



ALL THE POSSIBILITIES OF APPRENTICESHIP WEBINAR

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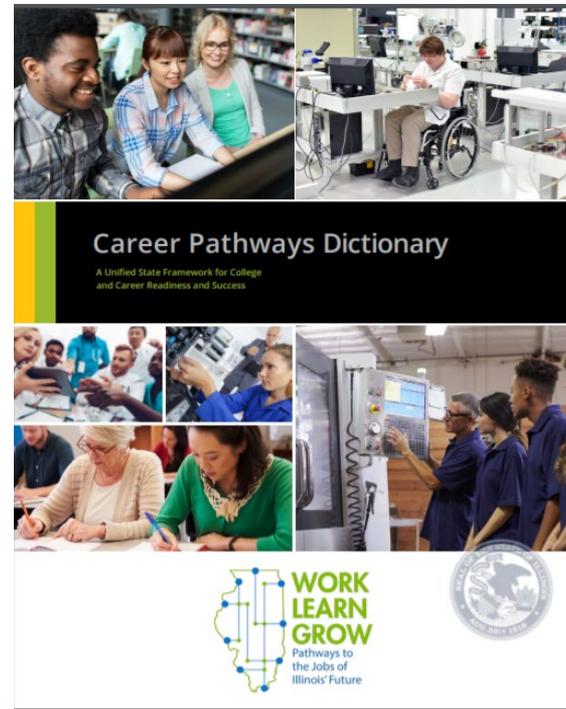
AGENDA

- What are the different types of apprenticeships?
- What does the apprenticeship landscape look like in Illinois?
- How is the State supporting the expansion of apprenticeships?
- How do we integrate apprenticeships within bridge and integrated education and training programs?
- How can we increase equity in apprenticeship programming?
- What resources are available?

COMMON DEFINITIONS

In April 2018, the Illinois Community College Board, in collaboration with other education and workforce agencies and partners developed and adopted common career pathway definitions. These definitions include those that fall among the Work-based Learning Continuum:

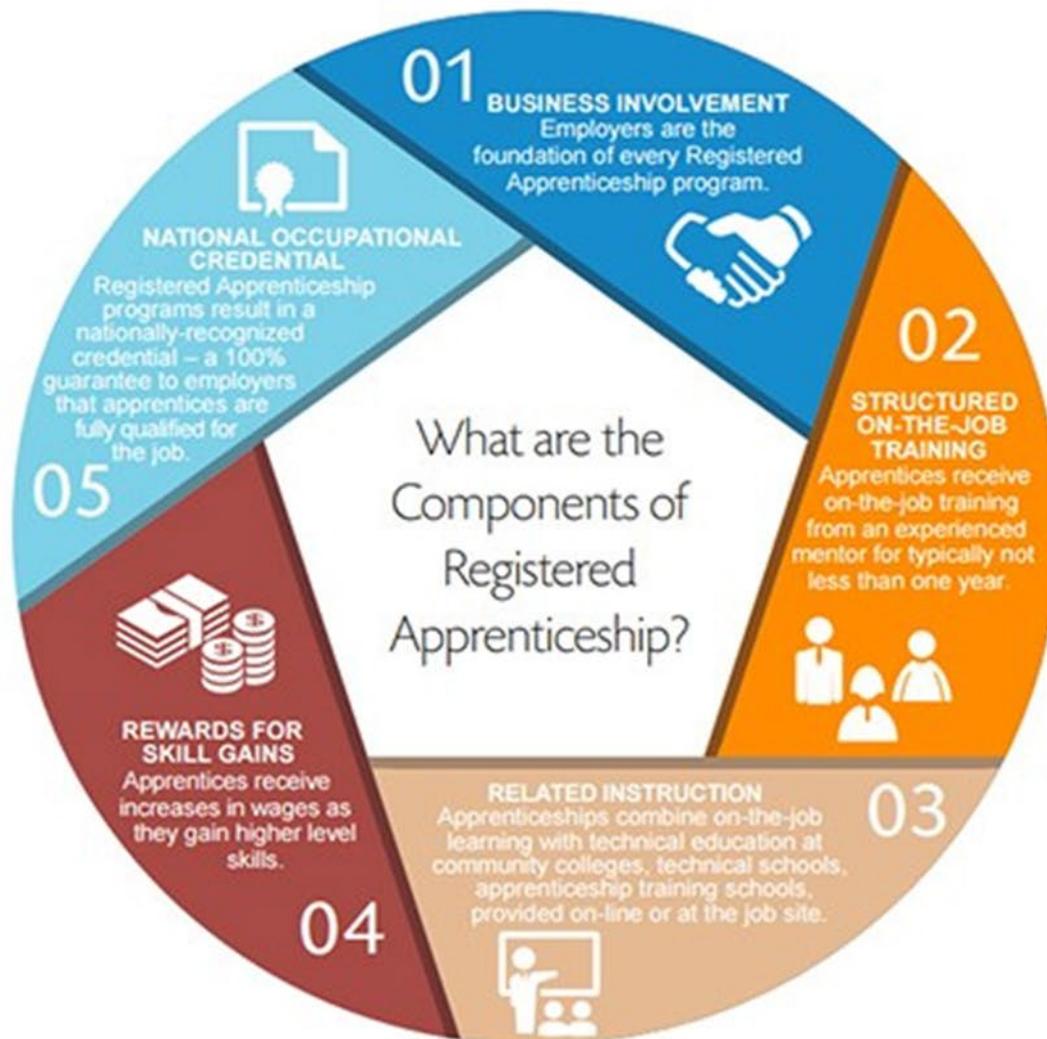
- Registered Apprenticeship
- Non-registered Apprenticeship
- Pre-Apprenticeship
- Youth Apprenticeship



