Department of Commerce & Economic Opportunity (DCEO)

Illinois Works Pre-Apprenticeship Program

2023 Providing Impactful Wrap-Around and Student Support Services

ILW Pre-Apprenticeship Team

- ➢ Dr. Norman Ruano, Deputy Director of Illinois Works
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- ➢ Dr. Vera Lee Robinson, Program Coach

Course Overview

Illinois Works was created as a result of Governor Pritzker's commitment to expanding equity in the Illinois' construction workforce.

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

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

Course Objectives

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

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

Course Objectives Cont.

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

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

2023 Grantee Manual

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2023 Grantee Manual

Illinois Works
Pre-apprenticeship Program

January, 2023

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This Session is Being Recorded

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Section 2: Welcome and Introduction

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

➢ Utilize Webex functionality to fully engage the training.

➢ Identify what you hope to learn from this training.

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Webex Tutorial
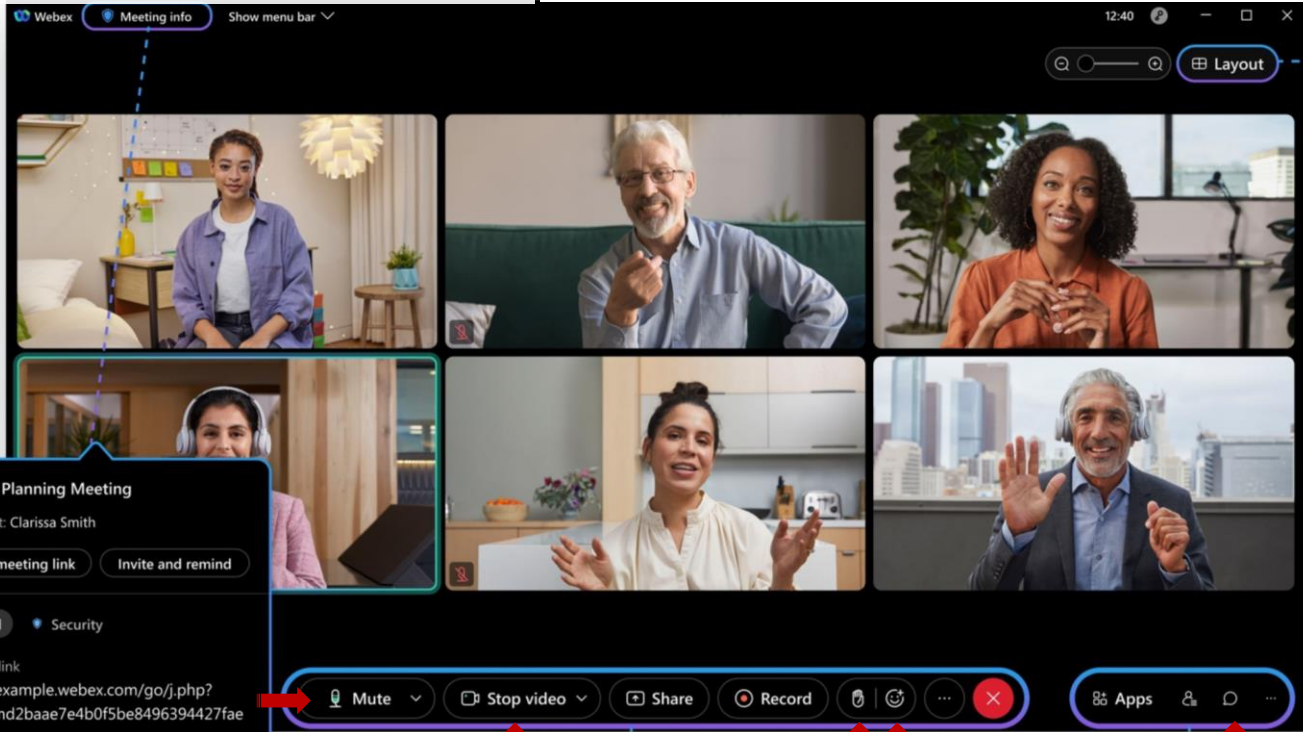
- ➢ Mute/Unmute
- ➢ Stop/Start Video
- ➢ Raise Hand
- ➢ Emojis
- ➢ Chat

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Program Engagement ~ Mentimeter

Access the website: www.menti.com

Enter: 5524 4131

*"What is your **name** and **organization**?"*

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

Staff Roles

➢ Wrap-around Service Coordinators

➢ Student Support Services Coordinators

➢ Wrap-around Service and Support Service Supervisors

➢ Grantee Partner

Question:

"Is there anything in particular you are hoping we cover today?"

