Protecting and empowering young and future workers

October 15, 2026

Alison Dickson, Senior Instructor

School of Labor and Employment Relations

School of Labor and Employment Relations
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Labor Education Program

Who are we?
Educators!

Based in Champaign and Chicago, the Labor Education Program (LEP) is the only statewide provider of professional training and development for union leaders and workers in Illinois.



















Labor Education Program

Who are we? Researchers!

The Project for Middle Class Renewal (PMCR)'s mission is to investigate the working conditions of workers in today's economy and elevate public discourse on issues affecting workers.







Why teach workers' rights?

➔ **Epidemic of wage theft**

$7.3 million/week stolen from low-wage workers in Cook County (2009)

➔ **Lack of education**

Workers do not learn this information anywhere else - not in high school, not on the job - only when they have a problem

➔ **This is Illinois**

Union city, union state + powerful and winning coalition of labor unions and worker centers defending the interests of the workers we serve



Why connect with young people?

- **Job readiness**
  Part of being “job ready” is knowing your rights as a worker

- **Financial literacy**
  Protecting against wage theft and other workplace violations increases worker health and well-being and helps them earn more $ and better support their families

- **Perfect partnerships**
  Young job seekers + workforce development practitioners + university-based labor educators

2026 Minimum wages

CITY OF CHICAGO*

$17.05/hour

$25.58/overtime hours

$12.96/tipped wage**

$17.05/under 18

ILLINOIS (outside Cook)

$15.00/hour

$22.50/overtime hours

$9.00/tipped wage

$13.00/under 18

INDIANA

$7.25/hour

$2.13/tipped wage

WISCONSIN

$7.25/hour

$2.33/tipped wage

IOWA

$7.25/hour

$4.35/tipped wage

MISSOURI

$15.00/hour

$7.50/tipped wage

MICHIGAN

$13.73/hour

$5.49/tipped wage

* Chicago's minimum wage increases every July 1.

** If the tipped wage plus tips does not equal the minimum wage, the employer must make up the difference.

Then…



"Group of Breaker Boys in Breaker, Hughestown Borough, Pennsylvania Coal Co." 1911. Pennsylvania.



"Glass works. Midnight". 1908. Indiana.

"Manuel, the young shrimp-picker, five years old, and a mountain of oyster shells behind him. He worked last year". 1911. Mississippi.



And now..

Illegal child labor is on the rise in a tight job market

By Nicole Goodkind, CNN.

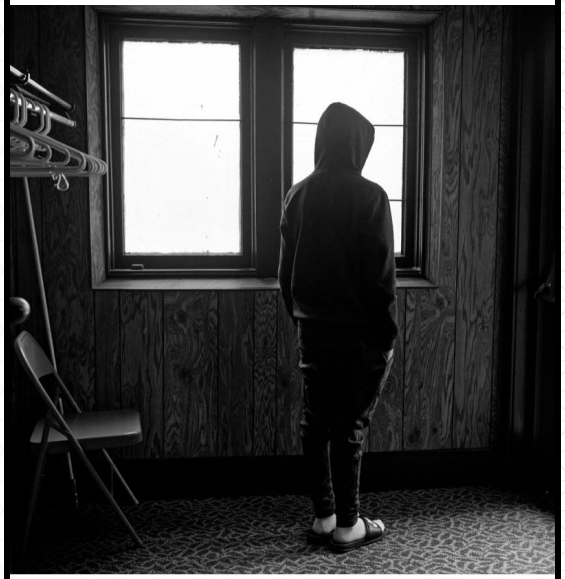
Published 9:06 AM EDT, Sun July 30, 2023

New York CNN —
A 14-year-old boy who cleaned meat cutting machines was “falling asleep in class and missing class as a result and suffering injuries from chemical burns” in Nebraska from 2021 to 2022, according to the Labor Department. Another 13-year-old suffered severe burns from cleaning agents.

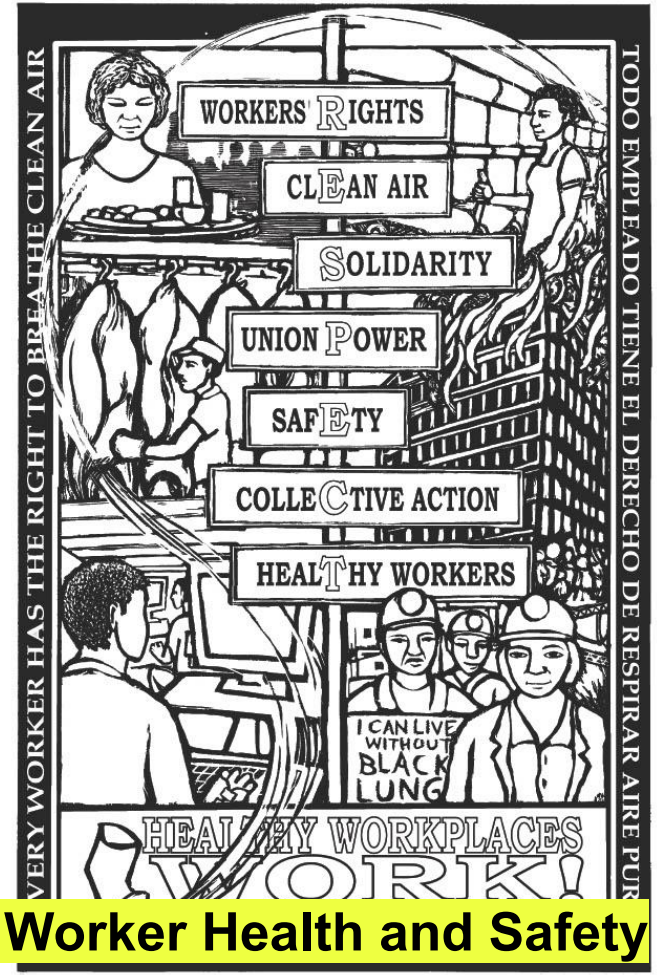


Are We Actually Arguing About Whether 14-Year-Olds Should Work in Meatpacking Plants?

