

# CEJA Stakeholder Feedback Summary Presentation

December 20, 2022



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**Department of Commerce**  
& Economic Opportunity

JB Pritzker, Governor

# Purpose

The Climate and Equitable Jobs Act (CEJA) calls for a stakeholder engagement process to inform the development of a clean jobs curriculum, to be used in the Clean Jobs Workforce Network Program and the Returning Resident Clean Jobs Training Program.

This presentation summarizes the findings of a stakeholder engagement process conducted by DCEO's CEJA implementation team in the fall of 2022. Recommendations will inform the development of the curriculum and workforce programs. We thank the many people who participated in this engagement process.



# Listening session data

## Stakeholders by category

- CBOs or community members (145)
- Training providers (98)
- Workforce & advocacy leaders (78)
- Employers & industry leaders (60)

## Location

- Northern IL (187)
- Central IL (108)
- Southern IL (68)
- Out of state (18)

## Gender (data incomplete)

- Female (83)
- Male (74)
- Non-binary (2)

## Race/ethnicity (data incomplete)

- White (103)
- Black/African American (52)
- Hispanic/Latino (15)



# Follow-up interviews, meetings, written feedback

## Meetings with stakeholder groups

- Illinois Clean Jobs Coalition Jobs & Environmental Justice Subcommittee
- Illinois Solar Energy Association

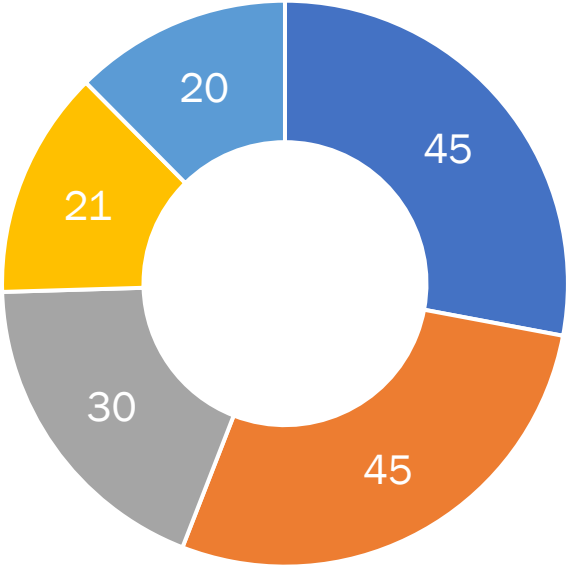
## Individual interviews & written feedback (15)

## Written feedback from organizations

- Elevate Energy
- Illinois Solar Energy Association
- Illinois Clean Jobs Coalition
- College of Lake County
- Illinois Farm Bureau



# Survey: 161 responses



- Interested community member or job seeker
- Training provider for clean energy jobs
- Workforce development provider
- Community-based organization
- Clean energy employer or industry leader



# Where do the results come from?



Listening sessions,  
interviews & written  
feedback



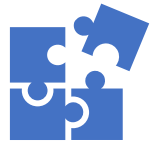
Survey responses



# Jobs & Training Areas to Focus on

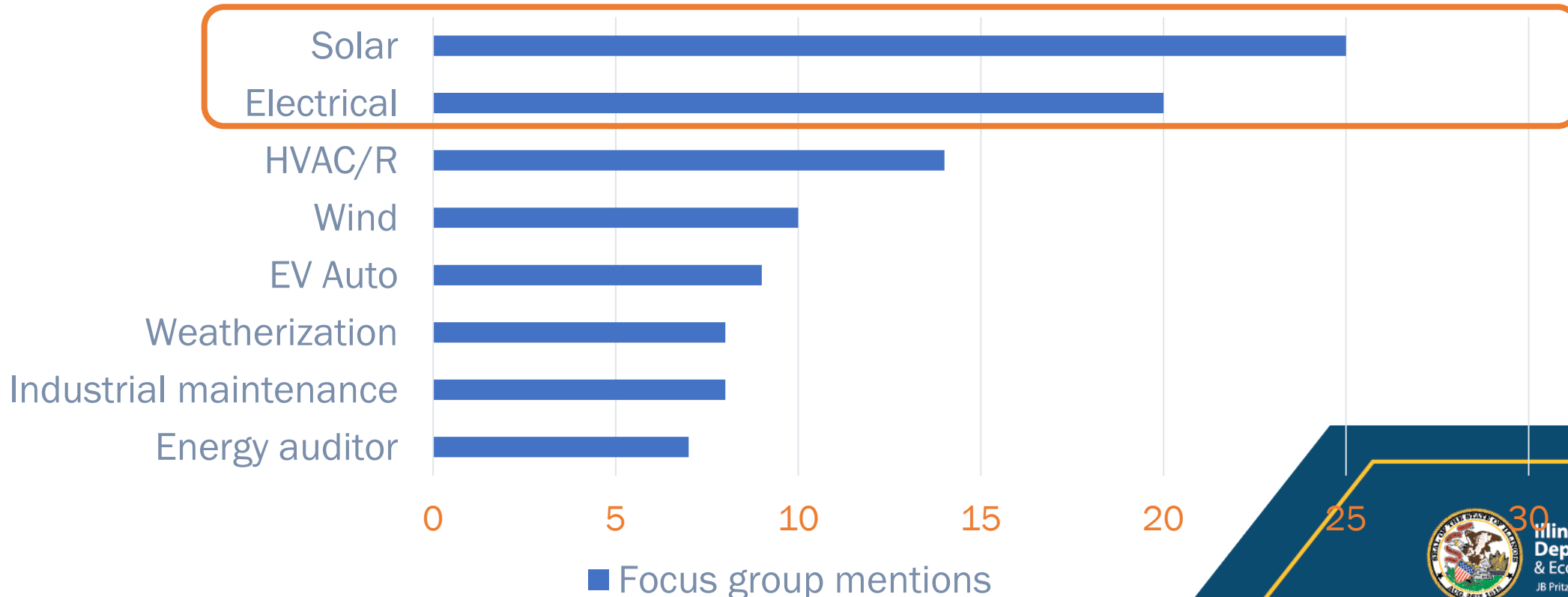


# Jobs most in demand



All stakeholder groups

Solar and electrical were the clear winners, followed by HVAC and building maintenance, wind, and EV Auto.



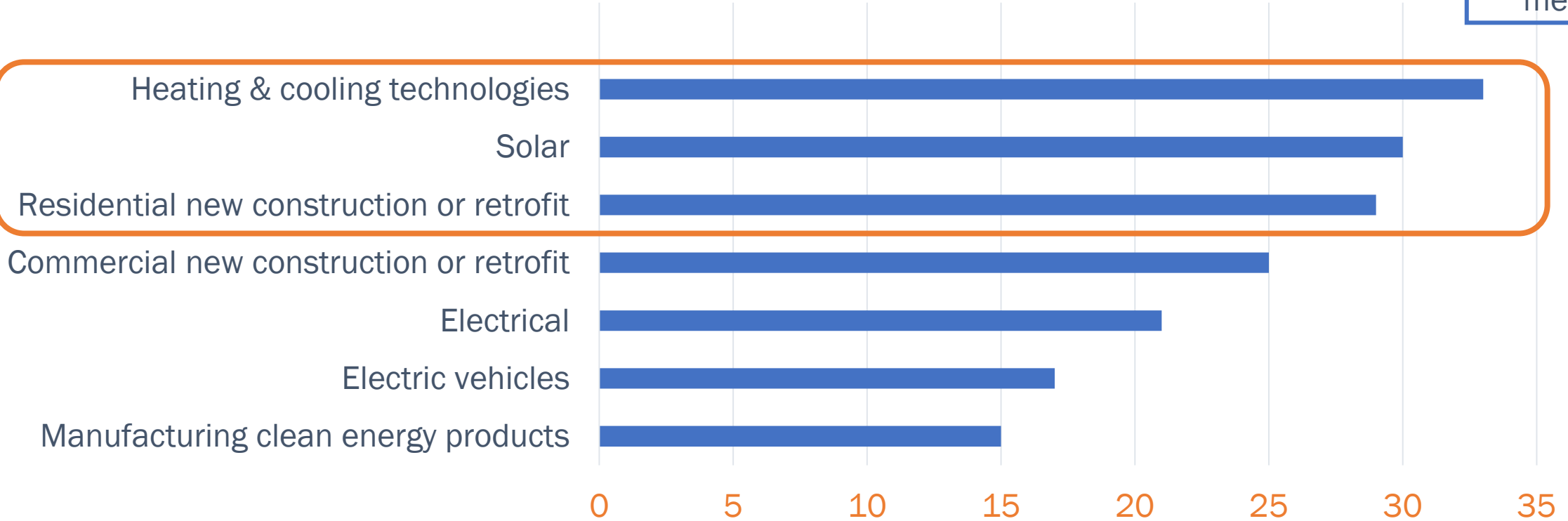
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# Jobs most in demand



Community members

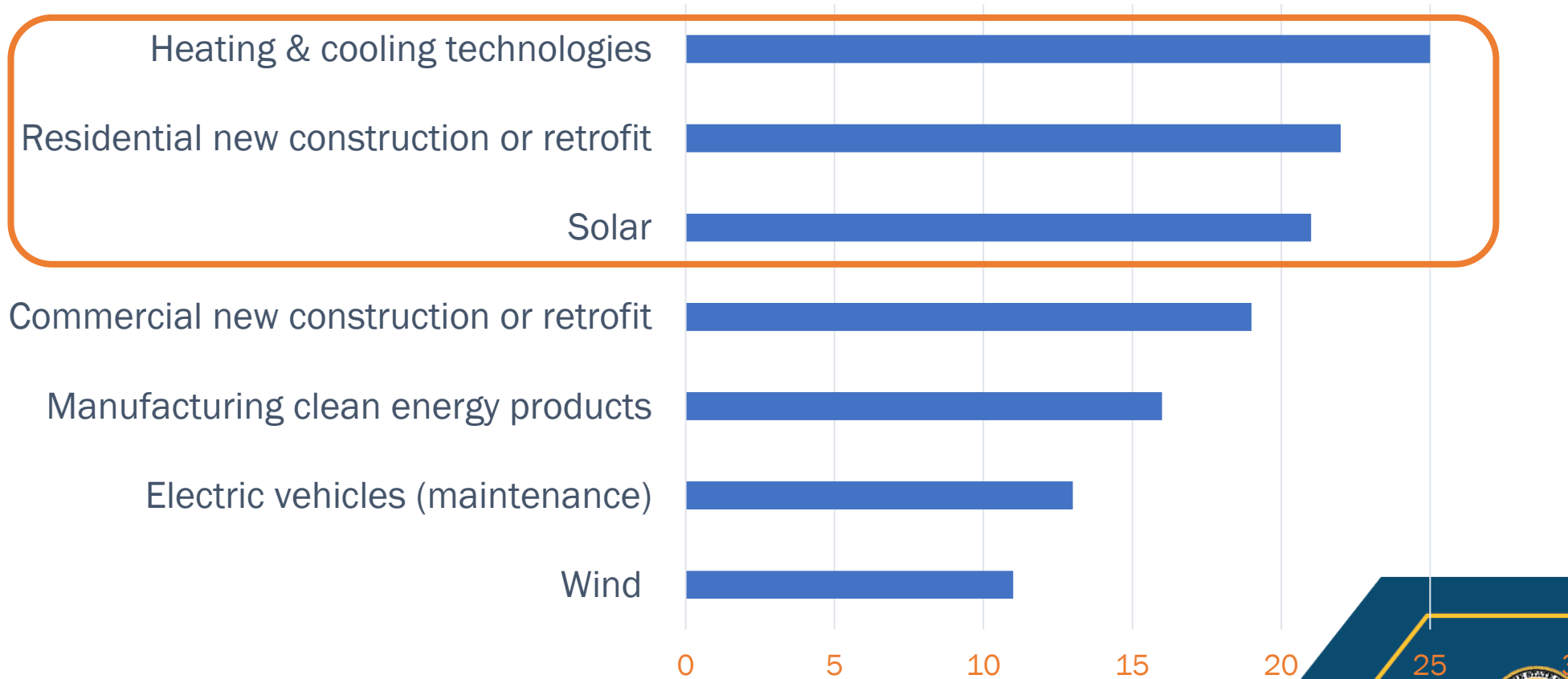


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# Jobs most in demand



Workforce &  
Advocacy



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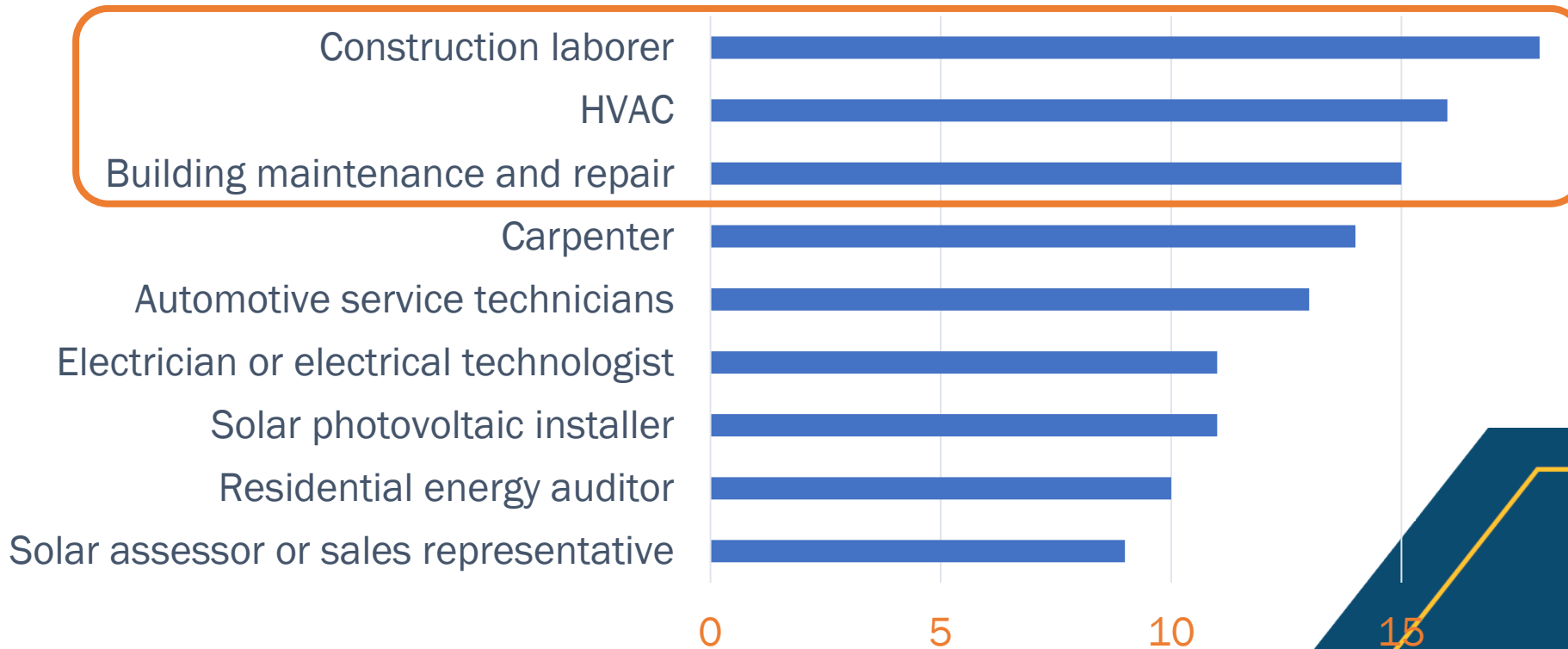
# Community interest vs. demand



CBOs

Community-based organizations indicated that people in their community were most interested in construction laborer, HVAC, and building maintenance jobs. Solar jobs were lower on the list.