Comments, feedback, or questions?

Email us at:

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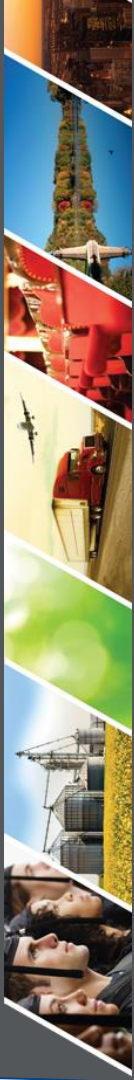
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Section 3: Understanding Your Target Audience

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

➢ Articulate ILW equity focus.

➢ Explain the data that impacts ILW construction trades.

➢ Describe the ILW target audience.

➢ Explain how wrap-around services and student support services support ILW core values.

➢ List the factors that may impact pre-apprentice participants.

➢ Leverage brainstorming as a technique to generate new or innovative ideas.

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ILW Target Audience

➢Women

➢People of color

➢Veterans

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Illinois Works Equity-focus

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

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

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The Office of Illinois Works

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

➢ Data shows that the construction industry and the trades have not been accessible for diverse communities.

➢ Fewer than 10% of apprenticeships in the highest paid construction trades are extended to women and minorities.

➢ **The Illinois Works Jobs Program Act was intentionally designed to increase equity and opportunity in capital construction jobs.**

Illinois Department of Labor & United States Census Population Estimates, Construction Industry by Groups

Population	2019			2023
	Construction Trade	Illinois Population	U.S. Population	Illinois Population
Women	4%	50.9%	50.8%	4.6%
African American	9%	14.6%	13.4%	7.2%
Hispanic/Latino	18%	17.5%	18.5%	22.0%
American Indian/ Native Alaskan	<1%	0.6%	1.3%	0.8%
Asians	<1%	2.9%	5.9%	0.7%
Veterans	7%	4.5%	5.5%	7%

[U.S. Census Bureau, 2021; Illinois Department of Labor, 2019; U.S. Dept of Labor, Registered Apprenticeship Partners Information Database System (RAPIDS)]

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Illinois Works Jobs Program

12%

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

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

Pay and Compensation

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

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

ILW Expectations

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

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

ILW Core Values

➢ Overcome Barriers

➢ Empower for Resilience and Self-sufficiency

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Impactful Factors

➢ Race/ethnicity biases

➢ Gender biases

➢ Negative perceptions regarding women working in the construction or building trades

➢ Knowledge regarding occupational opportunities within the construction and building trade industries

➢ Equal access to opportunities for training

➢ Hostile or unwelcoming workplace environment/culture

Question:

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

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We will put you in small groups.

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

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

You have 10 minutes to complete the activity.

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

Brainstorming

Brainstorming Sources and Strategies

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Section 4: Wrap-Around Services

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

➢ Identify the location of wrap-around services on the Pre-apprentice LifeCycle.

➢ Articulate the goal of wrap-around services.

➢ Complete a wrap-around service assessment.

➢ Explain how the stipend is designed to support participant success.

➢ Respond to participant complex needs.

➢ Assist participants in opting-in and opting-out of wrap-around services.