REGISTERED APPRENTICESHIPS

An employer-driven, “learn while you earn” model that combines structured on-the-job training (OJT) with job-related instruction in curricula tied to the attainment of industry-recognized skills standards and leading to an industry credential. The OJT is provided by the employer, who hires the apprentice at the commencement of the program and pays the participant during the program. The program meets the five required components:

- 1) Business Involvement;
- 2) Structured On-the-Job Training;
- 3) Related Instruction;
- 4) Rewards for Skill Gains; and
- 5) Industry Credentials.



5 HALLMARKS OF QUALITY APPRENTICESHIP PROGRAMS

1. Paid, work-based component
2. On-the-Job Training (OJT) and mentorship
3. Educational and instructional component
4. Industry-recognized credentials earned
5. Safety, supervision, and equal employment opportunity

NONREGISTERED APPRENTICESHIPS

An apprenticeship that is not registered with the U.S. Department of Labor, but that meets all Registered Apprenticeship criteria other than application for registration.



PRE-APPRENTICESHIPS

A program that has a documented partnership with an employer and is designed to prepare individuals to enter and succeed in a Registered Apprenticeship or Non-Registered Apprenticeship which includes all of the following:

- a. Training and curriculum that aligns with the skill needs of employers and that has been designed to prepare participants to meet the minimum entry-level requirements of the Apprenticeship.
- b. Access to educational and career counseling, and other supportive services as needed by participants.
- c. Hands-on meaningful learning activities that are connected to education and training activities, such as Career Exploration and Career Development Experiences, and that reinforce foundational professional skills.
- d. Upon successful completion of the program, participants are supported to apply for a Registered Apprenticeship or Non-Registered Apprenticeship program, and may receive preference for enrollment.

YOUTH APPRENTICESHIPS

A program for youth (ages 16 to 24) currently enrolled in secondary education or pursuing a high school equivalency that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;
2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Formative and summative assessment;
4. Career exploration;
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills);
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

BENEFITS

For apprentices:

- Improved skills and competencies that meet the specific needs of the employer
- Incremental wage increases as their skills improve
- Industry -recognized credentials including postsecondary credit (certificate and/or degree)

For employers:

- Customized training that results in highly skilled employees trained to industry/employer specifications
- Increased productivity and knowledge transfer due to on-the-job learning from an assigned mentor
- Enhanced retention
- A stable and predictable pipeline for the development of qualified workers
- A proven training model that allows employers to set the benchmark and the structure that can determine the Return on Investment in training dollars