Community interest in clean energy jobs

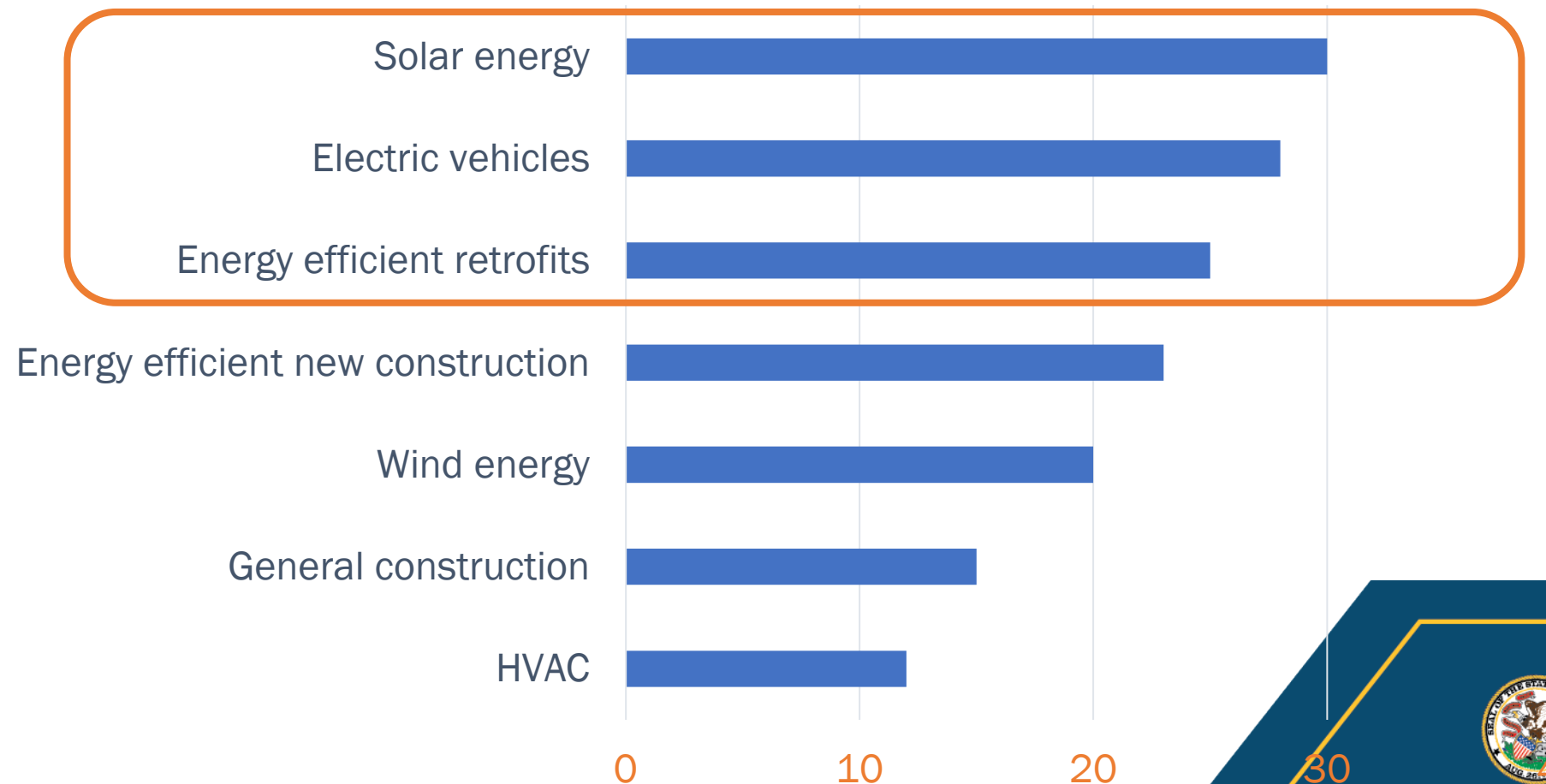


# Interest in training for clean energy jobs



Community members

Community member interest in training for clean energy jobs.



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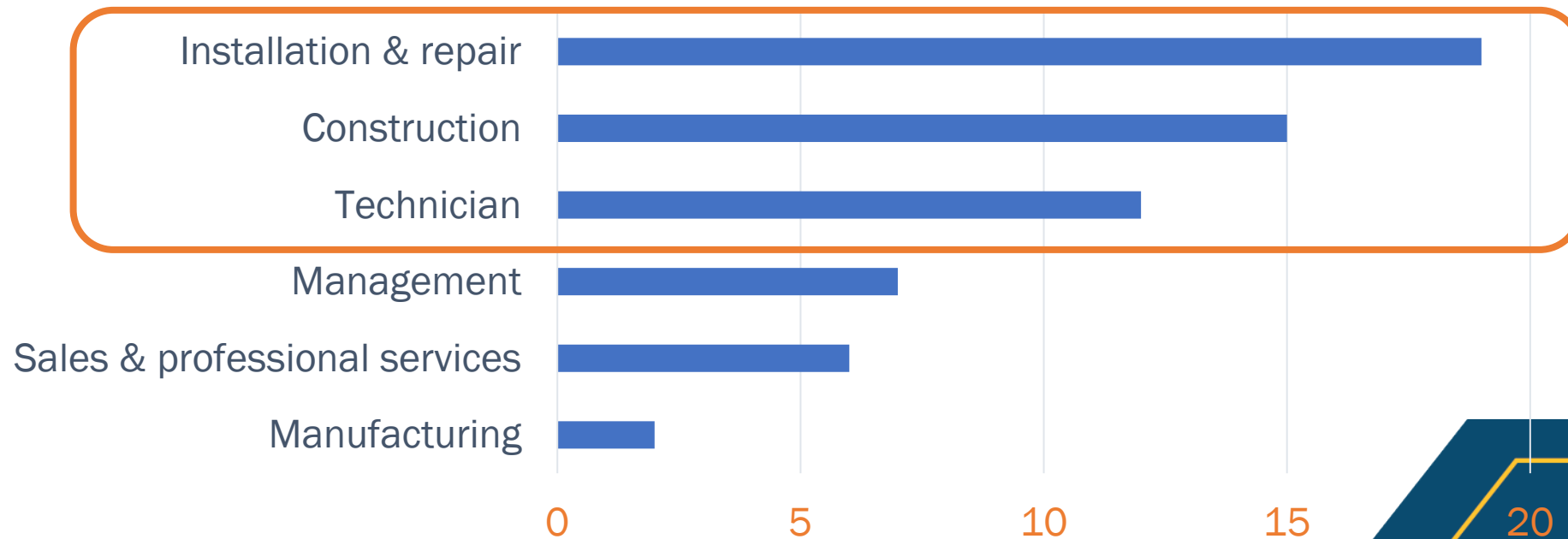
# Technical jobs are more in-demand than non-technical jobs



Employers

Employers indicated that installation, repair, construction, and technician jobs were most in demand and most difficult to fill.

Job Types Most In Demand



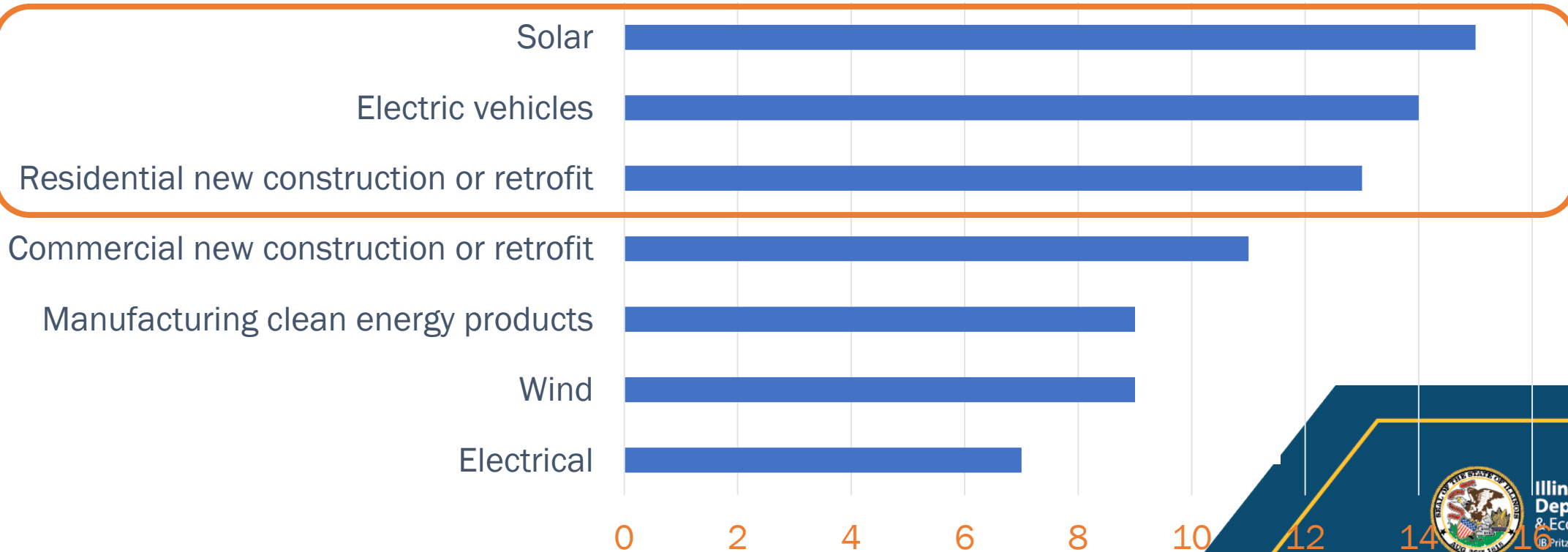
# Some industries have greater hiring difficulties



Workforce & Advocacy

Solar, EV, and residential new construction are at top of list.

Hiring Difficulty



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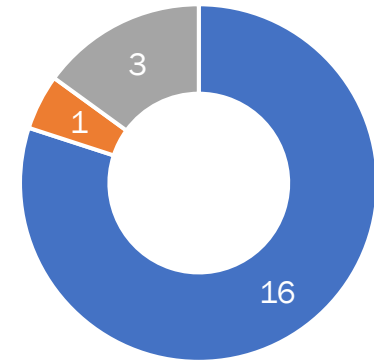
# Priority 1: Need for solar training

- Lots of incentives and credits available. Lots of industry growth.
- Employers must meet equity-eligible hiring requirements of law.
- Focus on solar PV installer.
  - 66% of solar employment is in installation & project development.
  - 51% of solar installation and project development is in **residential**.
- Also need electrical workers, solar technicians, sales representatives, designers, and assessors.
- Need installation/maintenance of energy storage.



All stakeholder groups

4/5 of employers said we need “much more solar training.”



- We need much more solar training
- We have enough solar training
- Unsure

“Don’t just cover boots on the roof. Only 40% of solar industry is boots on roof. Cover design, ordering, job logistics, sales, warehouse, etc.”

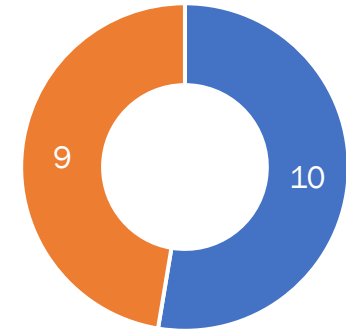
# Priority 2: Need for electric vehicle training



All stakeholder  
groups

- Lots of funding for electric vehicles. High growth.
- Very few EV mechanic programs.
- Need electrical and engineering training.
- Need EV charger installation training.

Responses split between “We need much more training” and “unsure.”



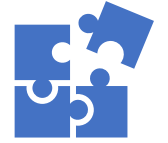
- We need much more training
- Unsure



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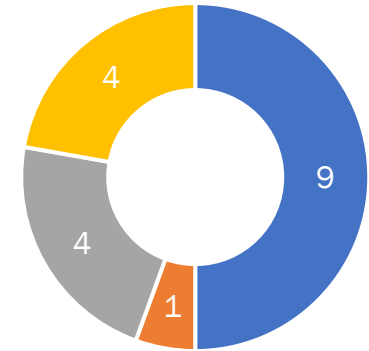
# Priority 3: Need for electrical training



All stakeholder  
groups

- Need people to assist with EV infrastructure, grid interconnection, electrification of buildings.
- Electricians are in great demand and short supply.
- Utility workers need to better understand solar.
- We need designers and system integrators.
- Need transmission and distribution expansion planning.

Over 50% of employers indicated a need for more electrical training.