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Pre-Apprentice LifeCycle
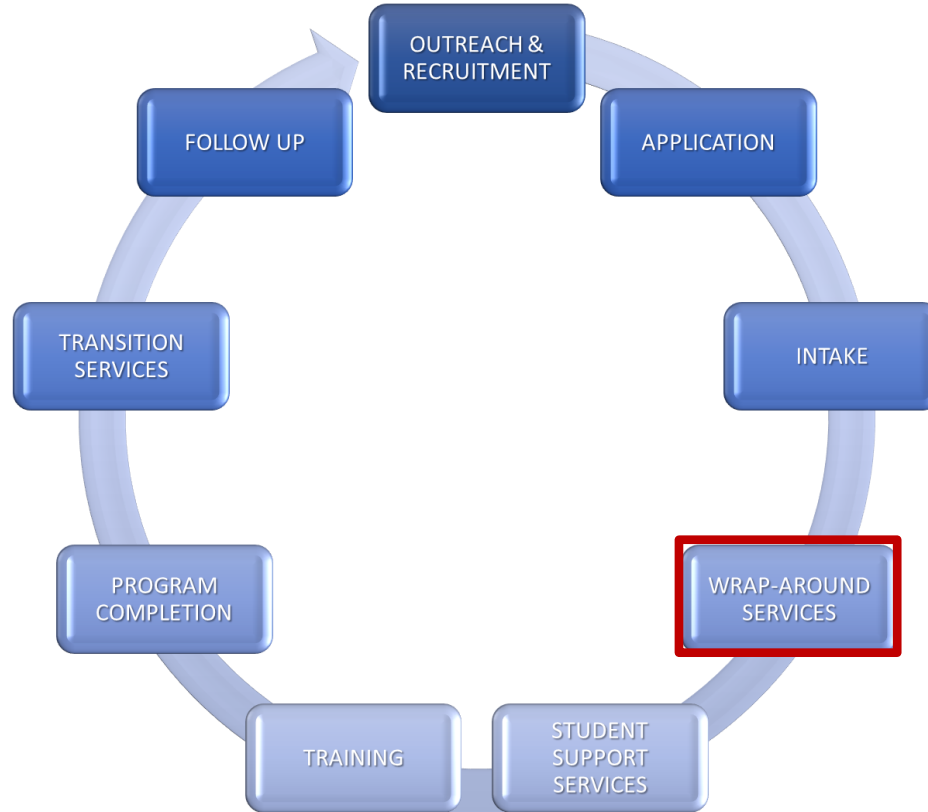
Wrap-around Service Coordinator (WSC)

Wrap-around Services

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

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

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

Wrap-around Services

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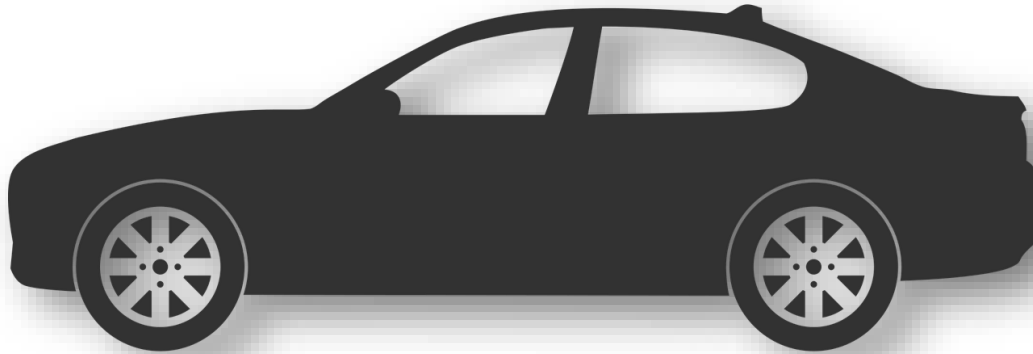
Question:

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

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Reality Shapes Experience

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

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

What Tools Are Available

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

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Wrap-Around Services Defined

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

Some common services are;

➢ Childcare

➢ Mental health counseling

➢ Transportation

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Goal of Wrap-Around Services

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

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Question:

"What wrap-around services are most utilized by your participants?"

Wrap-Around Services

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

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

Performance-Based Stipends

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

Performance-Based Stipends

- Grantees must provide stipends up to $11 per instructional hour

- Stipend amounts must be the same for all instructional activities

- Stipends can only be provided to participants

- Stipends must be reduced if participants do not meet or exceed attendance and performance measures

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Stipends Vs. Wage

STIPEND

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

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

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Template 13: Illinois Works Performance-Based Stipend Policy

Performance-Based Stipend Policy

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

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

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

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

Table 12: Participant Barriers and Potential Partners to Assist in Overcoming Barriers

Examples of Barriers	Participant's Challenge	Illinois Works Allowable Costs to Assist in Overcoming Barriers
Low Income	It may be difficult for some participants to stay financially solvent during the pre-apprenticeship period. They may also need help getting started with work clothing and other start-up costs as they prepare to enter an apprenticeship.	• 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 • Car repairs • Gas cards • 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 in the construction industry.	• Mentor/mentee training • Mentor planned activities • Expenses related to mentorship events • Purchase of training materials

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

Examples of Barriers	Participant's Challenge	Potential Partners
Physical Health	Self-reported health issues or children's health issues may limit the ability to complete training programs and obtain/maintain employment.	• 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. [1] 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 and 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

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Question:

"What partnerships have you established to help provide wrap-around services?"

Complex Needs

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

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

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Question:

"Have any of your participants presented with complex needs? How did your organization respond?"