March 27, 2023 6 MIN READ



A 13-year-old boy who works 12-hour shifts, six days a week, at an egg farm outside Grand Rapids, Mich. Kirsten Luce for The New York Times



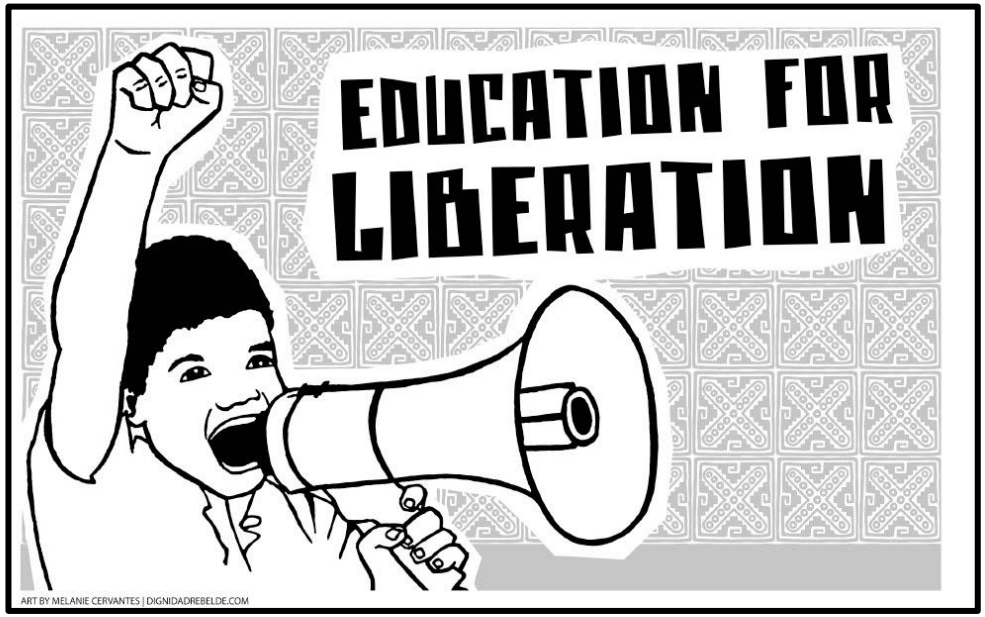
UNIT 7: Worker Health and Safety

© Ricardo Levins Morales Art Studio. Find this and more coloring pages at RLMArtStudio.com. May be reprinted for noncommercial use. Art also available as a poster.

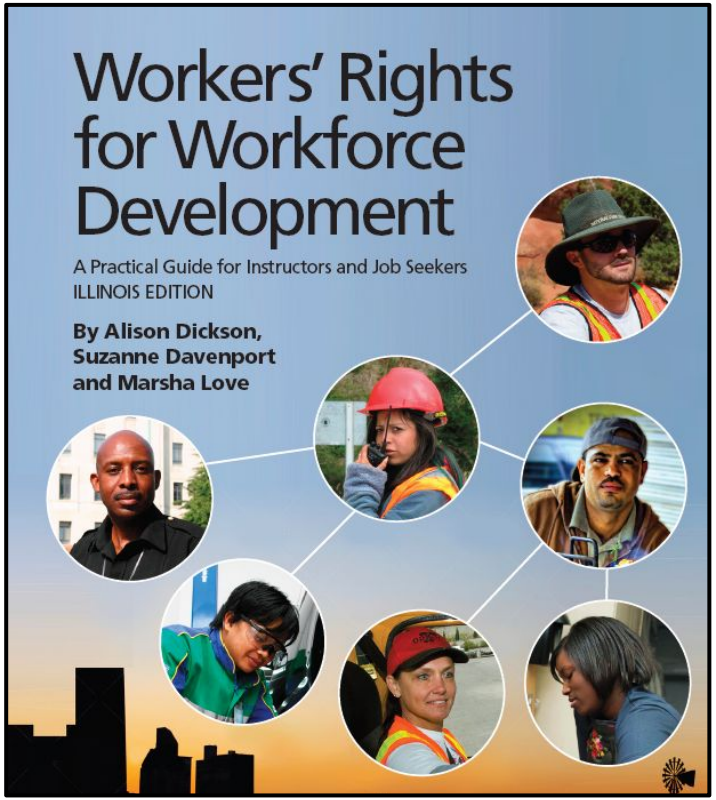
How do we embed workers' rights education into **job training programs?**

Knowledge..

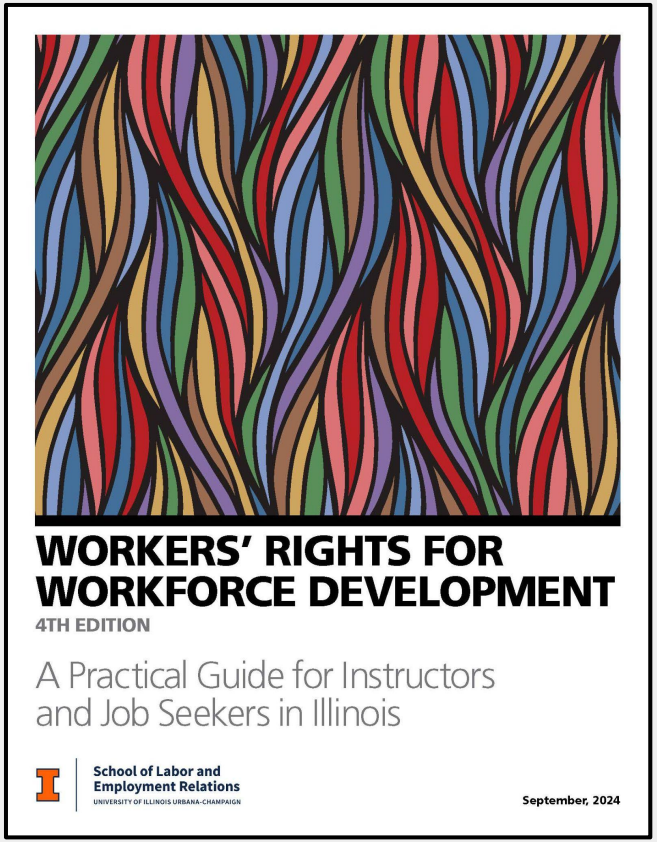
..a significant factor for enabling (or constraining) an individual's capacity to claim their rights on the job (Basok, et al., 2014).