PARTNERS

**Chambers
of
Commerce**

**Local
workforce
boards**

**Community
colleges**

Employers

**Community-
based
organizations**

**Adult
education
providers**

**4-Year
colleges and
universities**

Unions



APPRENTICESHIP LANDSCAPE IN ILLINOIS

STATEWIDE SUPPORT

Support the expansion of apprenticeships:

- Scale the number of programs and apprentices
- Expand programming across sectors (healthcare, IT, business, etc.)
- Target underserved populations

Include apprenticeships as a significant strategy in all workforce-education initiatives moving forward:

- Workforce Education Strategic Plan
- Perkins State Plan
- Adult Education
- Unified Plan
- Governor's Executive Order #3
- Governor's Economic Development Plan
- State Workforce Board
- Other statewide infrastructures and initiatives

EXPANDING APPRENTICESHIP IN ICCS

Environmental scan of apprenticeships offered in partnership with community colleges.

- What exists?
- What models?
- What are the challenges?

Findings:

- Although some have comprehensive, well-established registered apprenticeship programs, most colleges are still learning and developing.
- Strong partnerships are key.
- Many challenges exist including lack of capacity, buy-in, and diversity.

Recommendations:

- Raise Awareness
- Funding
- Regional Expansion
- Relax institutional hesitancy- Just Get Started!
- Need for a framework specific to the community college's role

(Welton & Owens, 2017)

<https://occr.illinois.edu/CTEApprenticeships>

APPRENTICESHIPS IN ICCS

- About half of Illinois community colleges partner with employers to offer academic and technical instruction as part of an apprenticeship program.
- A handful are registered as a program sponsor with the Department of Labor
- Range from Construction, Information Technology, Insurance, Healthcare, and Finance





INCORPORATING APPRENTICESHIP PROGRAMMING INTO A BRIDGE OR IET

CAP-IT Model

CAP-IT BACKGROUND

- DOL awarded nearly \$184 million in grant funds to support the **Scaling Apprenticeships Through Sector-Based Strategies Grant**.
- ICCS received nearly \$4 million
- Customized Apprenticeship Programming- Information Technology
- Grant period: July 15, 2019- July 31, 2023 (4 Years)



GOALS OF CAP-IT

1. Expand existing industry-led customized apprenticeships through IT sector partnerships by:

- a) incorporating pre-apprenticeship models (Bridge Programs, Integrated Education and Training), Essential Employability Skills Framework, support services, and paid work-based learning resulting in industry recognized credential(s)
- b) developing program models inclusive of incumbent worker outreach and upskilling strategies, such as in-house training and prior learning assessment

2. Innovate new apprenticeship models for pilot and expansion that:

- a) utilize new approaches for acceleration and flexibility, including competency-based education delivery and shorter-term and accelerated programs
- b) partner with CompTIA to scale industry credentials and address emerging industry skillsets related to cybersecurity
- c) result in family-sustaining employment

3. Scale and expand apprenticeship model nationally (in partnership with Jobs for the Future and Harper College) by:

- a) emphasizing partner recruitment, a strong external communication and dissemination plan, and professional development/coaching activities related to model expansion
- b) articulating a continuous improvement and national replication strategy

PARTICIPATING COLLEGES

Name of Institution	Location	IT Pathway
College of Lake County	Northern Illinois	IT Generalist/Network Systems
Oakton Community College	Northern Illinois	IT Generalist/Network Systems
Kishwaukee Community College	Northern Illinois	Programming and Software Development
City Colleges of Chicago	Northern Illinois	Information (Cyber) Security
Prairie State College	Northern Illinois	Programming and Software Development
Illinois Central Community College	Central Illinois	Programming and Software Development
Parkland College	Central Illinois	IT Generalist/Network Systems
Richland Community College	Central Illinois	Information (Cyber) Security
Lincoln Land Community College	Central Illinois	Programming and Software Development
Rend Lake Community College	Southern Illinois	IT Generalist/Network Systems