- We need much more training
- We need a little more training
- We have enough training
- Unsure



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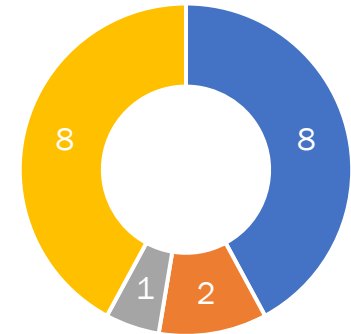
# Priority 4: Need for green building construction training



All stakeholder groups

- Our communities need weatherization & energy efficiency services more than solar.
- There aren't enough workers to do weatherization work—long waiting lists.
- We need more focus on upgrades, less focus on new construction.
- We need Building Performance Institute training, energy auditor training.
- We need knowledge of rebates and incentives.

Over 50% of employers indicated a need for more training in green building & construction.



- We need much more training
- We need a little more training
- We have enough training
- Unsure

“Homes in our community can't support solar panels because they are too old, in too much disrepair. We need weatherization services to cut energy costs and improve the housing stock.”



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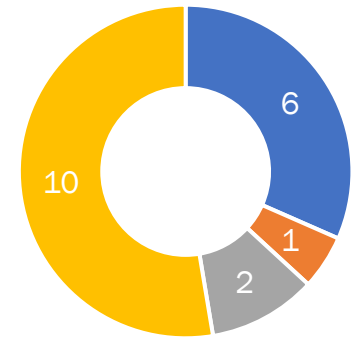
# Priority 5: Need for wind training



All stakeholder groups

- The wind industry also has equity hiring requirements, but they need fewer workers, compared to solar.
- We need more wind technicians.
- Start to finish, almost no training is out there.
- Need site analysis and sales professionals.

35% employers indicated we needed more training in wind.  
50% were unsure.



- We need much more training
- We need a little more training
- We have enough training
- Unsure



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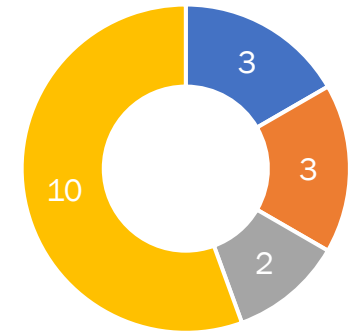
# Priority 6: Need for HVAC/building maintenance training



All stakeholder groups

- Jobs are in demand, always a big need.
- New technologies (such as heat pumps) suggest a need to “retool.”
- Need more knowledge of control systems, building energy systems.
- However, “No shortage of HVAC programs.”

Over 35% of employers indicated a need for more training in HVAC/Building maintenance.



- We need much more training
- We need a little more training
- We have enough training
- Unsure



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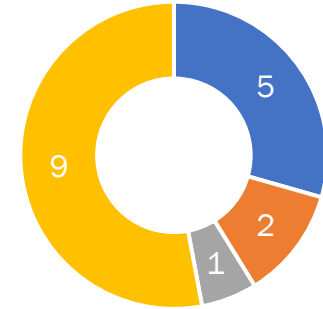
# Priority 7: Need for manufacturing training



All stakeholder groups

- We need people to make solar, wind equipment.
- We need manufacturing for new technologies.
- We need software/technical training on equipment.
- Acknowledgement that many of these jobs are low-paying.

About 35% of employers indicate a need for more manufacturing training.



- We need much more training
- We need a little more training
- We have enough training
- Unsure



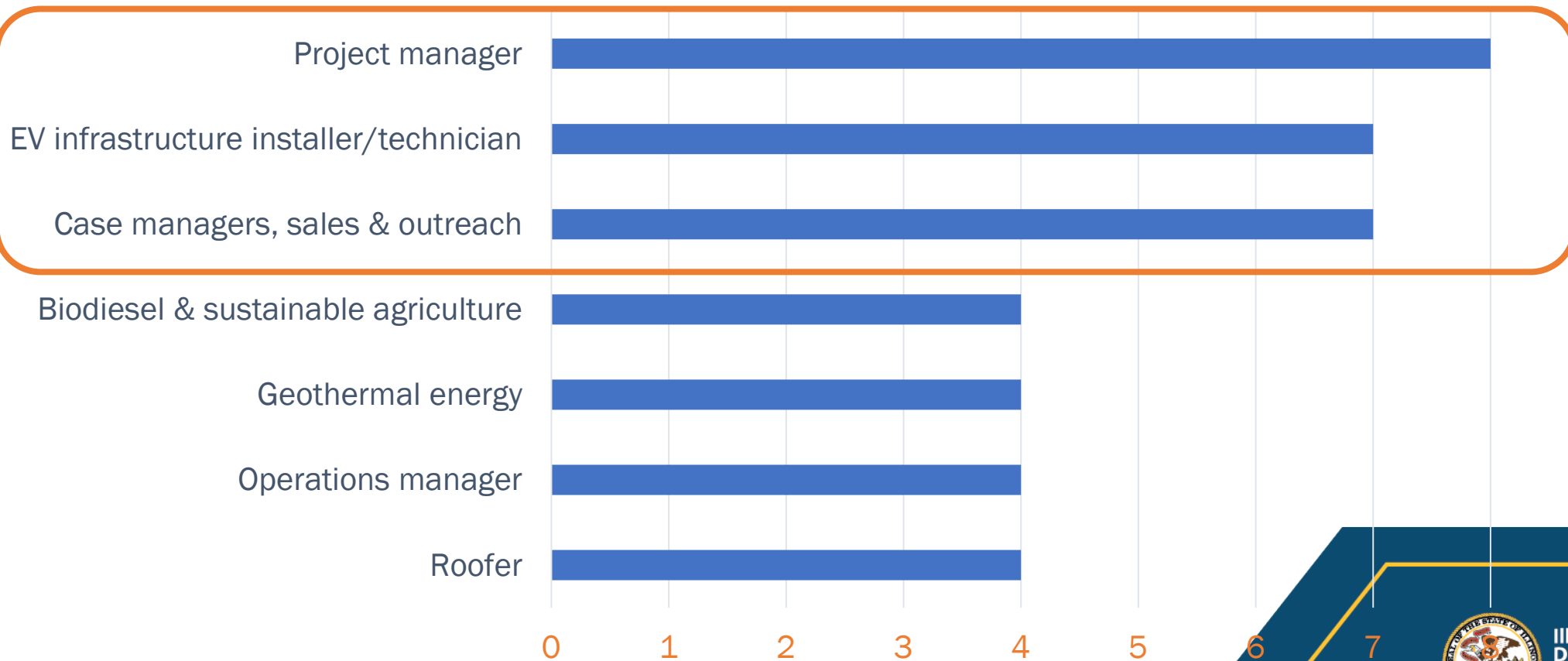
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# Please also consider including training for these jobs:



All stakeholder groups

Number of Focus Group Mentions for Jobs



# Why include these jobs?



All stakeholder  
groups

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**Project manager, logistics, admin, sales jobs:** Not everyone wants a technical, physical labor job. Need to provide other options. “Don’t alienate people who aren’t young and able-bodied.”

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**EV Infrastructure installer:** Lots of state and federal funding for EV & infrastructure

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**Biodiesel:** Lots of funding, especially for waste products. Often overlooked. Can bring benefits to communities.

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**Case manager:** We need trusted messengers who can guide residents and building owners through getting incentives and signing up for services.



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# Locational differences in job training needs



All stakeholder groups

Workforce & industry needs vary by region, but solar training should be prioritized statewide.

Some communities want to see more energy efficiency, less solar because of poor housing stock, need for weatherization services.



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# Don't just train for one job



All stakeholder  
groups

Trainees should be well-rounded for a career in construction so that if they stop doing solar, they have other options.

“We want multiple options to choose from, from installing solar panels on a roof to desk jobs and being a boss.”

There is a continuum of jobs in clean energy. What are the possibilities beyond that first job? How can they advance in their career?



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# Recommended jobs/training areas: Summary



All stakeholder  
groups

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Solar: especially installer, but sales/design or project management as an “add-on”

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Green building construction, with a focus on weatherization & energy efficient upgrades

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Electrician/electrical technician, with a focus on clean energy/renewable applications and electrification

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Wind installer/technician

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Automotive mechanic/service technician, with a focus on electric vehicles

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HVAC technician/building maintenance worker, with a focus on newer technologies, heat pumps & controls.



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# What Curriculum Should Cover



# Essential employability skills (personal effectiveness skills)



All stakeholder groups

Communication  
(28)

Time management  
(28)

Soft skills generally  
(26)

Conflict  
management (17)

Basic life skills (7)

Listening/following  
directions (7)



# How essential employability skills should be taught



All stakeholder  
groups

## Who should teach them

- Utilize other community training programs to teach these skills.
- Use a community-centered approach.
- Have clean energy employees present on these subjects and provide mentorship.

## How to teach them

- Integrate these skills into coursework—don't just teach it once and be done with it.
- Combine in-person + virtual training classes + individual coaching.
- Practice these skills through work-based learning, scenario-based learning.
- Use different delivery methods to address diverse needs of adult learner.

## Logistics

- Assess through an interview. Let people who already have these skills skip this part of the training.
- Let students “fail.” Don't hand-hold too much.



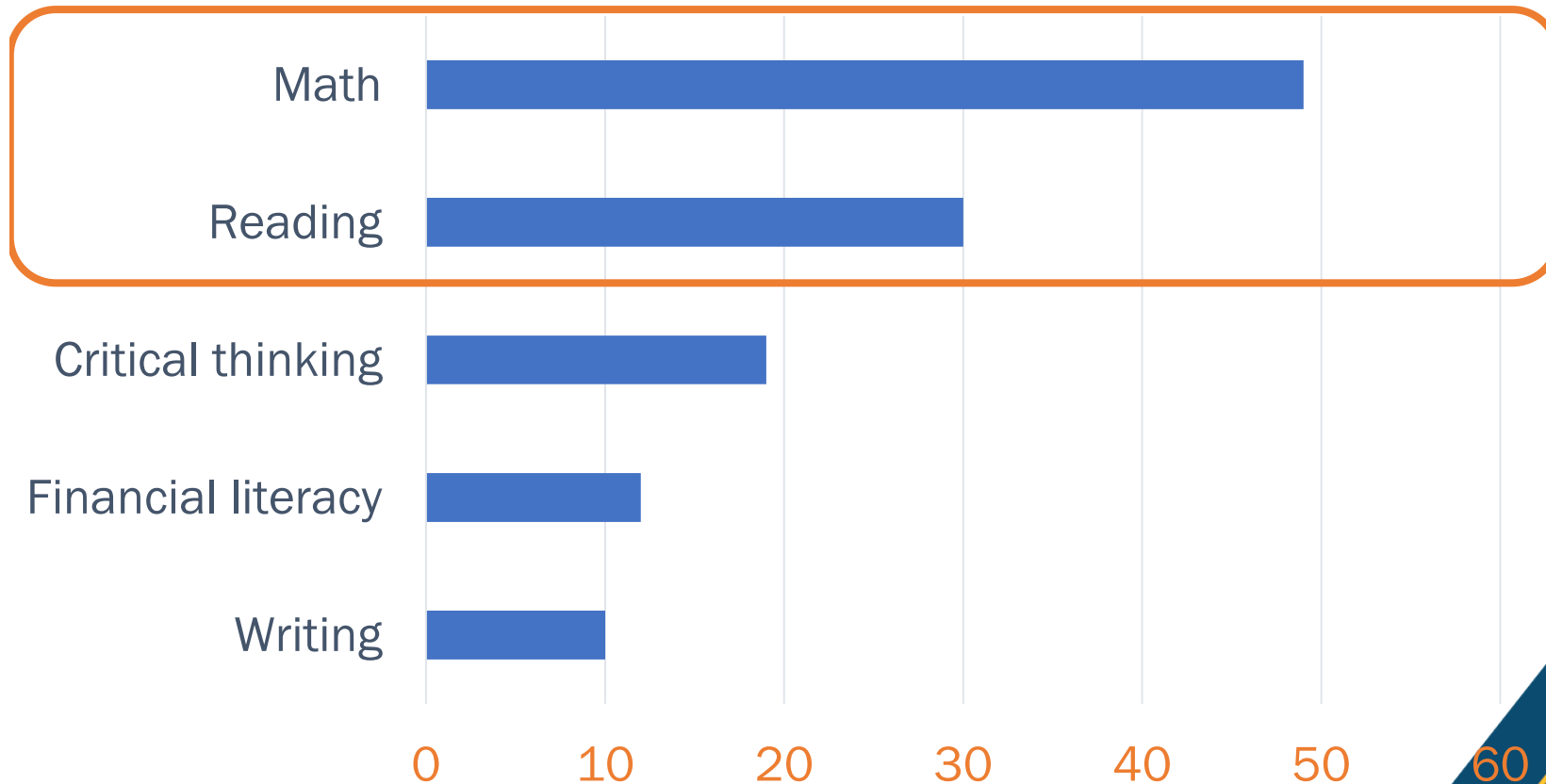
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# Academic skills to focus on



All stakeholder groups

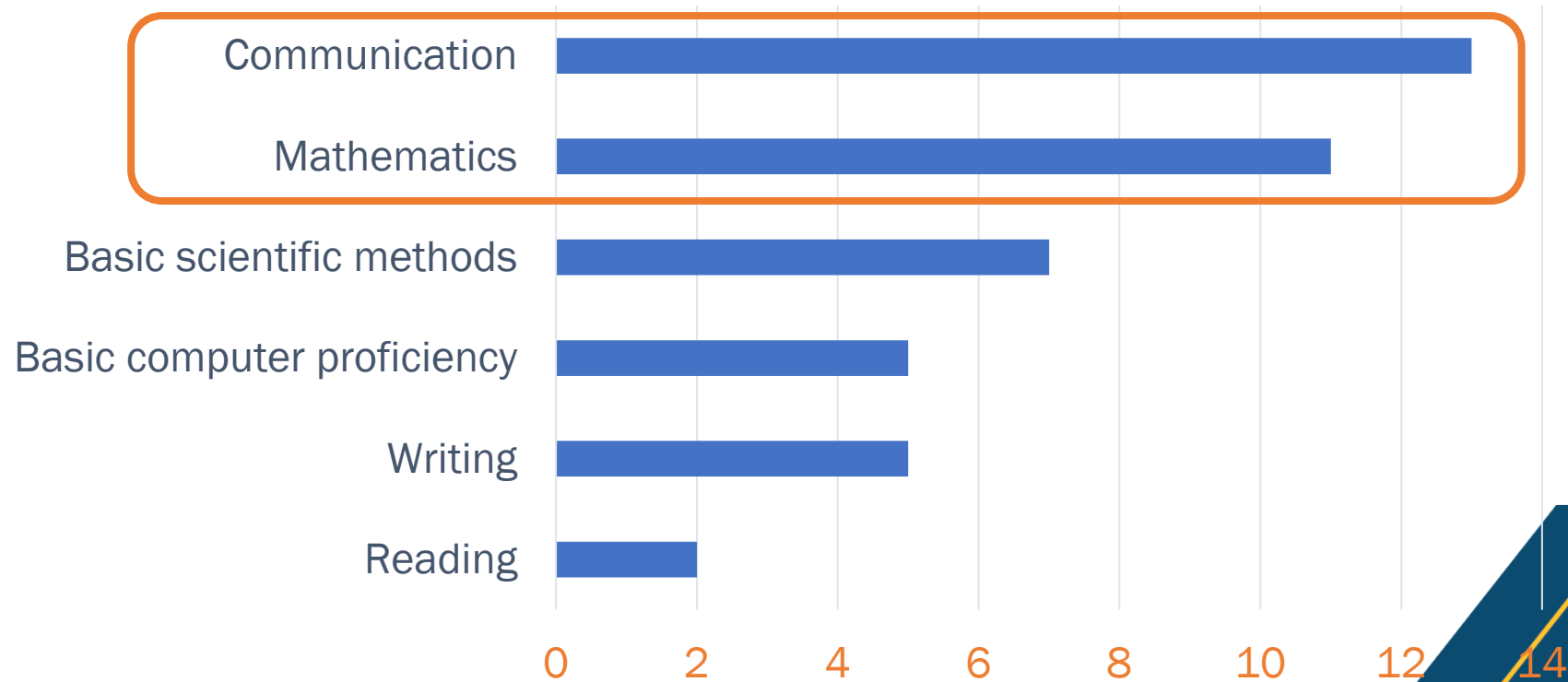
Number of Focus Group Mentions



# Academic skills employers say are lacking

Communication and math skills were at the top of the list.