2015



2024



ILLINOIS
School of Labor & Employment Relations
Labor Education Program

Groundbreaking, first in the nation curriculum

UIC
Great Lakes Center for Occupational Health and Safety

8 UNITS
58 pick and choose lessons

Each lesson includes:

- Lesson objectives
- Enduring understandings
- Materials needed
- Vocabulary
- Time needed
- Reading level
- Learning methods
- Preparation
- Facilitator instructions
- Additional resources
- Connecting lessons

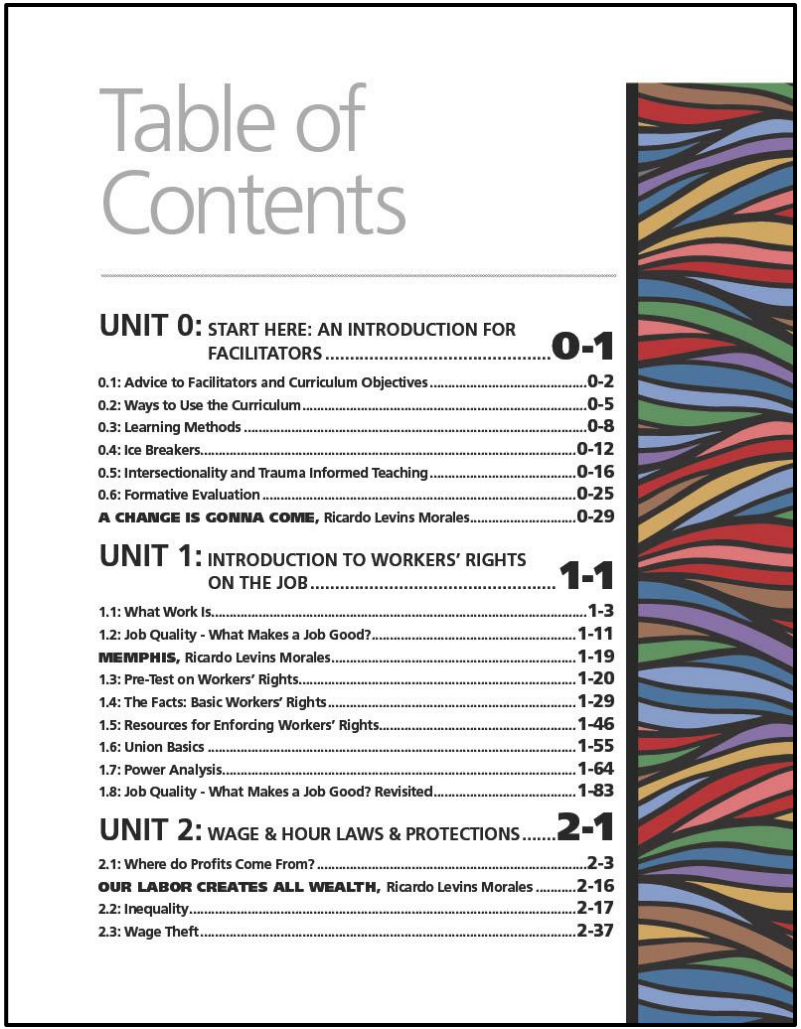


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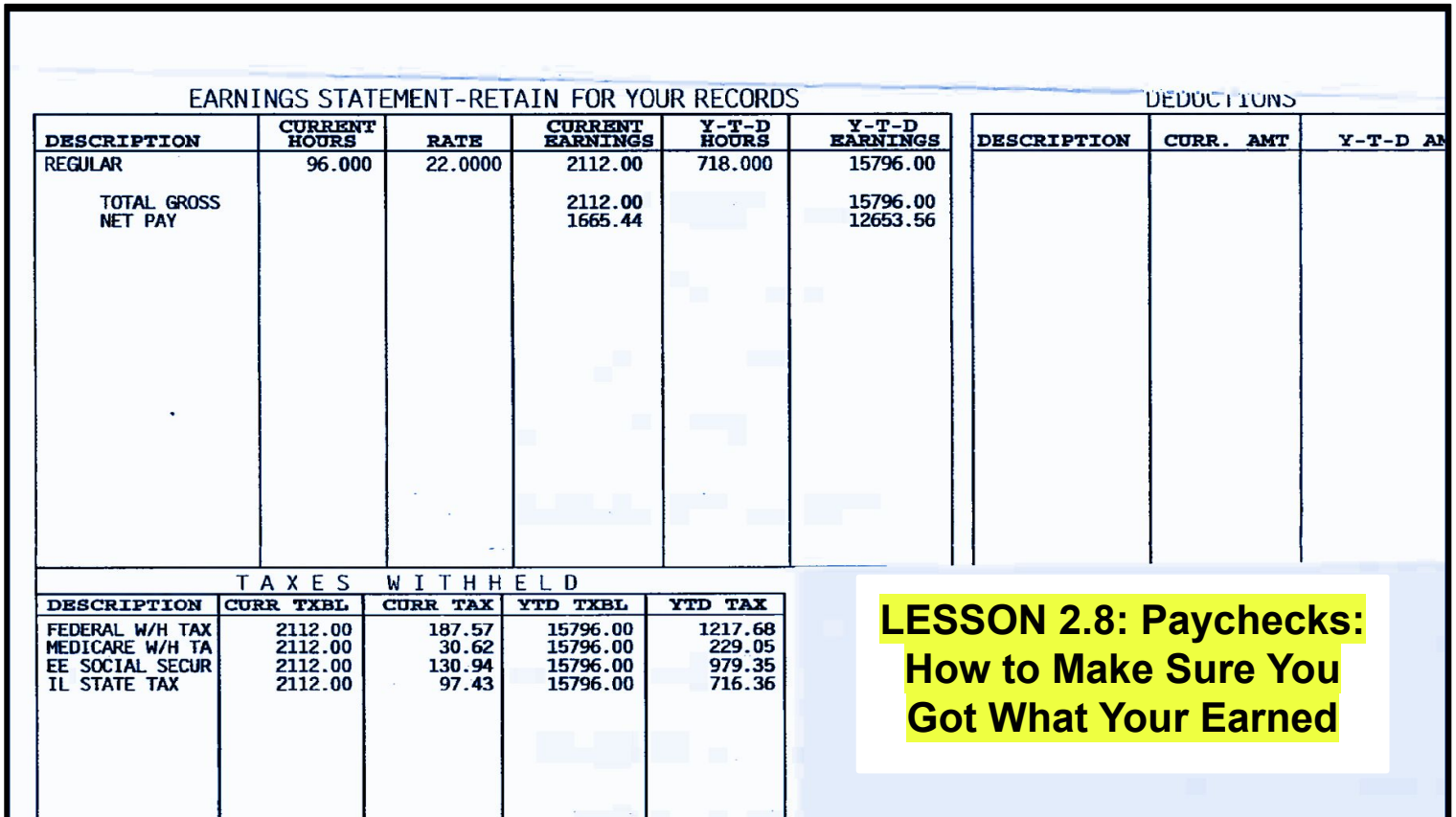
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Connections with job training programs…