OTHER PARTNERS



YOUNG  INVINCIBLES



CompTIA



**Illinois
Department of Commerce
& Economic Opportunity**



**Illinois Department of
Veterans' Affairs**

**Illinois Workforce
Innovation Board**

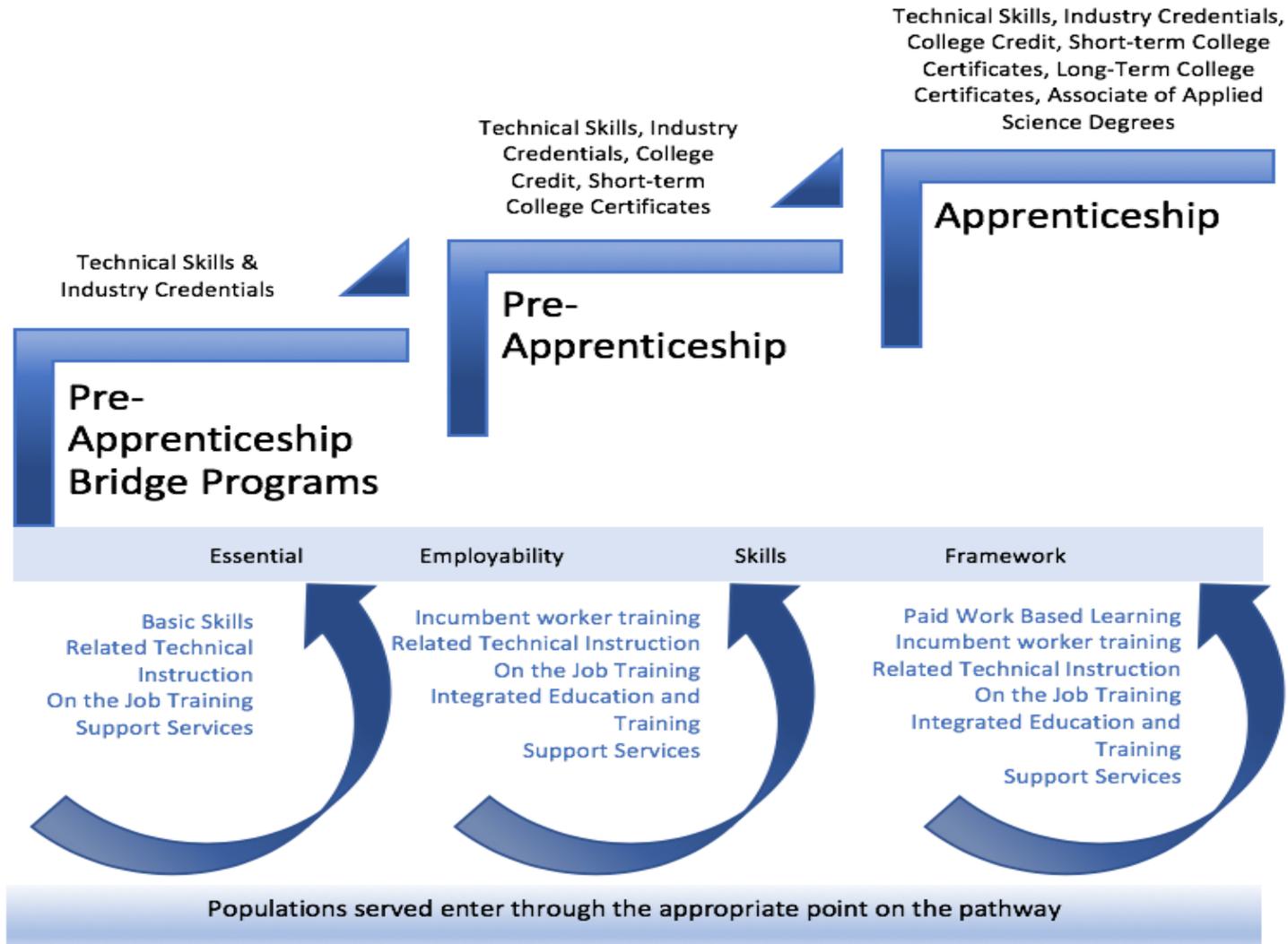
CAP-IT COMPONENTS

- **Target Industry:** Information Technology
 - Example Pathways: IT Generalist/ Network Systems, Information (cyber) Security, Programming and Software Development
- **Target Populations:** Low-skilled Adults (17+), Veterans, Formerly Incarcerated, Un/underemployed, Incumbent Workers, Individuals with Disabilities
- **Match Component Required:** 35%
- **Strong Support Services:** One Million Degrees, Young Invincibles, Autonomy Works, Women Employed, Safer Foundation, among others
- **Professional development and technical support** will be provided by ICCB, Illinois Center for Specialized Professional Support (ISU), Jobs for the Future, and Southern Illinois Professional Development Center (SIUE)