Academic Skills Most Lacking

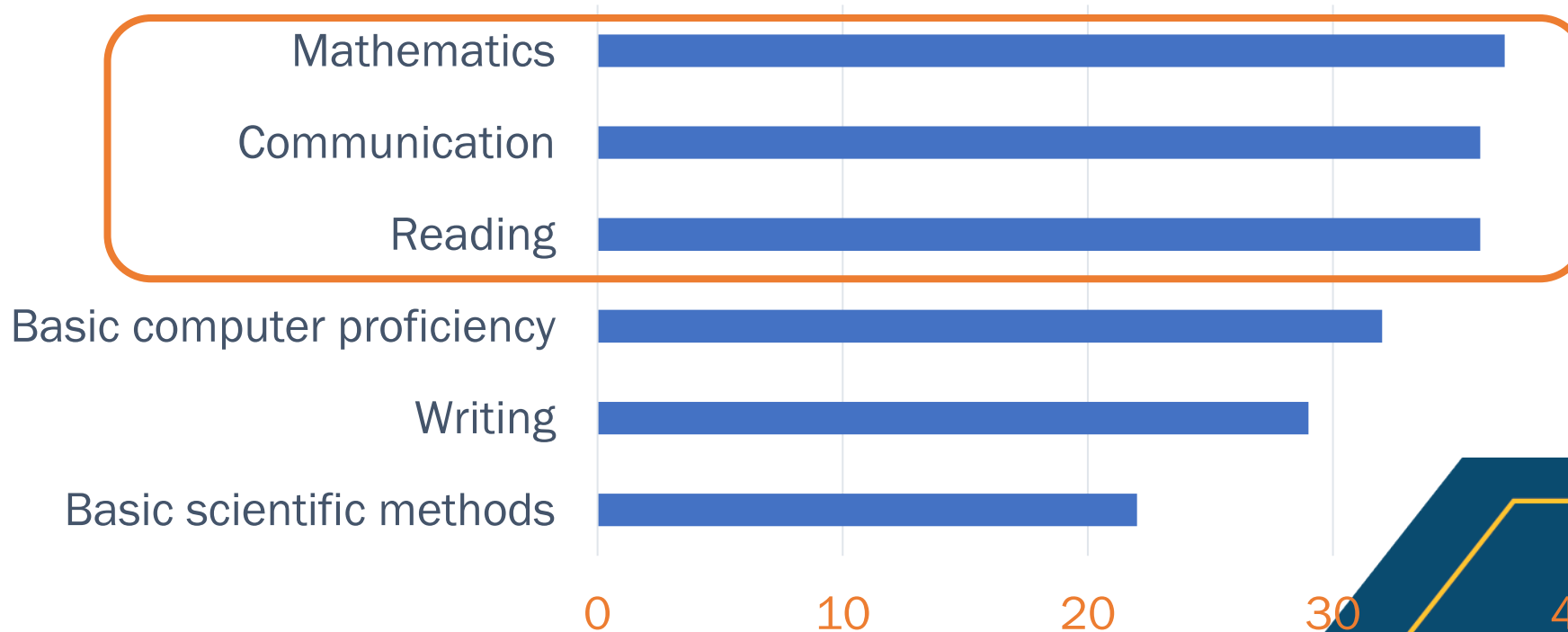


# Academic skills trainers say are most important



Math, communication, reading, and basic computer proficiency are the top skills.

### Most Important Academic Skills





# How academic skills should be taught



All stakeholder  
groups

## Who should teach them

- Community-based organizations and community colleges should teach them.
- Utilize existing ABE and community college organizations, not CEJA funds.

## How they should be taught

- Integrate these skills into the technical coursework to make them relevant.
- In-person + virtual training classes + individual coaching & tutoring.
- Self-paced/on-demand content with progress quizzes and live presentations.
- Use different delivery methods to address diverse needs of adult learner.

## Examples of what should be taught

- Communication: Use a business correspondence course.
- Math: Cover the applied math skills that are used on the job.
- Science: Cover the science of buildings and homes.

## Logistics

- Begin with an academic skill test to measure individuals' level of understanding. Address gaps or allow them to test out.



# Workplace skills



All stakeholder  
groups

## Safety (47)

- OSHA
- Rooftop/height/ladder
- Wire/electrical
- Personal safety

## Problem solving (21)

## Job/career readiness (15)

- Interview
- Resume
- Career pathways

## Teamwork (6)

## Work culture (5)



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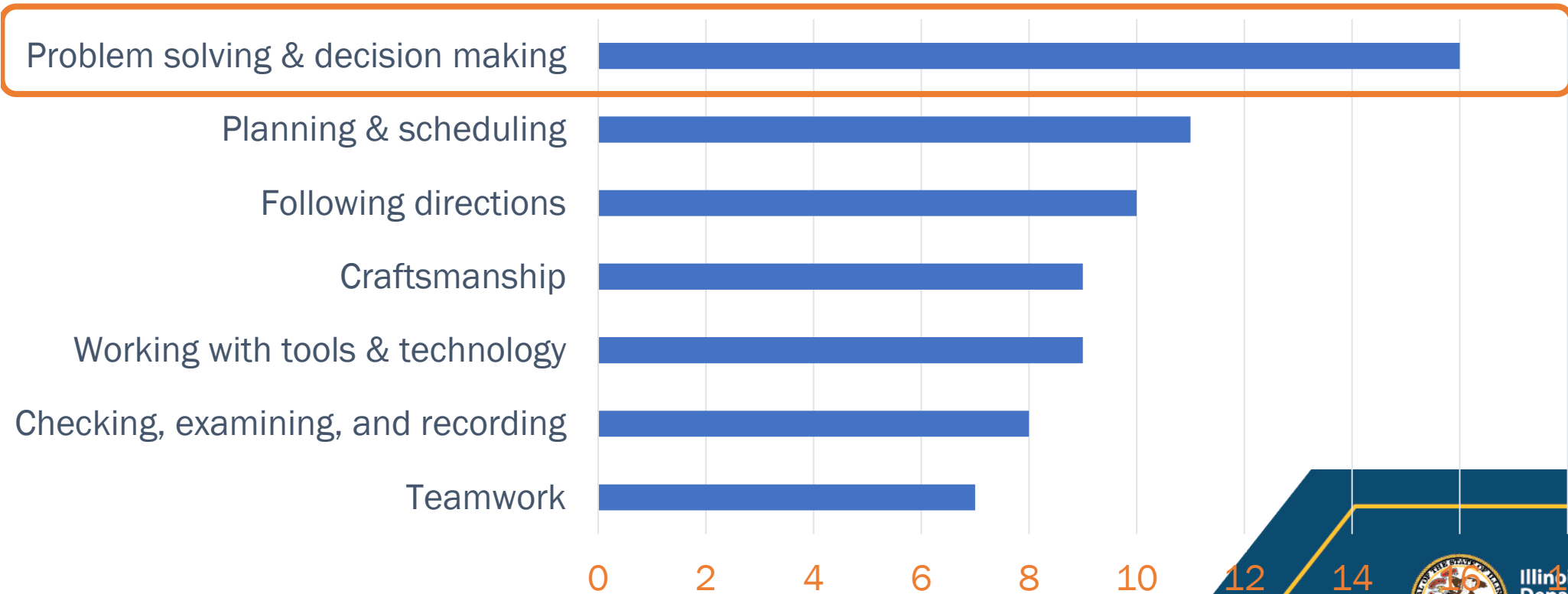


Employers

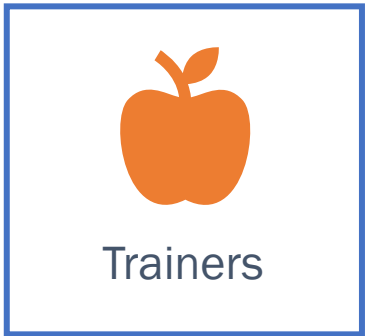
# Workplace skills employers find lacking

The ability to problem solve and make decisions was number one.

Workplace Skills Employers Find Lacking

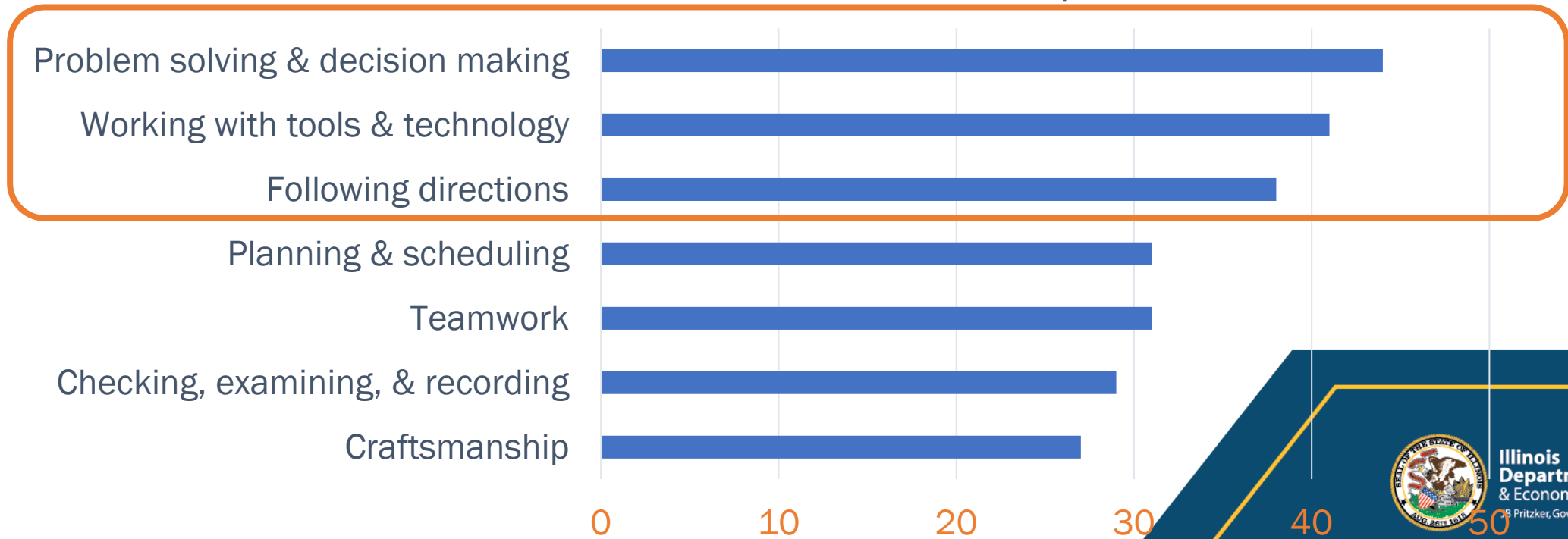


# Workplace skills trainers find most important



Top skills: Problem solving, working with tools & technology, and following directions.

Workforce Skills Trainers Find Most Important



# How workplace skills should be taught



All stakeholder  
groups



Teach through  
on-the-job  
training.



Embed  
workplace skills  
into the  
curriculum.



Teach through  
class projects.



Use different  
delivery  
methods.



Make it hands-  
on.