Workforce Development	Workers' Rights Skill	Example Lesson
Interviewing	Recognizing illegal discrimination in hiring	4.1: Getting Hired: What Information Can the Employer Legally Ask For and Obtain?
Communication	Talking with a coworker or government agency about a problem on the job	1.5: Resources for Enforcing Workers' Rights
Reading	Comparing/contrasting employee handbooks and collective bargaining agreements	4.2: On the Job: Union Contracts vs. Employee Handbooks
Math	Reading paychecks - calculating OT and shift differentials and identifying illegal deductions	2.8: Paychecks: How to make sure you got what you earned
Writing	Journal is kept - recording information about incidents/problems as well as hours and pay	7.6: Documenting and Reaching Out For Help

Activity: Practicing math skills and reading a check stub.

What's wrong here?



EARNINGS STATEMENT-RETAIN FOR YOUR RECORDS

DESCRIPTION	CURRENT HOURS	RATE	CURRENT EARNINGS	Y-T-D HOURS	Y-T-D EARNINGS
REGULAR	96.000	22.0000	2112.00	718.000	15796.00
TOTAL GROSS			2112.00		15796.00
NET PAY			1665.44		12653.56

DEDUCTIONS

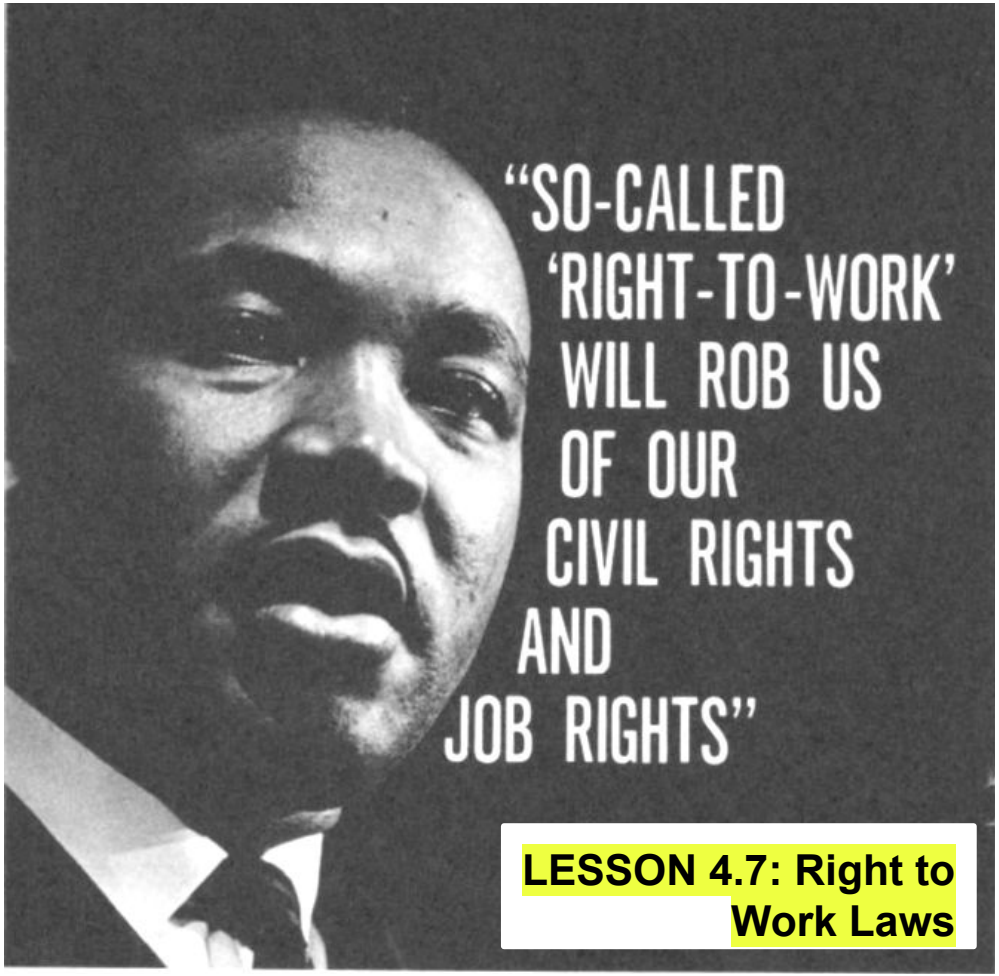
DESCRIPTION	CURR. AMT	Y-T-D AM

TAXES WITHHELD

DESCRIPTION	CURR TXBL	CURR TAX	YTD TXBL	YTD TAX
FEDERAL W/H TAX	2112.00	187.57	15796.00	1217.68
MEDICARE W/H TA	2112.00	30.62	15796.00	229.05
EE SOCIAL SECUR	2112.00	130.94	15796.00	979.35
IL STATE TAX	2112.00	97.43	15796.00	716.36

LESSON 2.8: Paychecks: How to Make Sure You Got What Your Earned

Intro snapshot of ***Workers' Rights for Workforce Development*** curriculum



LESSON 1.2 Job Quality - What Makes a Job Good?

Lesson Objectives:

- **We will identify characteristics that make for good/ bad jobs and the socio-economic and legal forces that help to determine job quality.**



Enduring Understandings:

- Space, Place, and Time Shape One's Working Conditions and Job Quality
- Our Health and Well-Being Must be Prioritized



Materials Needed:

- Unit 1 Slide Deck
- Paper
- Writing utensils
- Thumb tacks/tape or some other way to post paper onto the wall
- Handout 1.2a



Connecting Lessons:

- 1.1: What Work Is
- 1.8: Job Quality - What Makes a Job Good? Revisited
- 2.4: The FLSA and Other Influences on Pay
- 2.6: Living Wage
- 5.7: Work-Life Balance
- 5.8: ¡Palante, Siempre Palante! (Onward! Always Onward!)
- 7.1: Taylorism and Its Impact on Working Conditions
- 7.5: Choosing Your Job and Your Health?