APPRENTICE DELIVERABLES

	Deliverables	Total
1	Total number of all apprentices served in pre-apprenticeship and apprenticeship programs.	1728
2	Total apprentices hired by an employer and enrolled in an apprenticeship.	842
3	Total apprentices who complete an apprenticeship.	923
4	Total apprentices who complete an apprenticeship education/ training program and receive an industry-recognized degree or other credential.	921
5	Total number of unemployed or underemployed apprentices prior to enrollment who complete an apprenticeship program and maintain employment.	513
6	Total number of incumbent worker apprentices who complete an apprenticeship program and advance into a new position.	203
7	Average hourly wage of apprentices at completion of apprenticeship.	\$21.05

CAP-IT PROGRAM MODEL



APPRENTICESHIPS

Combination of Instruction and Work-based Learning

1. Traditional – Apprentices receives both related instruction and on-the-job learning through out the program
2. Front loaded – Apprentices complete some related instruction before starting on the job learning
3. Segmented – Apprentices alternates between related and on-the-job learning

Delivery of Instruction/OJT



Time-based programs

In **Time-based programs**, apprentices complete a required number of hours in on-the-job training and related instruction.



Competency-based programs

In **Competency-based programs**, apprentices progress at their own pace – they demonstrate competency in skills and knowledge through proficiency tests, but are not required to complete a specific number of hours.



Hybrid approach

Many programs are built using a **Hybrid approach**, using minimum and maximum range of hours and the successful demonstration of identified and measured competencies.

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Advancing Equity in Apprenticeship Programming

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ADVANCING EQUITY IN APPRENTICESHIPS

These populations are underrepresented in apprenticeship programming nationally and in Illinois. Illinois is making a concerted effort in increasing access and persistence in apprenticeship pathways.

- Individuals with disabilities
- People of color
- Women
- Veterans
- Formally incarcerated individuals
- Youth, including homeless youth and foster youth
- Economically disadvantaged individuals

QUESTIONS TO CONSIDER FOR RECRUITMENT

- Why are these populations not engaged in apprenticeships?
- What do they value/ what is important to them in a program?
- How do we show the importance/relevance of apprenticeship programs?
- What benefits of apprenticeships resonate with them the most?
- How do we reach our audience? What marketing strategies and methods do we use (i.e. social media, flyers, ambassadors, etc.?)
- Now that we have their attention, how do we get them to follow through? What gets them in the door?
- What barriers do we put in front of them?
- How do we support them as they persist through their program?

RESOURCES

- [USDOL Apprenticeship Toolkit](#)
- [Jobs for the Future Pre-Apprenticeship Framework](#)
- [Harper College's Apprenticeship webpage](#)
- [Statewide Apprenticeship Agreement \(academic control\)](#)
- [U.S. Department of Labor Employment & Training Administration](#) (DOLETA) - Directing business, adults, youth, dislocated workers, and workforce professionals to training and employment services.
 - [Apprenticeable Occupations](#)
 - [Registered Apprenticeship Toolkit](#)
 - [Resources for Veterans](#)
 - [Registered Apprenticeships College Consortium](#)
- [U. S. Department of Labor Women's Bureau](#) - A website about women in apprenticeship and non-traditional positions. Read the Women's Bureau's electronic newsletter called e-News, which highlights policies and programs for today's working women.



ICAPS

Illinois' Integrated Education and Training Models
Integrate Illinois - Skills. Jobs. Economic Opportunity.

309-438-5122

ICAPS
TOOLKIT



[ICAPS INFORMATION](#)

[PARTNERS](#)

[ICAPS/IET AND BRIDGE/PRE-IET PROGRAMS](#)



**Team
Teaching**



Navigator



Administrator



**Upcoming
Professional
Development**

Q and A

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QUESTIONS?

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