Provide  
equipment and  
tools to training  
providers



Group projects  
to teach team-  
building



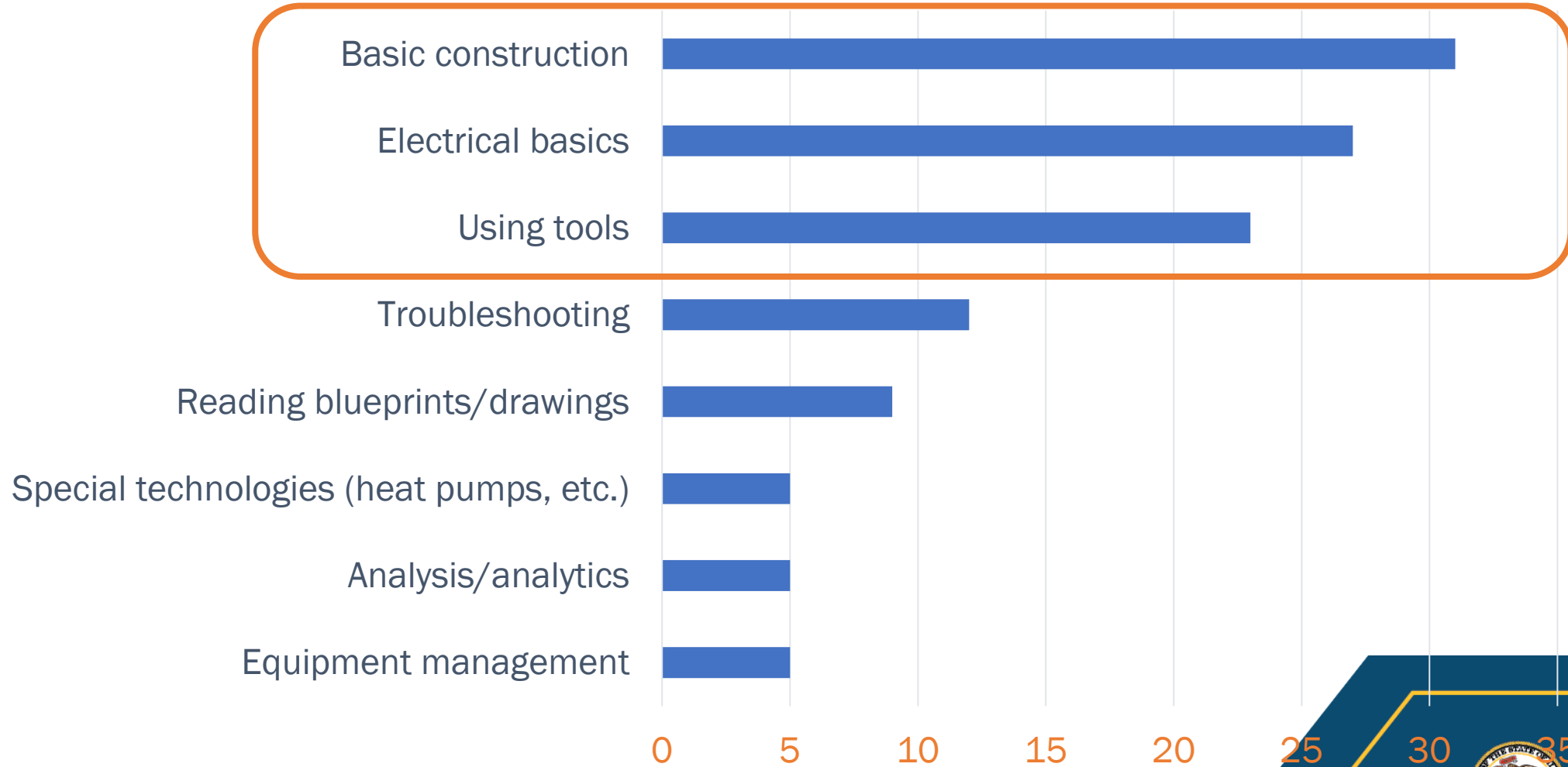
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# Technical skills most needed



All stakeholder groups

Number of Focus Group Mentions



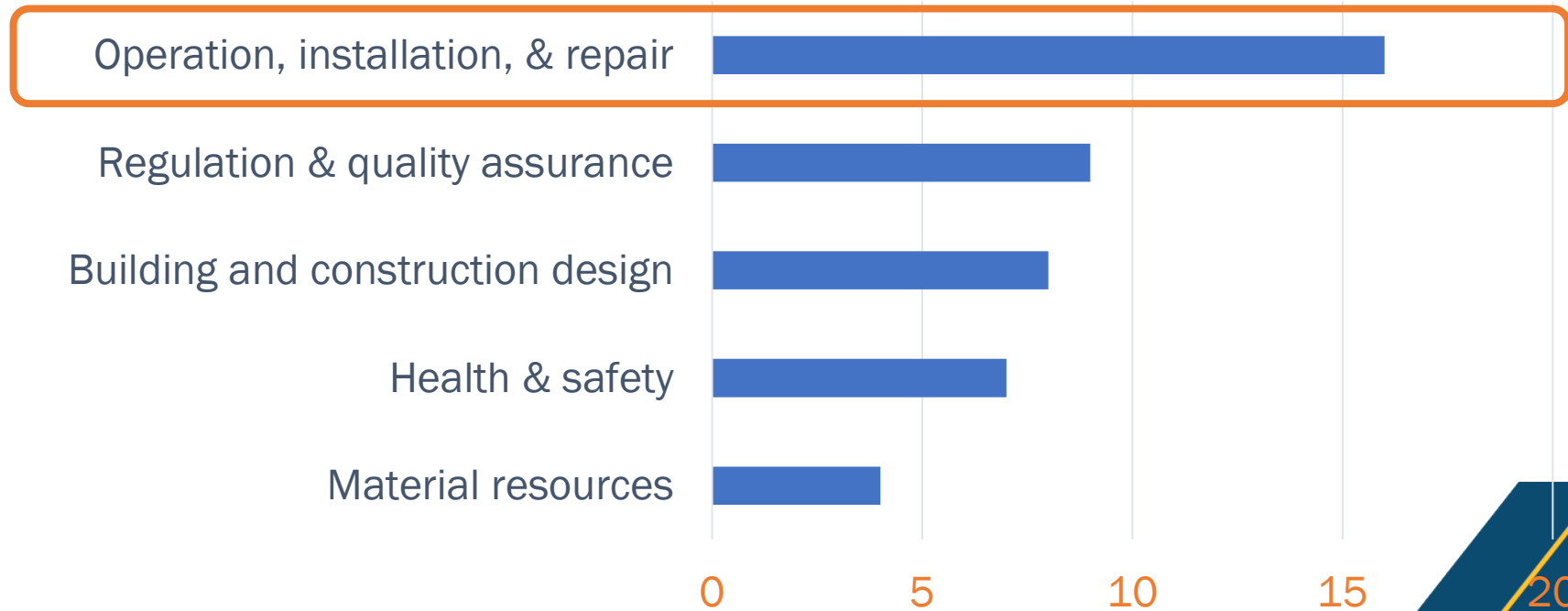
# Technical skills employers find lacking



Employers

Operations, installation and repair skills were most lacking.

Technical Skills Employers Find Lacking



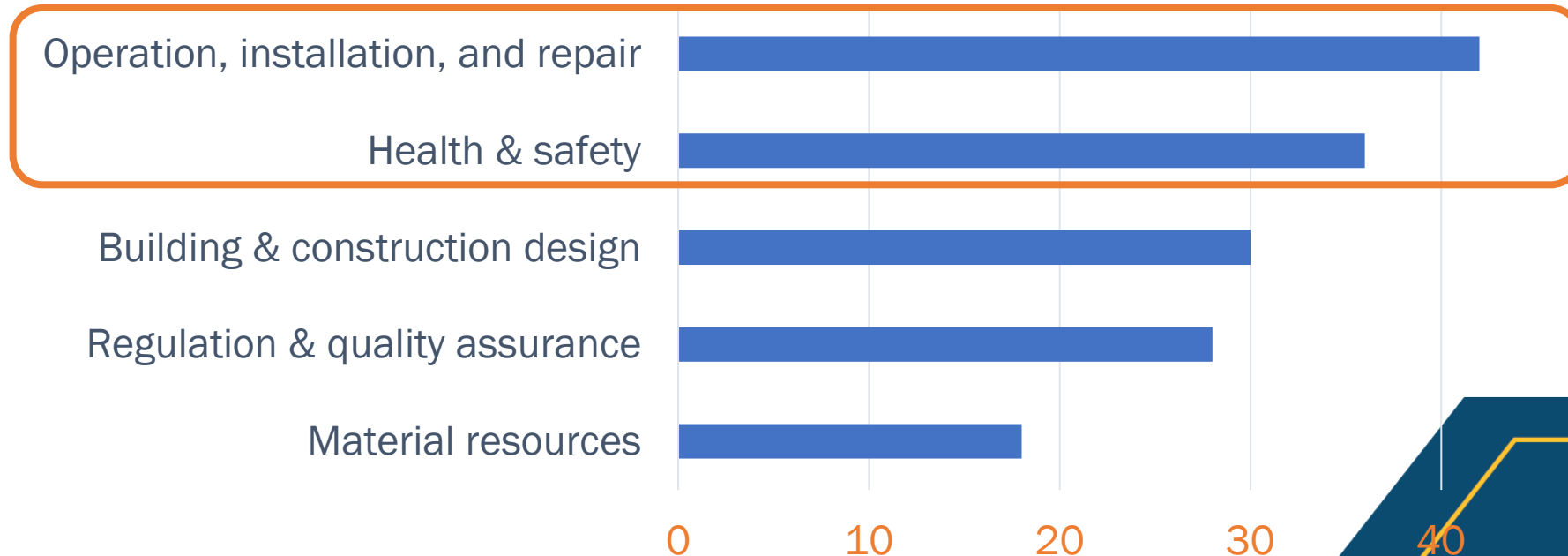
# Technical skills training providers say are most important



Trainers

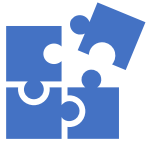
Most important: Operation, installation, and repair, and health and safety.

Most Important Technical Skills





# How technical skills should be taught



All stakeholder  
groups

## Methods

- Use cohort and individualized training methods.
- Hands-on training, on-the-job training is best.
- Utilize different delivery methods to address the diverse needs of an adult learner.
- Project-based learning is best.
- Give every-day lessons learned from the field.

## Examples

- Solar: Align curriculum with MREA online or ICC Solar Workforce Training in Peoria.
- Building management: Train to AEE certifications for certified energy manager.
- HVAC: Train to the skills list of the Steamfitters/HA training for HVAC technician, including very advanced automated controls.
- EV: Battery design, electrical engineering.
- On-site training should take students through basic installation from start to finish.



# Technical curriculum trainers use and like



Trainers

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NCCER Core Curriculum

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NCCER Intro to Solar PV curriculum

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All NCCER curriculums (they are stackable and portable and hands-on)

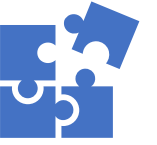
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NABCEP-based curriculum



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# Most important training principles to consider



All stakeholder  
groups

## Standards

- Training must align with industry needs.
- Training must meet CEJA-identified basic standards.
- Training must lead to industry-recognized certifications.

## Consistency

- Training should provide a consistent level of instruction & experience.
- Training should be uniform across the state.

## Holistic

- Curriculum must be more holistic than a typical college course.
- Curriculum must look beyond technical skills and in-class, formal training.

## Hands on

- Curriculum must be hands-on to counter classroom apathy and other barriers.



# Curriculum development advice



All stakeholder  
groups

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Use existing, tried and true curriculum

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Use subject matter experts

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Solicit input from employers

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Community colleges want flexible control of curriculum selection, implementation and certification requirements.



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# Common certifications or credentials in industry



All stakeholder groups

“Please adopt what’s already been done successfully through IREC, NABCEP, NCCER, community colleges. These curriculums are well-tested.”

## Solar

- NABCEP Associate (certification not required, but sets them up for success)
- NABCEP Installer
- IL DG Certification

## OSHA 10, OSHA 30

## Green building

- BPI Building Analyst
- Certified Energy Manager
- Building Operator Certification



# Clean energy basics curriculum across all jobs



All stakeholder groups

Should include:

- Electrical training
- Construction basics (such as NCCER)
- Building science fundamentals
- Troubleshooting
- Installing
- Repairing

“There are fundamental electrical technology skills that can lead to a broad spectrum of renewable energy careers.”

“People need training on basic construction skills: measuring, cutting, bending, moving, climbing ladders, etc.”



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# End result of training should be...



All stakeholder  
groups

Jobs (but not dead-end or low-wage jobs).

Short, stackable certificates: “Quick wins” and “immediate successes.”

Associate degrees: “not so much--they are too long.”

Industry-recognized certifications that employers actually want.

“People are giving up. It’s a hard time for families. People need livable wages now.”



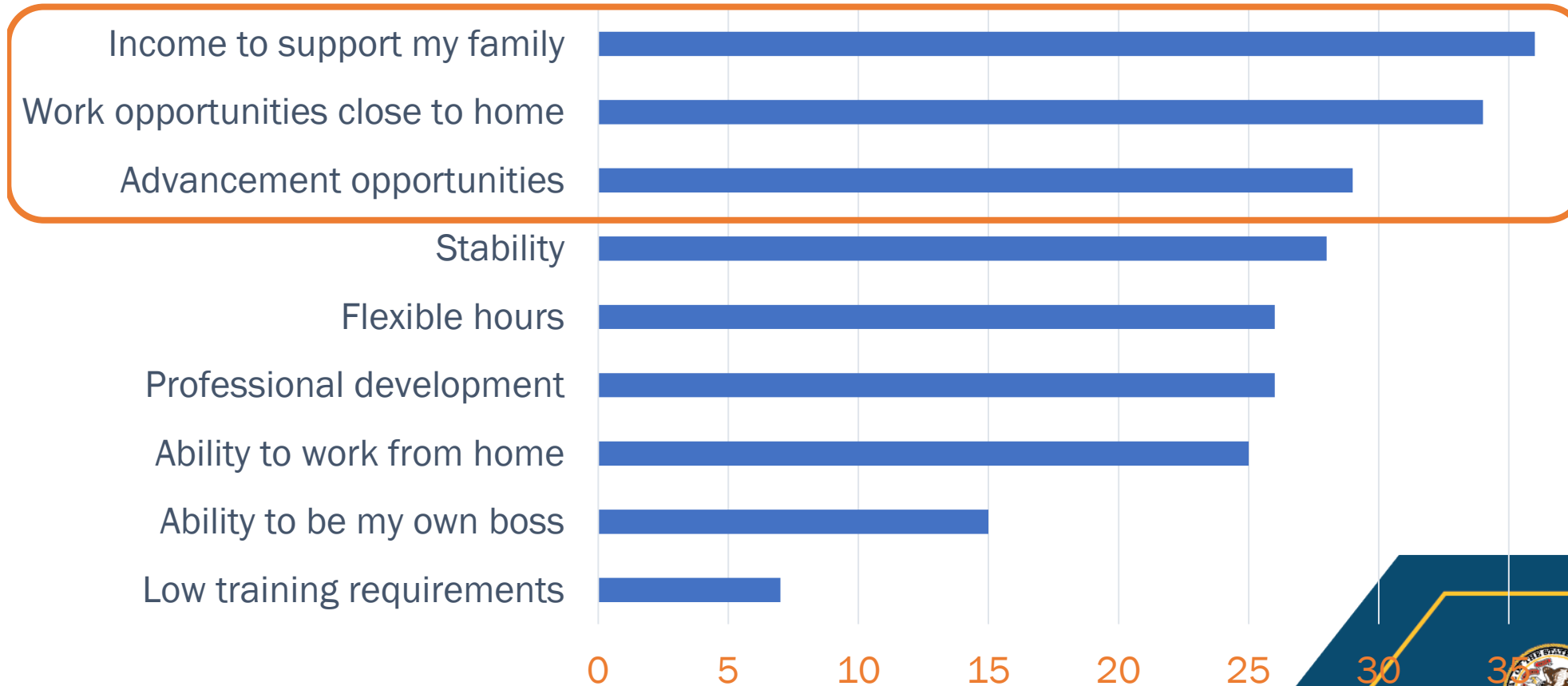
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# What job characteristics are people looking for?