Reading Level:

Medium



Learning Method:

- List compilation
- Whole group discussion
- Whole group reading
- Video



ILLINOIS LABOR & EMPLOYMENT RELATIONS

PROJECT FOR MIDDLE CLASS RENEWAL

Workers Rights for Workforce Development

Unit 1: Introduction to Workers' Rights on the Job

Job Quality - What Makes a Job Good?

Lesson 1.2



Lesson 1.2 Learning Goals

1. We will identify characteristics that make for good/bad jobs and the socio-economic and legal forces that help to determine job quality.



Lesson 1.2 Agenda

1. List Compilation (10 minutes)
2. Whole Group Discussion (5 minutes)
3. Whole Group Reading (10 minutes)
4. Videos (20 minutes)
5. Whole Group Discussion (15 minutes)



Facilitator Notes:

Write notes on anything that feels important to remember, any adaptations, or techniques that worked well for the class



Source: AFGE. I AM 2018 50th Anniversary of Memphis Sanitation Workers' Strike and March.

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Handout 1.2a: Workers Perspectives on What Makes a Job Good

The following testimonies are excerpts from "The Change Agent," a biannual publication of The New England Literacy Resource Center which aims to help teachers incorporate social justice content into their curriculum. This particular issue of The Change Agent" explores questions such as "what is a good job" and "how do you get one?" Students in various programs around the country submitted the following responses to these questions.

Paid Today, Broke Tomorrow

Mariama Diallo, March 2013, *The Change Agent*

A good job should allow you to pay your bills, to eat, to get clothes according to the weather, and to get medical treatment when needed. Not only that, a good job should pay you enough so that you can have time to live and enjoy a little of life.

I've been at my job for almost 11 years but I have never gotten a raise even though the price of everything has gone up. We receive only minimum wages. We work hard for a paycheck that doesn't allow us to survive. Who wants a job where you get paid today and you're broke tomorrow? It makes you feel like things are falling apart around you because you know that you are not going to be able to pay your bills.

Nowadays, many adults realize that it's time to make a change for a better life. We don't want to accept any job in order not to be unemployed. But how can we get good jobs—jobs that allow us not only to survive but to enjoy life too?

Humans, Not Machines

Maria L. Hernández, March 2013, *The Change Agent*

A good job is where I do activities that I am prepared for. They are activities that I like to do and that make a place that has a good working environment, good coworkers, and good pay.

A bad job is one that I do only for the pay. I had a bad experience at one job where the company only needed our hands to do the work. The hours were exhausting. They acted like we weren't humans but only machines.

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A Job Should Help You Develop

S. Muhammad Hyland, March 2013, *The Change Agent*

We need to understand that while wages will undoubtedly be a factor in deciding whether or not we take a certain job, it shouldn't be the deciding factor. A job shouldn't feel like work. It should feel like life. It shouldn't be depressing, debilitating, or demoralizing. It should be nurturing, substantive, and able to help a person develop true life skills and not just work skills.

When economists, politicians, and humanitarians alike learn how to bridge that gap and create truly meaningful employment, people will stop looking at work as just a way to make ends meet. Instead, they'll feel as if they're playing a part in something truly special: the strengthening of humanity. And while a livable wage would still be a must, the overall benefits of meaningful work would be priceless. Then the world will finally be a better place.

The Best Job I Ever Had

Timothy Lovett, March 2013, *The Change Agent*

I don't think you ever forget your favorites in life, like your favorite teacher, or your childhood friends, or your first love. When I worked as an order selector at Hallmark Cards in Enfield, Connecticut, it was the best job I ever had. There were many reasons why I liked that job. The work was interesting, my colleagues were fun, the company was family oriented, and I believed in the product. These elements added up to an unforgettable experience and a lifetime of friendships.

Family Friendly Business

There are not many companies that provide flexibility to manage your work life and personal life simultaneously, but Hallmark is such a company. Let's say that your child is a student in middle school, and the carpool falls on you this week, but you have to work from 7AM to 3PM. Hallmark has a program called "Mother Hours." This allows you to tailor your work schedule around your life, so you could go to work at 6AM and leave at 8AM to bring the neighborhood children to school and return to work by 9:30 AM. Then you would stay until 4:30 PM to make up the hours you missed. I wish more companies did this.

My favorite event is "bring your child to work day." When I was a kid, I always wanted to go to work with my father, but I was never allowed to, so I never got to see what he did for a living. When I became a father, I wanted to show my children what I did for a living. When I got the chance to do this, I was like a kid on Christmas. I think I was more excited than my son. I couldn't wait to get him in that warehouse and show it off. My co-workers felt the same way because the warehouse was flooded with children. By the end of the day, the children filled orders, ate a few doughnuts and my son got to see how I paid for his video games.

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Good Co-Workers

I think it is important to like the people you work with because it makes the day go by faster and makes work palatable. When Hallmark hires, they usually hire the family and friends of employees because they believe that if they hire good people, those people have surrounded themselves with other good people. Judging by the work environment, they are correct. I loved my co-workers. They became my friends and my family, and I still have relationships with most of them. Those people played important roles in my life. We celebrated birthdays, we took trips together, and I even watched two of my co-workers get married. I have never before met a group that I enjoyed so much, and that is another plus for Hallmark's hiring practices.

Source: *The Change Agent*, 2013



Source: Annette Bernhardt

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I AM
A
MAN
I AM
A
MAN
UNION


MEU CARRO
NÃO POLUI!

3 What Kind of Worker? Worker Classifications Under the Law

3.1: WHAT KIND OF WORKER? 3

- We will understand job classifications and be able to identify misclassifications and their consequences

ESSENTIAL WORKERS, RICARDO LEVINS MORALES 22

3.2: EXEMPTIONS TO THE FLSA 23

- We will take a deep dive into several categories of workers excluded from the Fair Labor Standards Act (FLSA)
- We will conclude by discussing the emergent struggle to recognize student athletes as workers

3.3: DAY LABORERS AND MISCLASSIFICATION..... 54

- We will discuss misclassification as it relates to day laborers
- We will review documenting strategies and practice them through scenarios

3.4: TEMP AGENCIES 69

- We will learn why companies hire temporary workers and how temporary work fits into the larger economy
- We will discuss the precarious conditions temporary workers face

3.5: YOUNG WORKERS 77

- We will understand why firms choose to hire young workers
- We will explore the unique policies and conditions that impact young workers

3.6: INCARCERATED WORKERS 99

- We will learn about the 13th amendment
- We will learn about the unique challenges facing incarcerated workers
- We will learn about prison labor strikes and the work of labor abolitionists

LESSON 3.1: What Kind of Worker?