# Table 14: Barriers for Specific Groups/Populations

Population	Challenge for Special Population	Potential Partners
Youth (under 18 yrs. old)—this only applies to ILW programs located in high schools which received special approval to serve this population.	Homeless youth may have experienced trauma before and after becoming homeless; they may have been involved with the child welfare or juvenile system, experienced family conflict, racial disparities, and/or mental health or substance abuse disorders.	• 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

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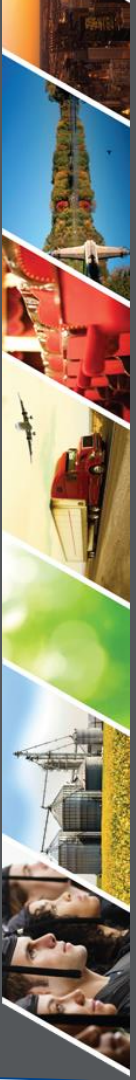
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Section 5 Title: Student Support Services

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

➢ Identify the location of student support services on the Pre-apprentice LifeCycle.

➢ Describe the role of student support services.

➢ Determine the necessary support for your participant population.

➢ Respond to student support alerts in the IWRS.

➢ Comply with ADA Requirements.

Pre-Apprentice LifeCycle

Pre-Apprentice LifeCycle diagram showing a circular flow: OUTREACH & RECRUITMENT, APPLICATION, INTAKE, WRAP-AROUND SERVICES, STUDENT SUPPORT SERVICES, TRAINING, PROGRAM COMPLETION, TRANSITION SERVICES, FOLLOW UP
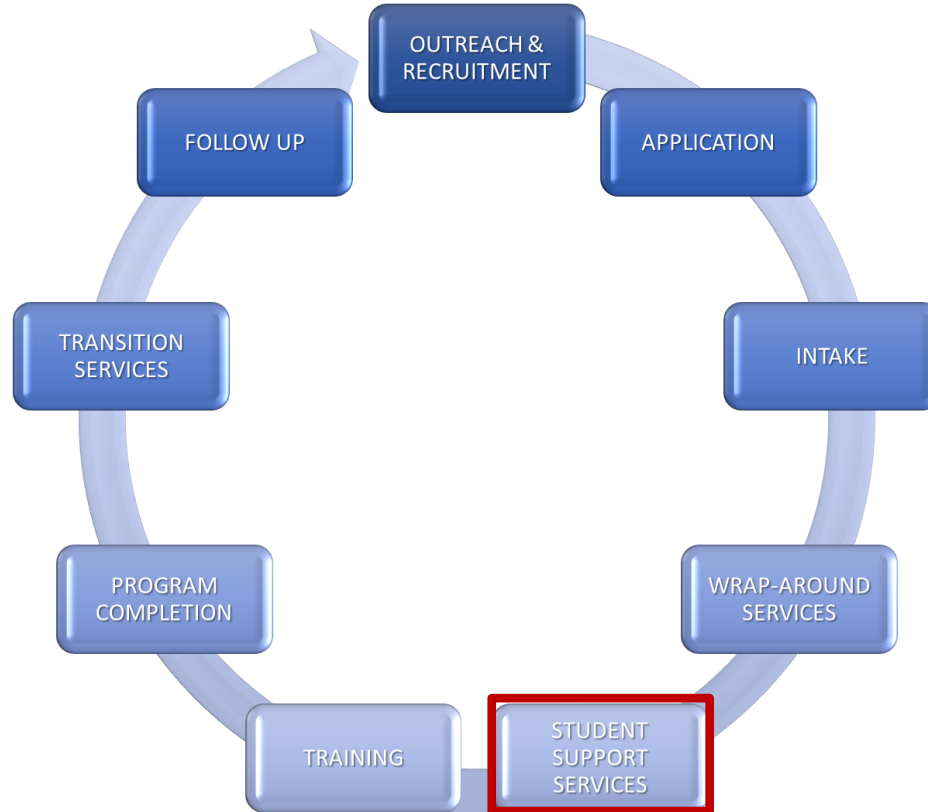
Student Support Services Coordinator (SSSC)

Student Support Services

Question:

"What academic needs are your participants presenting with most?"

Question:

"What student support services are your participants taking advantage of?"

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

Examples of Barriers	Participant's Challenge	Student Support Services
Low Levels of Literacy. Lack of Basic Math, Reading, and Computer Skills	Some participants may lack the basic math, reading, and computer skills that are prerequisite for entering apprenticeships in the construction and building trades.	• Tutoring by program instructors or partners • Individualized Education Plan (IEP)
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

Tutoring Best Practices

➢ Tutoring should be a structured process

➢ Tutors should create a plan for longer-term engagement

➢ The plan should be documented and include milestones for the participant

➢ Resources should be provided for participants to reference outside of tutoring

➢ Tutors should facilitate regular follow up regarding the participant's progress.