Community members

## What People Want in a Job

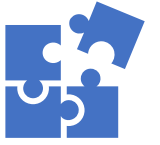




# Training Delivery



# Length of training should be....



All stakeholder  
groups

Shorter programs were generally seen as effective and desirable.

Apprenticeship model is nice, but too long.

Length depends on the job. Some jobs need longer training.

Need for flexibility in length of training to accommodate for participants' schedules, life.

Support services should be long term.

“Kids don’t want a well-rounded education. They don’t want to take English 101 to become a solar installer. Streamline the learning.”



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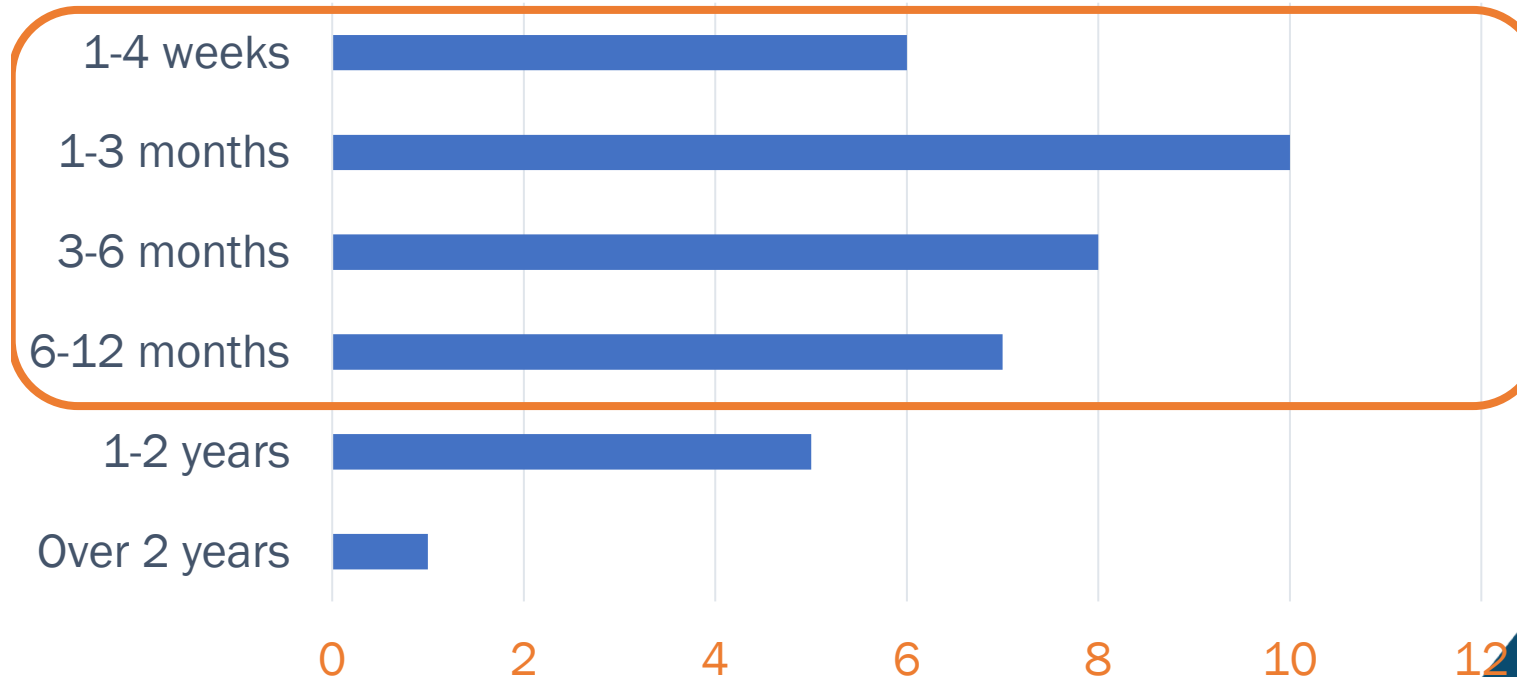
# Community members see shorter training programs as more ideal.

Most responses under 1 year.



Community members

Ideal Training Program Length



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# When should training be offered?

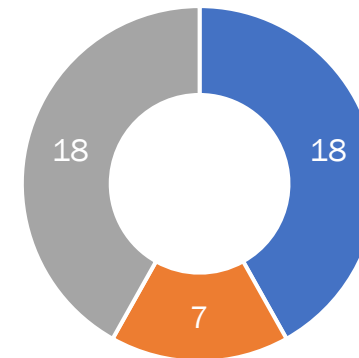


Community members

People want flexibility.

- Some 8-5 classes structured around a typical work week
- Some evening or weekend offerings
- Some part-time offerings
- Want flexible entry/exit

More community members preferred a part-time training than a full-time program.



- Part-time training program
- Full-time training program
- No preference



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# Pre-assessments for training programs

- They are needed: “Having no or limited pre-requisites introduces barriers to student success.”
- Pre-assessments shouldn't disqualify people.
- Use assessments to help identify needs for additional training to bring folks up to speed.
- Reading, math, and writing levels can be determined through TABE
- Provide support for assessments—many people struggle to take tests.
- People should be able to test out of certain aspects of training.
- Bridge programs and introductory courses can fill gaps and help to bring people up to speed.



All stakeholder  
groups



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# Assessing interests, strengths



All stakeholder  
groups



Provide options for people.



Make sure they know what they are getting into.

“If folks have issues with getting into or through attics, they may not be a good fit.”



Explore the careers that match their interests, and aptitudes.



Don't focus on jobs, but on careers.



# Beware of barriers to entry



All stakeholder  
groups

1

Don't make it too cumbersome to get into the program

2

Make barrier reduction funds easy to access.

3

Don't have too much red tape.



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# Who should do the training?



All stakeholder  
groups

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Organizations/individuals that have trust with the community.  
Insiders, not outsiders.

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Established organizations with infrastructure and a wide variety of  
programs and services.

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People who look like the target populations we are trying to reach.

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Organizations/individuals with subject-matter expertise.

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Organizations/individuals with qualifications, certifications, and  
experience to deliver training.



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# Community-based organizations vs. community colleges



All stakeholder groups



CBOs

They have built the trust and know community's needs.  
They represent and can better reach target populations.  
Don't give "token participation opportunities to CBOs."



Community colleges

They are established institutions with strong infrastructure.  
They have subject matter expertise and qualified instructors.  
They have a poor track record of serving target populations.



Both

CBOs & community colleges could work together to deliver training.  
"Training is most effective when it is a collaboration between colleges and CBOs."



# Format options



All stakeholder  
groups

In-person, hands-on,  
and interactive

- Site-based, work-based training preferred

Lectures need to be balanced with on-the-job training.

Provide some options for hybrid or online learning to improve access.

Different delivery methods to address the diverse needs of an adult learner.

Supplement with individual coaching.



# People want flexibility in...

Format (online vs. in person). “We shouldn’t dictate format, ever.”

When people enter/exit

Length of training

When training is offered (time of day, day of the week)

What training is offered: Allow people to test out ★

Supports offered

Individualized vs. cohort model (use both)



All stakeholder  
groups



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# Target Populations and Barriers



# Populations to focus on



All stakeholder groups

Women

People of color

Unskilled, dislocated workers

Underemployed workers

People in transition (including military)

Formerly incarcerated people

Disconnected youth

Undocumented immigrants

Returning residents

Foster care alumni

Low-income communities of color

Rural, downstate residents



# Why are certain populations left out?



All stakeholder groups

## Women

- Perception that women can't handle physical labor requirements
- Uncomfortable work environments/few people who look like them in workplace
- Hiring discrimination
- Programs don't actively recruit or accept them

## Minorities

- Lack of cultural competency at workplace
- Hiring discrimination
- Programs don't actively recruit or accept them
- Few people who look like them in workplace

## Young people, underemployed

- Lack of awareness of opportunities
- No strong networks to bring people into careers
- Competition from other careers

## Formerly incarcerated

- Background checks
- Hiring discrimination
- Lack of supports

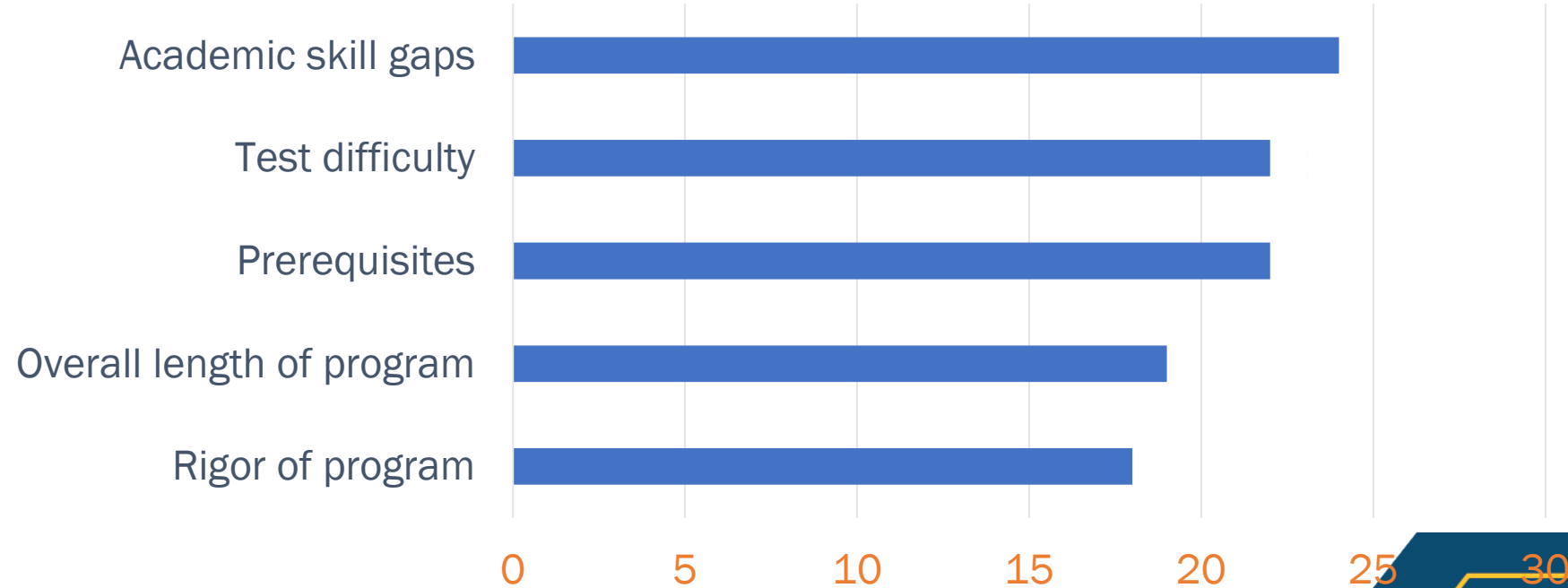


# Barriers students frequently face to access, complete training



All stakeholder groups

Barriers to Access, Training Program Completion



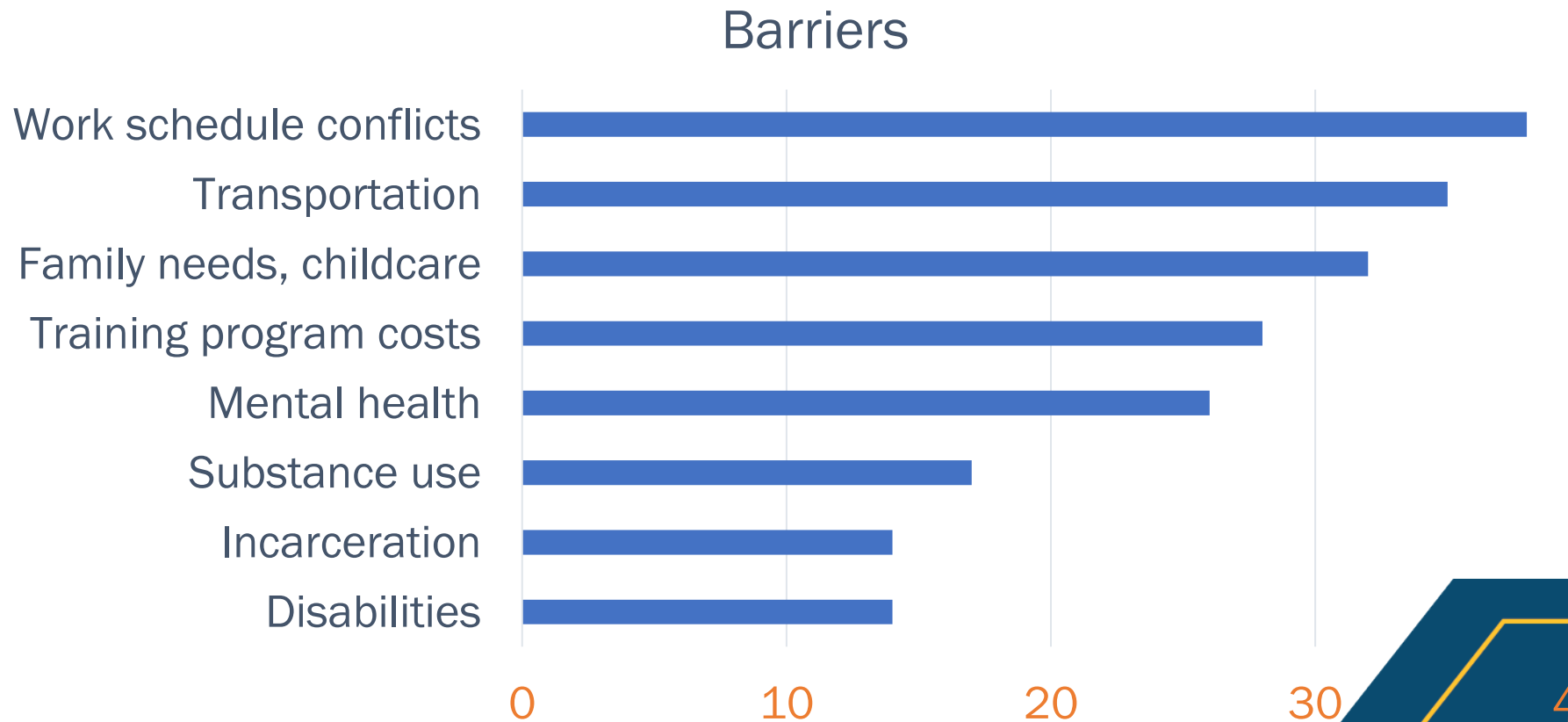
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# Other barriers students face



All stakeholder groups

Work schedule conflicts, transportation, and family needs most mentioned.