Time Needed:

40-50 minutes



Reading Level:

Medium



Learning Method:

- Direct instruction with slide deck
- Independent reading
- Paired categorization activity
- Whole group reading



Connecting Lessons:

- Lesson 1.5: Resources for Enforcing Workers' Rights
- Lesson 2.3: Wage Theft
- Lesson 2.9: Wage Theft Role-Plays
- Lesson 3.2: Exemptions to the FLSA
- Lesson 3.3: Day Laborers and Misclassification
- Lesson 3.4: Temp Agencies

Preparation:

- Print out handouts for each participant
- Prepare a pair of scissors, tape, and a writing utensil for each participant



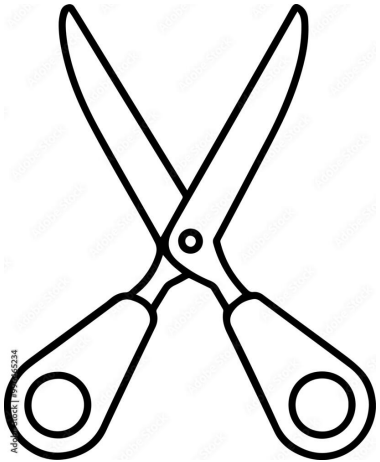
Workers in Job Categories	
Licensed child care provider	FedEx truck driver
Occasional babysitter	Hotel housekeeper in the Loop (Down-town Chicago)
Highway construction worker	Hotel housekeeper in Arlington Heights
Residential construction worker	Walmart associate
Chicago Public School teacher	Jewel Osco cashier
Charter school teacher	Comcast cable serviceman
Cleaning woman who works for herself	Janitor who works at an office building
Cleaning woman who works for a cleaning agency	At&T cable serviceman
Chicago Public School janitor	Taxi driver
UPS truck driver	Uber driver

➔ **At-will employee?**

➔ **Unionized worker?**

➔ **Temporary worker?**

➔ **Independent contractor?**



Handout 3.1a: Workers in Job Categories

AW - At Will Employee	IC - Independent Contractor

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UW - Unionized Worker	TW - Temporary Worker

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Handout 3.1d: Classification of Uber Drivers

Are Uber drivers employees, contractors, or something new?

Some have called for a new category of independent worker based partly on the idea that it is difficult to know how many hours gig workers like Uber drivers work and for whom.

But how independent is their work?

- ✖ With just **15 seconds to respond to ride requests**, Uber drivers can't do chores or other work while the app is on.
- ✖ Uber drivers **can't reject rides with low fares** or **inconvenient destinations**, because they don't know ahead of time where riders are going.
- ✖ Uber drivers **can be fired if they don't accept at least 80%** of ride requests, making it hard to drive for two apps or do other tasks at the same time.
- ✖ Drivers' hours are **measured to the minute** when the driver app is open, and Uber has implemented its own guaranteed hourly wage in many cities.



Uber hasn't revolutionized the nature of work and doesn't justify a new classification of worker.

Source: Ross Eisenbrey and Lawrence Mishel, *Uber business model does not justify a new 'independent worker' category*

ECONOMIC POLICY INSTITUTE

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Handout 3.1e: Why We're All Becoming Independent Contractors

Why We're All Becoming Independent Contractors

By Robert Reich, RobertReich.org

Robert Reich is the Chancellor's Professor of Public Policy at the University of California at Berkeley and Senior Fellow at the Blum Center. He served as Secretary of Labor in the Clinton administration

GM is worth around $60 billion, and has over 200,000 employees. Its front-line workers earn from $19 to $28.50 an hour, with benefits. Uber is estimated to be worth some $40 billion, and has 850 employees. Uber also has over 163,000 drivers (as of December – the number is expected to double by June), who average $17 an hour in Los Angeles and Washington, D.C., and $23 an hour in San Francisco and New York.

But Uber doesn't count these drivers as employees. Uber says they're "independent contractors." What difference does it make?

For one thing, GM workers don't have to pay for the machines they use. But Uber drivers pay for their cars – not just buying them but also their maintenance, insurance, gas, oil changes, tires, and cleaning. Subtract these costs and Uber drivers' hourly pay drops considerably.

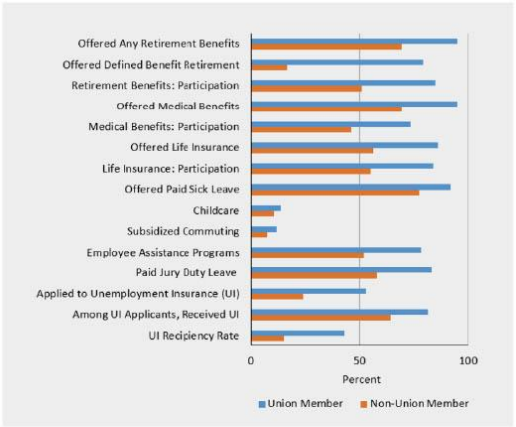
For another, GM's employees get all the nation's labor protections. These include Social Security, a 40-hour workweek with time-and-a-half for overtime, worker health and safety, worker's compensation if injured on the job, family and medical leave, minimum wage, pension protection, unemployment insurance, protection against racial or gender discrimination, and the right to bargain collectively.

Not to forget Obamacare's mandate of employer-provided healthcare. Uber workers don't get any of these things. They're outside the labor laws. Uber workers aren't alone. There are millions like just them, also outside the labor laws – and their ranks are growing. Most aren't even part of the new Uberized "sharing" economy. They're franchisees, consultants, and free lancers. They're also construction workers, restaurant workers, truck drivers, office technicians, even workers in hair salons. What they all have in common is they're not considered "employees" of the companies they work for. They're "independent contractors" – which puts all of them outside the labor laws, too.

The rise of "independent contractors" is the most significant legal trend in the American workforce – contributing directly to low pay, irregular hours, and job insecurity. What makes them "independent contractors" is mainly that the companies they work for say they are. So those companies don't have to pick up the costs of having full-time employees. But are they really "independent"? Companies can manipulate their hours and expenses to make them seem so.

