15 minute increments.

For example, in a 1-hour class:
Participant A arrives 10 minutes late. The infraction must be noted, but it would not impact their attendance for the day which would still be recorded as 1 hour.
Participant B leaves 10 minutes early. The infraction must be noted, but it would not impact their attendance for the day which would still be recorded as 1 hour.
Participant C arrives 10 minutes late and leaves 10 minutes early. It must be noted that the participant arrived late and left early. Participant C's attendance would be recorded as 45 minutes since they missed more than 15 minutes but less than 30 minutes. **See attendance notes in Sample Roster above.**

Signatures:

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

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

Instructions: At the conclusion of the final day of attendance for the attendance roster, the instructor must sign and date the roster. If more than one individual was involved with instruction, each instructor must sign and date the roster The instructor signature is an acknowledgement confirming the accuracy of the attendance as recorded.
Within five business days of the final day of attendance for each training module, the Program Administrator or Program Manager must sign and date the roster on behalf of their organization affirming the validity of the attendance.
The roster must then be uploaded to IWRS at the Cohort level.

All training attendance must be recorded on ILWPP Attendance Roster, as shown in the Grantee Manual. If you have any questions, please reach out to your assigned grant manager.

Template 22: Sample ILWPP Participant Resume

First Name, Last Name

City, State, Zip Code
Phone Number
Email

OBJECTIVE

Briefly summarize your relevant job experience/training and the position you are seeking. State that the participant is a graduate of the Illinois Works Pre-Apprenticeship Program. Mention that upon becoming a US DOL Registered Apprentice that the participant carries ILW Apprenticeship Initiative compliance credit and ILW Bid Credit Program eligibility.

WORK EXPERIENCE

Company Name, Location
Summary of company/position

Job Title (dates employed)
- Job duty
- Job duty
- Job duty

Company Name, Location
Summary of company/position

Job Title (dates employed)
- Job duty
- Job duty
- Job duty

PRACTICUM EXPERIENCE

Experience Name, Location/Organization, Dates
- Job duty
- Job duty
- Job duty

EDUCATION

Illinois Works Pre-Apprenticeship Program, Location, Month, Year – Month, Year
Illinois Works Graduate ID #:
Certificates/Certifications Earned:

College/University (if applicable)

High School Name, High School Location, Years Attended OR GED Program Information Degree Earned:

CERTIFICATES/CERTIFICATIONS

- **TradesFutures Multi-Core Curriculum (MC3) or National Center for Construction Education and Research (NCCER) Core or ICCB, Date Earned**

- **OSHA-10 Construction, Date Earned**

- **First Aid/CPR, Date Earned Expires:**

- **Flagger, Date Earned (if applicable)**

(Add in additional certifications if applicable)

Template 23: Sample Data Quality Management Plan



Data Quality Management Plan

Data Entry Staff	
Data Entry Coordinator	
Staff member(s) responsible for data entry	
Staff member(s) responsible for data verification	

Data/documentation	Source for providing data/documentation	Frequency/timeline for items to be provided
Enrollment		
Pre-screen		
Application		
Interview Sheets		
Enrollment Decision		
Commitment Agreement		
Wrap-around Service Assessment		
Orientation Career Assessment		
Training/Services		
Attendance		
Post-assessment Scores		
Wrap-around Services		
Student Support Services		
Transition Support Services		
Service and Goal statuses		
Certifications uploaded		
Program Completion/Follow-up		
Overall Completion Status (Complete, Complete & In Transition, Incomplete)		
Transition documents uploaded		
Quarterly Follow-up Questionnaire (Active Tracking)		

Template 24: Staffing Plan

STAFFING PLAN

As part of the Illinois Works Pre-apprenticeship Program, the Office of Illinois Works requires that successful applicants provide staff in eight key areas including program administration, outreach and recruitment, intake, wrap-around services (non-academic needs), student support services (academic needs), instruction, transition, and data entry. *These areas can be staffed by full-time or part-time employees of the organization, contractors, sub-contractors, or partner organizations*.

Resumes, partnership agreements, or MOUs should be attached to this plan for all staff members, partners contractors, and sub-contractors listed in Table A below.

Role definitions:
Please note successful applicants are not required to have these specific role titles; however, all responsibilities within each role must be assigned to a staff member or partner.

Program Administrator - Responsible for program compliance and ensuring that performance metrics are met and required reporting is done, oversees program operations, onboards staff, and monitors performance of other program roles.

Program Manager - Oversees daily program operations, onboards staff, monitors performance, and ensures compliance with IL Works requirements through direct engagement with participants and staff. Collaborates with the Program Administrator and, in high school-based programs, works with school personnel to support program success.

Outreach and Recruitment Coordinator (ORC) - Secures a constant flow of leads for the program, conducts pre-screen assessments, ensures program applications are completed, and conducts, along with other team members, standardized interviews.

Wrap-around Service Coordinator (WSC) - Responsible for non-academic support beginning with the Wrap-Around Service Assessment during Intake. This role will complete the assessment, set up necessary services, and work with the Academic Support Specialist to offer additional support if participants begin to struggle academically, if needed. The WSC will also source from outside providers and partners
other needed support services and refer participants to those services, if needed.

Instructor - Each organization is required to have qualified and dedicated instructors for its program. This does not mean the instructors have to be employees, only that programs have a contract with an
individual or partner organization that will be carrying out the training portion of their pre-apprenticeship program. Instructors should provide classroom, hands-on, and worksite training,
and tutoring.

Student Support Services Coordinator (SSSC) - Responsible for the academic needs of students, specifically the implementation of Student Support Services, participant progress reports, action plans, monitoring attendance and academic performance, hosting make-up sessions or post-assessment retakes, and coordinating tutoring services for participants.

Transition Services Coordinator (TSC) - Responsible for ensuring the Career Assessments are completed and individualized career plans are created in coordination with other program staff, including the creation of resumes, and the delivery of career services such as mock interviews, and assistance with completing apprenticeship applications, among others. The TSC also works with employers, DOL-registered apprenticeship programs, and other partners to ensure the timely and successful transition of program graduates. The TSC also conducts the required post-program proactive follow-up of graduates.

0 - 30 enrollments = 0.5 FT Staff TSC, 31 - 60 = 1.0 FT Staff TSC, 61 - 90 = 1.5 FT Staff TSC
91 - 120 = 2.0 FTE Staff TSC

Data Entry Coordinator (DEC) - Programs can determine how their program data is entered and reported in the Illinois Works Reporting System (IWRS). This may be completed by a DEC or it may be part of the other roles in the program. The DEC is responsible for ensuring timely reporting of program data in IWRS, including entering

participant information, programmatic and service data, outcome metrics, and verifying data accuracy, among others.

2026 STAFFING PLAN

Organization Name:

Table A: Staff Capacity

Staff Role	Start Date	Name of staff member(s), partner(s), contractor(s), sub-contractor(s)	Is this role filled by an existing staff member/partnership?
Program Administrator			
Program Manager			
Outreach and Recruitment Coordinator (ORC)			
Wrap-around Service Coordinator (WSC)			
Instructor			
Student Support Services Coordinator (SSSC)			
Transition Services Coordinator (TSC)			
Data Entry Coordinator (DEC)			

**Please note that many of these roles have access to participants' private information. When determining how to cover the responsibilities outlined above, applicants should consider how to ensure participant information is protected.*

This document has been verified and approved by (Name): _____

Title: _____ Date: _____