# Most mentioned barriers target populations face



All stakeholder groups

Lack of reliable transportation

Lack of childcare

Lack of knowledge of clean energy careers

Limited education & skills

Financial insecurity



# Training program barriers that limit access or success



All stakeholder groups

Cost of training

No connection to jobs

Schedule incompatibility

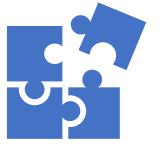
Location not easy to access

Inadequate training quality



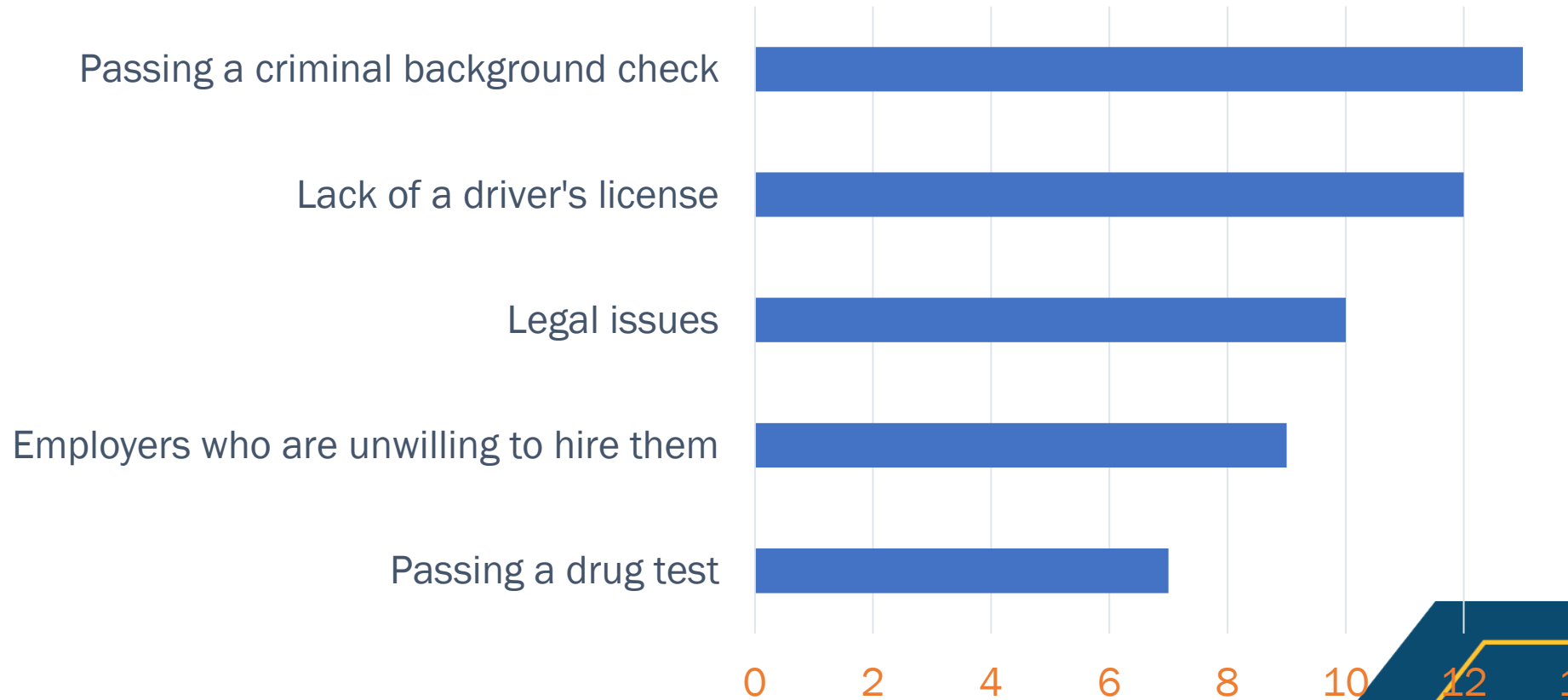
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# Returning resident barriers



All stakeholder groups

## Focus Group Mentions



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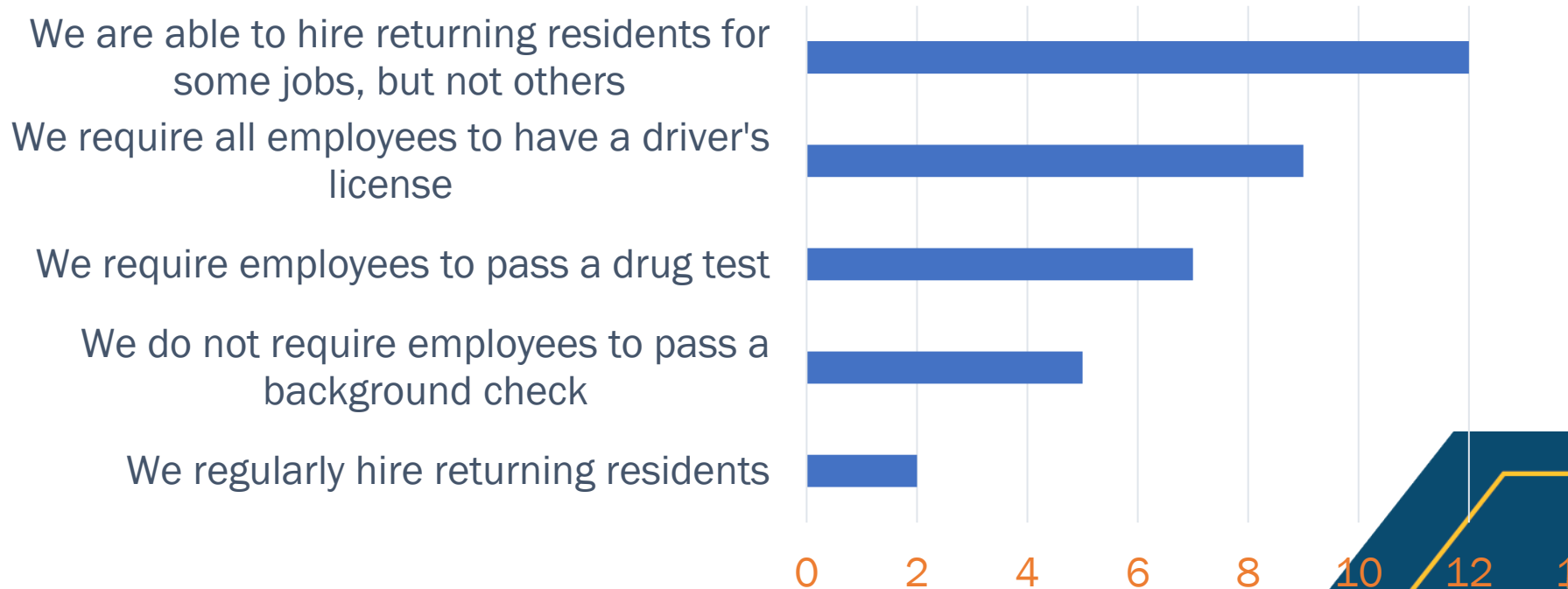
# Many clean energy employers require background checks, drug tests, and driver's licenses.



Employers

Most indicate that they can hire returning residents for some jobs, but not others.

## Employer Requirements



# Employer attitudes about returning residents



Employers

“We support such programs.”

“We are happy to help returning residents.”

“The reputation of the business is at stake.”

“The magnitude of the crime impacts the decision to hire.”

“It’s hard to hire them in construction roles if they don’t have a driver’s license.”

“We are entering people’s homes... the level of integrity and ethics required would not allow this for most positions.”

“Our unions have been very willing to ignore the issue of a previous felony.”



# Employer policies regarding returning residents



Employers

“When it’s a federally funded project and they do background checks, people are prevented from working on that job site.”

“We run background checks and evaluate on a case-by-case basis.”

“Some job responsibilities require a clean record.” (no DUI)

“Employers may be willing to hire, but are blocked by other concerns, such as insurance company not accepting liability.”

“Residential solar is a hard placement as trainees are at customers’ homes. The contractors’ bonding insurance will not cover this type of hire.”



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# Job & employment characteristics that impact access to clean energy jobs and training



All stakeholder groups

Low wages

Jobs without benefits

Seasonal work

Limited time for training and advancement

Other jobs viewed as more desirable

Hostile work environment (for women, people of color)

Cultural beliefs, perceptions about women and returning residents

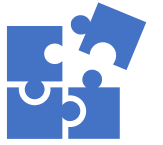


# Reducing Barriers





# Support services, generally



All stakeholder  
groups

Trainings must be fully integrated with a wide range of support services.

- Support services should not be “addendums.”

Hubs should be a “one-stop shop,” a support system.

- Hubs should be well connected to other supportive services, organizations, and consultants to meet people’s needs.
- Navigators need to be aware of what participants need and able to connect them to supportive services.

Solid handoffs are crucial.

- To supportive services, organizations.
- From training to job.

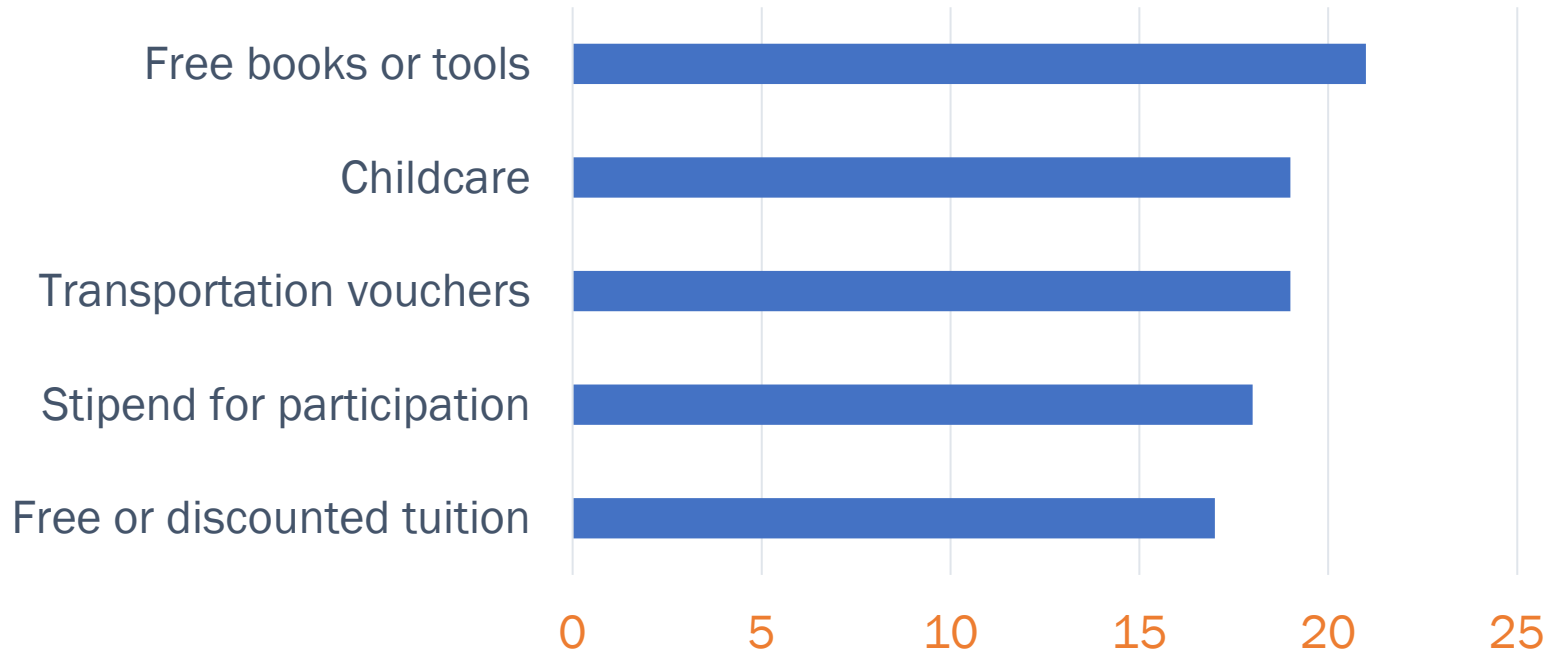


# Community-based organizations want to see a wide variety of support services.



CBOs

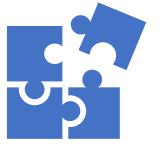
Support Services



“Have an intake assessment for each student which asks THEM to identify what’s needed to support their attendance, participation, & success.”



# Reducing cost barriers: “Training should be debt free.”



All stakeholder  
groups



Offer stipends



Provide incentives to participate



Pay for training and living costs



Fund testing, recertification



Help repay credit



Consider having employers hire first, then pay them to receive training



# Addressing transportation barriers



All stakeholder  
groups

## Fund transportation supports including

- Car repairs
- Transportation vouchers
- Bus passes
- Help getting driver's license

## Make training locations accessible

- Training and support services should be close to target communities.
- Offer training in multiple locations so more people can have access.
- Offer online training for people who have transportation barriers.



# Meeting other basic needs



All stakeholder  
groups

Pay for childcare, help  
people find childcare  
(20)

Pay for basic  
equipment, tools (9)

Provide linguistic  
support, translation  
services, materials in  
other languages (7)

Pay for books,  
certification exams (4)

Provide access to  
mental health services  
& therapy (4)

Provide access to food,  
clothing, uniforms (5)



# Addressing barriers faced by returning residents: Policy & employment



All stakeholder groups



Make sure companies will interview and hire returning residents.