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Handout 3.1f: Union Benefits



INCOME: A unionized worker earns 18% more than non-unionized workers. The median weekly earnings of full-time and salary workers who were union members in 2022 were $1,216, compared with $1,029 for nonunion workers. That's nearly $10,000 more per year.

HEALTH: Life expectancy is actually longer (80.2 years) in states with high union membership compared to states with low union membership (78.1 years).

RETIREMENT: 94% of union workers participate in a retirement plan (of any kind), compared with 67% of nonunion workers

RACIAL EQUALITY: Unionized Latino workers have a 18.8% boost in pay compared to non-unionized Latino workers, and unionized Black workers have a 13.1% boost in pay compared to non-unionized Black workers

GENDER EQUALITY: Hourly wages for women represented by unions are 4.7% higher on average than for nonunionized women with comparable characteristics

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Handout 3.1g: Temp Worker Rights in Illinois

Temp Workers Score Another Victory in Illinois!

By Sally Dworak-Fisher, Roberto Clack, Temp Worker Justice

Buoyed by the momentum of their New Jersey colleagues' successful passage of a Temporary Workers' Bill of Rights, workers in Illinois are now celebrating their own victory: passage of the Temp Worker Fairness and Safety Act (TWFSA).

"It feels great to be a part of Temp Worker Justice and to successfully fight for equal pay for temp workers! We will finally get the fair pay we deserve. It was an honor to work for this victory and to push to pass the bill in Springfield this year," said Darius Childs, former staffing agency worker and a member of Temp Worker Justice who lives in Dolton, Illinois.

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The TWFSA updates and improves on the state's Day and Temporary Labor Services Act in several key respects:

Equal Pay for Equal Work: Temp workers assigned to a host employer for more than 90 calendar days will be paid the same as direct-hire employees performing the same or substantially similar work. This key piece of the TWFSA will reduce the economic incentive to rely on "permatemps," and provide a meaningful wage boost to Illinois temp workers who currently earn on average $4 per hour less than their directly employed peers.

Right to Freely Refuse Strikebreaking Assignments: Temp agencies are now required to provide temp workers with notice—in a language that the worker understands—and an opportunity to refuse assignment to a worksite where there is a strike, lockout, or other labor dispute. Temp agencies must inform workers that the right to refuse will not affect their ability to receive another assignment. This provision will enable temp workers to support collective action by other workers without retaliation, should they choose.

Improved Training and Workplace Safety Provisions: Temp agencies and host employers must stick to new health and safety requirements. For example, host employers must:

- Document and inform temp agencies of job hazards;
- Provide specifically tailored hazard training and worksite specific training; and
- Allow temp agencies to visit and confirm host employer health and safety practices and trainings.

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Wage & Hour Laws & Protections

2

2.1: WHERE DO PROFITS COME FROM? 3

- We will discuss our experiences with the economy and define it
- We will role play the relationship between wages and profits

OUR LABOR CREATES ALL WEALTH, RICARDO LEVINS MORALES 16

2.2: INEQUALITY 17

- We will visualize unequal wealth distribution in the 10 Chairs of Inequality game
- We will discuss, by way of introduction, aspects and consequences of income inequality
- We will read and discuss what can be done about inequality

2.3: WAGE THEFT 37

- We will define the concept of wage theft
- We will recognize and distinguish the various forms wage theft takes
- We will discuss, by way of introduction, the opportunities and challenges of taking action to combat wage theft

2.4: THE FLSA AND OTHER INFLUENCES ON PAY 64

- We will identify who and what influences how much you are paid
- We will discuss the role of the Fair Labor Standards Act (FLSA) in regulating pay, exemptions to the FLSA, and the influence of unions on pay

2.5: MINIMUM WAGES 75

- We will identify and discuss local and national campaigns to raise wages
- We will identify the differences between states with preemption laws and minimum wages set at the multiple levels of government, as well as subminimum wages
- We will discuss myths/realities about the minimum wage and the forces behind pro/con minimum wage campaigns

2.6: LIVING WAGES 100

- We will discuss the causes of geographical differences in wage laws
- We will identify the discrepancy between real wages and the increasing cost of goods and services
- We will compare wage earnings from direct experience with what the living wage is where we live

2.7: OVERTIME AND ITS EXEMPTIONS 116

- We will identify and discuss overtime by way of introduction
- We will identify and discuss an example of an exclusion to overtime laws and link to wage theft discussion
- We will discuss current trends in overtime law

2.8: PAYCHECKS: HOW TO MAKE SURE YOU GOT WHAT YOU EARNED 127

- We will identify and discuss differences between legal and illegal deductions, identify wage theft, and practice math skills
- We will discuss what workers need to know about payroll cards by way of introduction

2.9: WAGE THEFT ROLE-PLAYS 138

- We will review common forms of wage theft with the Wage Theft or Not? game by activating prior knowledge from Unit 2
- We will apply and demonstrate knowledge of wage theft by role-playing and discussing

LESSON 2.3: Wage Theft

Lesson Objectives:

- We will define the concept of wage theft
- We will recognize and distinguish the various forms wage theft takes
- We will discuss, by way of introduction, the opportunities and challenges of taking action to combat wage theft



Enduring Understandings:

- We Must Know Our Rights to Protect Our Rights
- Documenting Working Conditions is Fundamental for Protecting Workers' Rights



Time Needed:

75 minutes



Reading Level:

Medium



Learning Method:

- Hunches/takeaways
- Pair-share reading and discussion
- Direct instruction with slide deck
- Video



Preparation:

- You can draw a T-Chart with hunches/takeaways before beginning the lesson to have it ready for part 1.
- Review the instructions, slide deck, and handouts to anticipate participant questions.



Handout 2.3b: Clean Cars, Dirty Work (Pt. 1)

WAGE AND HOUR VIOLATIONS

Long Hours, Little Pay

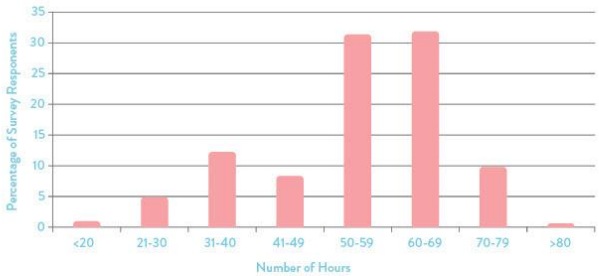
Working in a Chicago car wash means a long workday with little compensation. A standard workday requires a worker to arrive at the car wash early in the morning in order to ensure his employment for the day. However, often times he will not start earning money until the first car enters for a wash, sometimes hours later. The workday ends when the owner or manager decides it ends – perhaps when it begins to rain or snow and business slows down. The car wash may stay open until 8:00 or 9:00 pm if the weather is favorable and cars are lined up for a wash. The typical car wash worker never knows how long his shift will be or how much he can expect to earn for the day.