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Role of Tutors

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

Student Support Alerts and Tracking

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

➢ Attendance

➢ Assessment Scores

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Identifying & Removing Red Flags

➤ Academic Need

➤ Non-Academic Need

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Triggering Student Support

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[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)

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[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:

...arn them about the consequences of not attending and ...s not made, participants can be dismissed from the

...t a second warning about potential dismissal from the

...sal procedures, in partnership with the program director, ...participant from the program.

...WRS, and warnings given to participants must also be ...list meets with them.

...and requirements are in place to maintain the learning ...sroom interactions.

...g training sessions, participants are required to obtain ...ce with current health and safety guidelines.

...y are sick.

...alth directives for isolation or quarantine.
...assroom and work areas if students wish to wipe down

...-19

...to COVID-19 illness, isolation, or quarantine, they ...ely to make arrangements to make up missed work. In most cases, the ...ments for assignments and exams. In most cases, the ...uld be made up within one week after the isolation

Question:

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

ADA Requirements

Illinois Works Programs are ethically and legally responsible for adhering to administrative requirements according to the Americans with Disabilities Act (ADA). Each program must:

➤ Have a designated ADA coordinator

➤ Provide public notice

➤ Have an established grievance policy

➤ Conduct a self-evaluation

➤ Develop a transition plan regarding accessibility
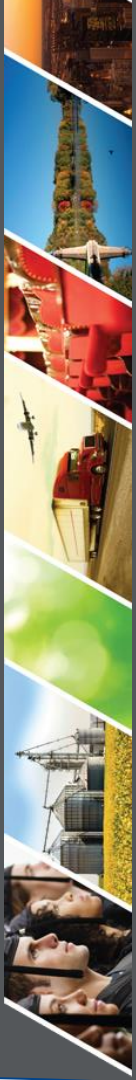
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Section 6: Building Rapport and Connections

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

➢ Explain the importance of rapport building with participants.

➢ Employ rapport building best practices.

➢ Practice active listening.

➢ Cultivate relationships with participants.

➢ Explain the impact of Maslow's Hierarchy of Needs.

➢ Describe the role of intrinsic motivation.

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Impact of Rapport Building

Activity

We will put you in small groups.

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

You have 10 minutes to complete the activity.

Be prepared to summarize your group conversation.

Question:

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

Building Rapport with Participants

➢ Remember Participant Names

➢ Be Prepared for Participant Interactions

➢ Find Common Experiences or Opinions

➢ Actively Listen

➢ Be Aware of Body Language

Active Listening

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Cultivating Relationships

Self-actualization

Self-esteem

Love and belonging

Safety and security

Physiological needs

"What categories of these five are your participants often lacking?"

Addressing Basic Needs

Question:

"What might be some intrinsic motivators for your pre-apprenticeship program participants?"
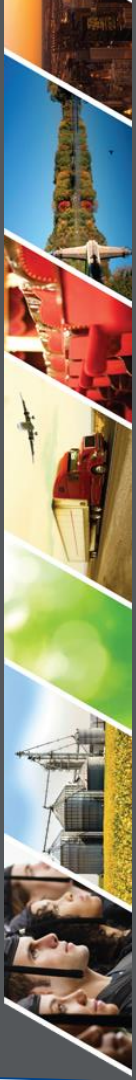
Question:

"What external motivators does your program offer?"

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Section 7: Developing Partnerships

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

➢ Describe the role of partnerships.

➢ List potential partners.

➢ Explain how an MOU formalizes a partnership.

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Considering Partnerships

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

Partnerships

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

Formal Partnerships

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

Question:
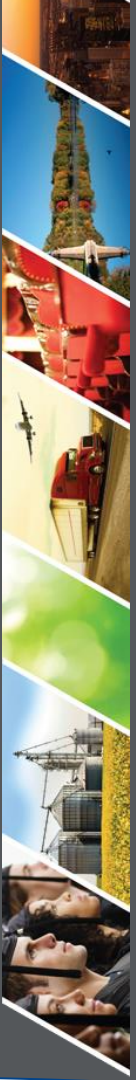
"What partnerships have you established?"

Question:

"What additional partnerships might add value for your participants?"

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Feedback ~ We want to hear from you

Thank You!