Adjust hiring practices.



Promote fidelity bonding and tax credits. Offer \$15K bonding not \$5K.



Support sealing and expungement fairs and opportunities.



Provide money for legal services.



# Addressing returning resident barriers: Support services



All stakeholder groups

Housing & stipend	Provide access to temporary housing and monthly stipend.
Collaborate with PO	Collaborate closely with probation/parole agents.
Assign case manager	Assign them to local organizations with case management services.
Communicate	Ensure clear communication between these organizations and training programs/employer.
Intake	Have an intake assessment that asks THEM to identify what is needed to support their participation and success.
Driver's license	Help people get drivers' licenses.
Address trauma	Provide mental health services to people deal with the trauma of incarceration and reentry.



# Be flexible because “life gets in the way.”



All stakeholder  
groups

Offer morning and evening options for different schedules.

Short term training is more flexible. Sometimes community colleges “do not have that flexibility.”

Have an open entry/open exit for people who have to drop out for a while. Start and end cycles are “too rigid.”

Allow for longer training and flexible training windows to decrease attrition and increase graduation.

Provide flexible timelines, application, acceptance, enrollment, and completion.





# Offer individualized training & support



All stakeholder  
groups

Mentoring is very important (17)

Tutoring needs to be available (5)

ESL classes need to be available (5)

Use different learning methods for different learners (3)

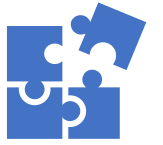
Life coaching (2)

Utilize assessment to identify one's skills and highlight areas for assistance (2)



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# Provide retention services



All stakeholder  
groups

## Mentoring & check-ins

- Have a mentor coach them through their first few months.
- Have check-ins every 3 months.

## Navigating the workplace

- Teach them how to navigate on-site discrimination, failure, rejection, and predatory treatment.
- Help them navigate HR and learn how to register complaints.

## Supports

- Connect them to support groups.
- Continue to offer barrier-reduction supports.
- Raise awareness of other supports that are available after they get the job.

## Continual training and career advancement

- Continue to provide training after they are hired.
- Provide opportunities for them to grow in their career.
- Provide funding for recertification.



# Engagement & Recruitment



# Recruiting people: Where and when



All stakeholder  
groups

Engage them in high school or earlier

- Like military recruiters at lunchtime

Go to the places where the target populations are

- Churches
- Community centers
- Schools
- Emergency shelters
- Reentry organizations
- Neighborhood organizations



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# Who should do the outreach?



All stakeholder  
groups

## Trusted people in the community

- People who know them and can meet them where they're at.
- People who can “make sure they feel comfortable.”
- People who can connect to target communities.

## Representation matters

- People who “look like us” should do the outreach.

## Peer campaigns

- Former graduates can be “ambassadors” and promote program, talk about their experience.
- People come to jobs and training through their friends, through word of mouth.

## Collaborations

- Collaborate with trusted local leaders, CBOs, & churches to reach people.

## Utilize school counselors

- Reach out to counselors to have them market the training programs to their students.



# How to get people in training



All stakeholder  
groups

## Education for young people

- Organize field trips so young people can see employees in action.
- Offer opportunities for job shadowing.
- Have employers make class visits and host career expos.
- Offer clean energy summer camps & after school programs.

## Community events

- Host community events to generate excitement & educate people about clean energy opportunities and jobs.
- Host pilot projects in clean energy in local communities to raise awareness.

## Education for counselors

- Host annual meetings with high school and college counselors.

## Robust marketing materials

- Develop fliers, materials, coloring books, community newsletters.
- Create engaging videos & social media messaging.
- Show a diverse workforce in marketing materials.
- Translate materials in different languages.



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# Generate excitement for clean energy careers



All stakeholder groups



Focus on careers, not jobs. People need to see that there's a career at the end.



Highlight the rewards for skill development.



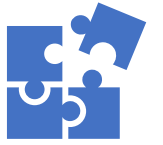
Educate people about the social, climate, and personal benefits of clean energy jobs.



Work on branding. Clean energy champions, like the Civilian Conservation Corp.



# Engaging the skeptics



All stakeholder  
groups

We need a “rebranding” of the trades.

- Young people need to be taught that college is not the only option.
- Do some myth-busting about trades.

Inform/educate people in non-judgmental, non-condescending way.

- Create safe spaces where people can ask seemingly “crazy” questions.
- Address misconceptions about the “harms” of clean energy.

Acknowledge cultural factors.

- Folks coming from traditional energy (coal) have strong cultural attachment to those jobs.

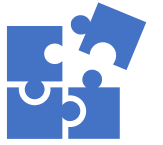
Find out what people want.

- Survey youth to see what they are looking for in a career.





# Addressing lack of trust in communities



All stakeholder  
groups

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Past workforce programs haven't done what they said they would. They don't trickle down to the people who need them, so why should communities trust these new ones?

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For returning residents, there is little trust because people go through training and then can't get a job on the other side.

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People have been burned by solar programs in the past—and solar workforce programs. They promise, then don't deliver.

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Programs are designed by people on the outside. How are they supposed to meet community needs if community voices aren't included?



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# Building trust in communities: Solutions



All stakeholder  
groups

More listening sessions, more community involvement.

Give community members a seat at the table when designing programs, curriculum.

Some programs say they are working, but they aren't. If they aren't meeting targets, don't fund them.

Must be very intentional about who to fund.



# Connections & Employer Coordination



# Hub & network coordination



All stakeholder  
groups



Stakeholders want to see active interaction between different groups to facilitate the network hubs.



People want to see hubs that have strong cross-stakeholder connections among:

Employers & training providers  
Different employers  
CBOs and employers



Hubs should enable sustained and consistent communications among stakeholder groups.



# Addressing work environment concerns



All stakeholder  
groups

General concern about racial discrimination, gender inequality, sexism, and discrimination in workplace environments

- Potential solutions to creating more supportive work environments:
  - Train employers/employees in professionalism, diversity, respect, and acceptance.
  - Don't fund employers who have unsupportive, non-inclusive work environments.
  - Hold businesses accountable for racist, discriminatory practices.



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# Employers hiring program participants



All stakeholder  
groups



FEJA failed because training programs didn't connect people to jobs.



Employers **need to commit to** hiring program participants.

Need both sticks and carrots.  
Employers must hire, not just advise.



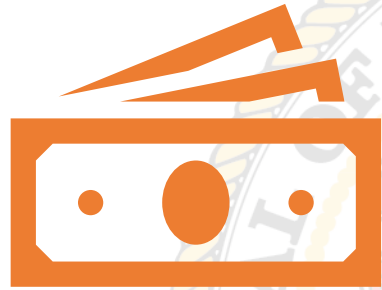
Find employer champions who can promote more diverse hiring practices and inclusive work environments. Let them talk to their peers.



# Employer incentives



All stakeholder  
groups



Have employer tax credits and virtual bid dollars to hire CEJA workers that have finished the training.

Help pay for internships and job shadowing.



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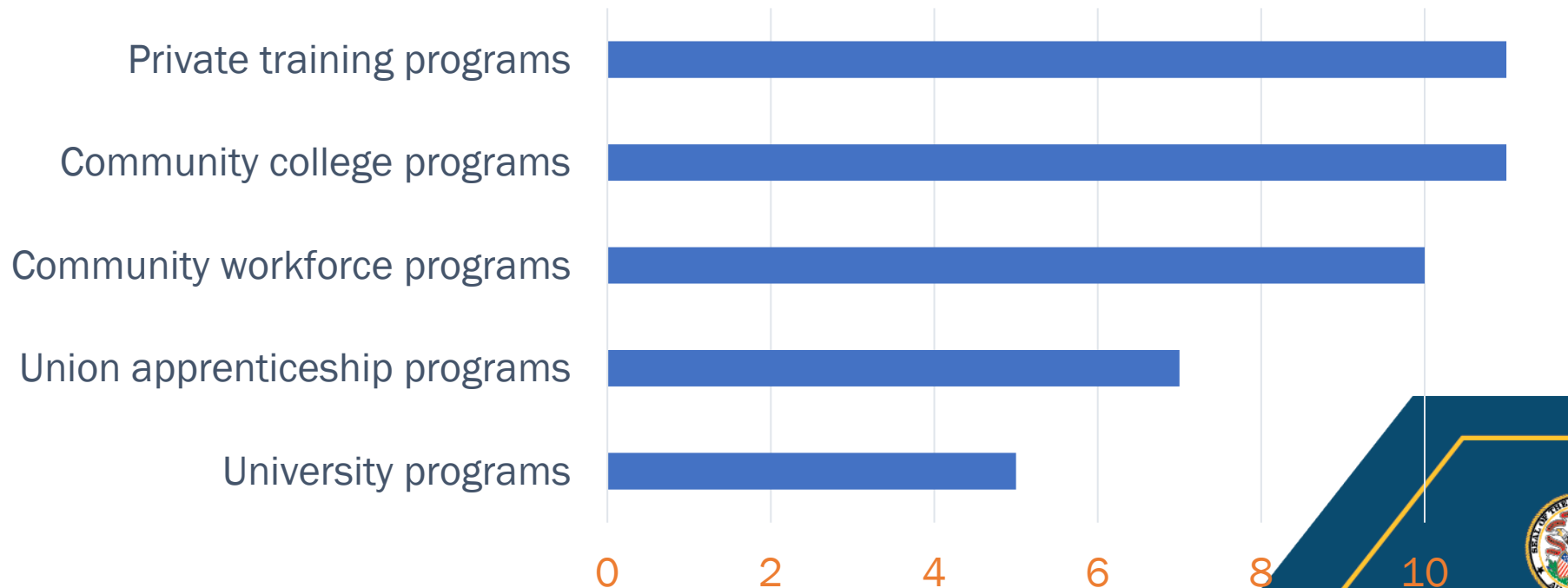
# Employers work with training programs to recruit job seekers.



Employers

Employers indicated that they frequently engaged with community college programs, private training programs, and community workforce programs.

Where Employers Recruit Job Seekers





# Training providers connect with employers on a variety of activities.



Trainers

Training providers also indicate that they frequently interact with employers, through student referrals, class visits, job fairs, and more.

## Training Program & Employer Activities

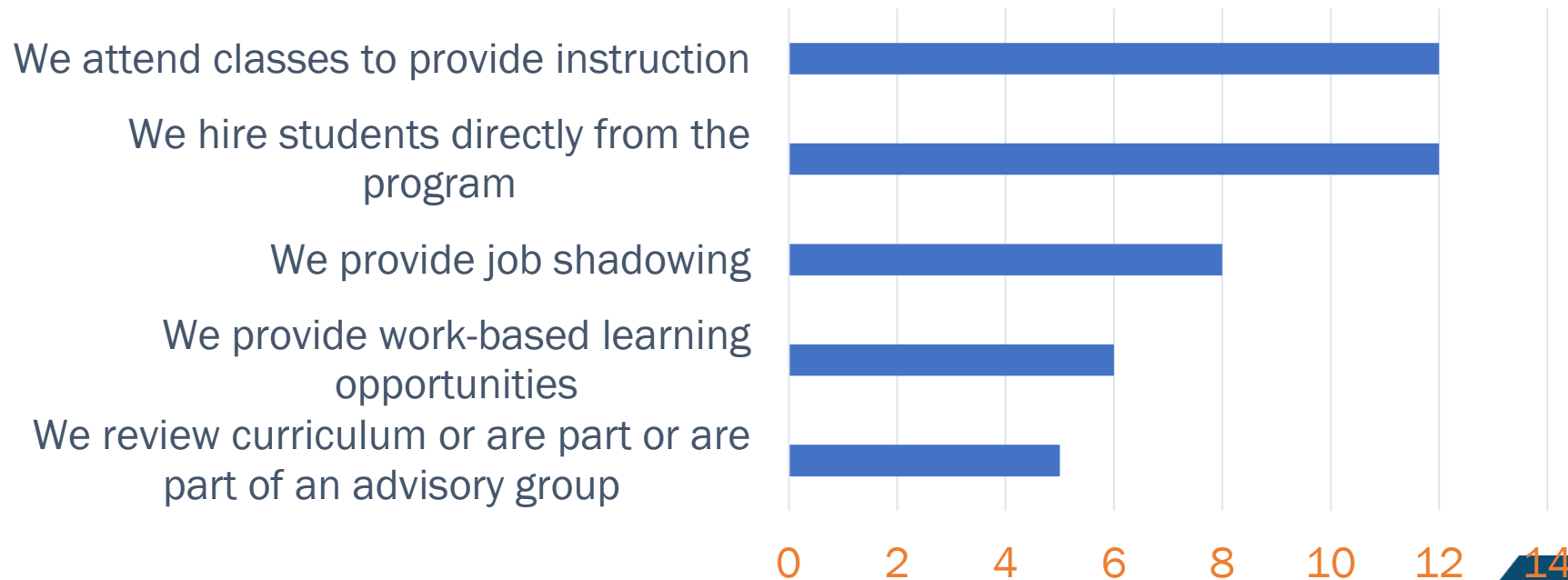


# Employers also provide work-based learning and other services.

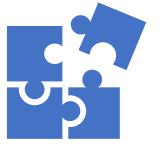


Employers

## Employer Engagement



# Support for participants after training



All stakeholder  
groups

Employers asserted importance of management and support for participants after program completion.

Mentorships between new hires and experienced employees can help retention.

- Provide emotional support
- Provide career guidance
- Provide training



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# Other employer involvement in training



All stakeholder  
groups

Involve employers  
“from the very  
beginning.”

Class visits

Mock interviews

On-the-job learning  
components

Job fairs or other  
events

Field trips



# Support for employers



All stakeholder  
groups

## Clear expectations

- Employers need to know what they are getting into and what is expected of them.
- They need to see the return on investment.

## Make it easier to train new hires, interns

- Provide wrap-around services to participants after employment to lessen the burden on employers.
- Provide compensation to help with training an intern or providing work-based learning.

## Tools to help employers

- Cultural competency training.
- Job portal to search for candidates who have finished their training.
- Business incubators to help employers grow their business and hire more people.



# Informing/Evaluating CEJA workforce programs



All stakeholder groups



Advisory committee should help lead and evaluate CEJA workforce programming.



Need robust evaluation procedures to make sure CEJA is working and meeting its equity targets.



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Questions or comments?  
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