Findings from the study indicate that survey respondents worked an average of 54 hours in the seven days prior to their participation in the survey. As can be seen in Figure 7, roughly a third of respondents worked 50-59 hours in one week and another third worked 60-69 hours. An additional 10 percent worked between 70-79 hours.

These workers performed a variety of jobs in the car wash including hand washing cars, drying, vacuuming, and detail work. Other jobs included washing and drying towels, sweeping and cleaning the car wash facility, and shoveling snow.

Sometimes there were different rates of pay for different jobs, with skilled work such as detailing commanding slightly higher wages. Jobs such as cleaning and shoveling often resulted in lower wages, as workers performing these tasks did not earn tips.

Figure 7:
HOURS WORKED IN ONE WEEK*



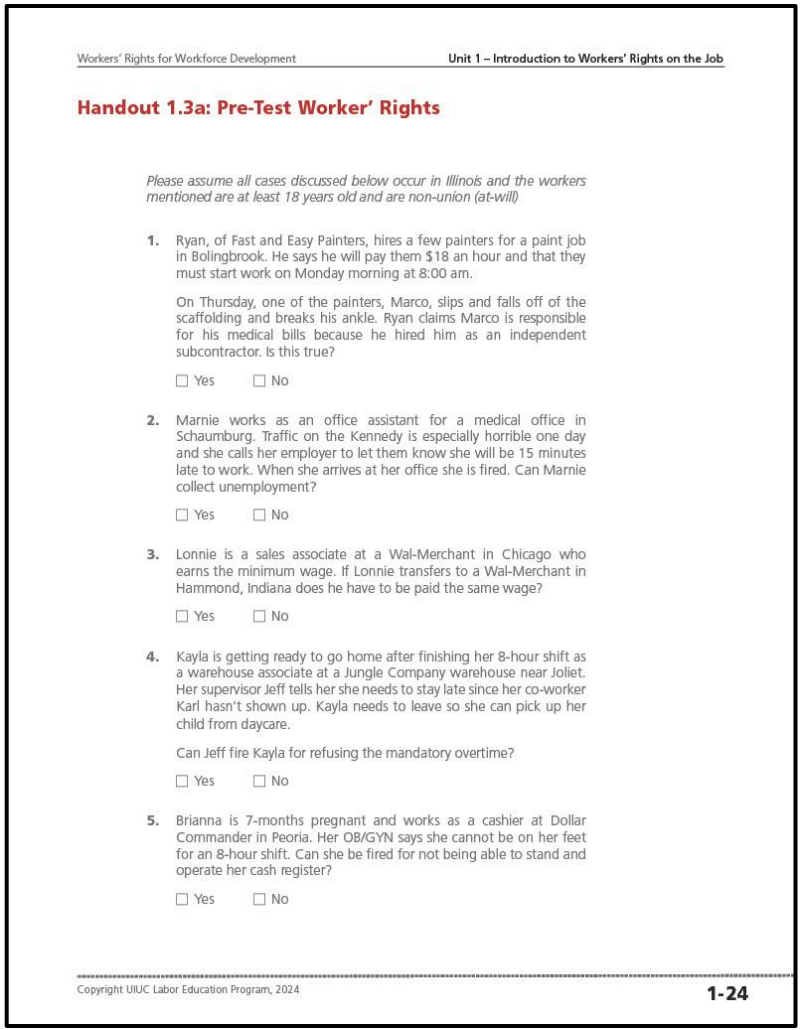
Source: Authors' analysis of 2012 Chicago Car Wash Study
*Measured for the week prior to survey participation.

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Table 2:
WAGE THEFT

$6.59	Average income per hour
$13,705.78	Average income per year
$84.87	Average wage theft per week
$4,413.24	Average wage theft per year
32.2%	Percentage average theft of annual income

Workers’ Rights Pop Quiz



Handout 1.3a: Pre-Test Worker' Rights

Please assume all cases discussed below occur in Illinois and the workers mentioned are at least 18 years old and are non-union (at-will)

1. Ryan, of Fast and Easy Painters, hires a few painters for a paint job in Bolingbrook. He says he will pay them $18 an hour and that they must start work on Monday morning at 8:00 am.

   On Thursday, one of the painters, Marco, slips and falls off of the scaffolding and breaks his ankle. Ryan claims Marco is responsible for his medical bills because he hired him as an independent subcontractor. Is this true?

   ☐ Yes ☐ No

2. Marnie works as an office assistant for a medical office in Schaumburg. Traffic on the Kennedy is especially horrible one day and she calls her employer to let them know she will be 15 minutes late to work. When she arrives at her office she is fired. Can Marnie collect unemployment?

   ☐ Yes ☐ No

3. Lonnie is a sales associate at a Wal-Merchant in Chicago who earns the minimum wage. If Lonnie transfers to a Wal-Merchant in Hammond, Indiana does he have to be paid the same wage?

   ☐ Yes ☐ No

4. Kayla is getting ready to go home after finishing her 8-hour shift as a warehouse associate at a Jungle Company warehouse near Joliet. Her supervisor Jeff tells her she needs to stay late since her co-worker Karl hasn't shown up. Kayla needs to leave so she can pick up her child from daycare.

   Can Jeff fire Kayla for refusing the mandatory overtime?

   ☐ Yes ☐ No

5. Brianna is 7-months pregnant and works as a cashier at Dollar Commander in Peoria. Her OB/GYN says she cannot be on her feet for an 8-hour shift. Can she be fired for not being able to stand and operate her cash register?

   ☐ Yes ☐ No

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SCENARIO: Ryan, of Fast and Easy Painters, hires a few painters for a paint job in Bolingbrook. He says he will pay them $18 an hour and that they must start work on Monday morning at 8:00 am.

On Thursday, one of the painters, Marco slips and falls off of the scaffolding and breaks his ankle. Ryan claims Marco is responsible for his medical bills because he hired him as an independent subcontractor.

Is this true?

☐ YES ☐ NO

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https://lep.illinois.edu/workers-rights/

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