



The Third Pillar of Apprenticeship: Integrating Diversity Across Illinois' Apprenticeship System

By: Chicago Jobs Council and Young Invincibles



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Introduction

When Aon, a global professional services firm with an office in Chicago, decided to start an apprenticeship program in the United States, the company recruited City Colleges of Chicago and the nonprofit organization One Million Degrees to connect them with an eager talent pool and provide academic instruction and professional development coaching to the apprentices. Now in its third year, Aon's apprenticeship program has helped the company increase the diversity of its staff and reduce turnover in key positions.¹ According to Aon and other business leaders in the Chicago Apprentice Network (CAN), strong nonprofit and training partners are critical elements of their apprenticeship programs' success.²

Chicago Jobs Council (CJC) and Young Invincibles (YI), which both share a commitment to increasing apprenticeship opportunities for women and people of color, saw an opportunity to build the capacity of community-based organizations to participate in partnerships similar to those demonstrated by Aon and other CAN members. With the support of the Department of Commerce and Economic Opportunity, CJC and YI provided a training series that gave nonprofit and government service providers tools and information that could help them provide recruitment and coaching functions to businesses launching apprenticeship programs. What follows is both a summary of learnings from the workshop series and a series of recommendations that state leaders can make to help support organizations that currently or could potentially provide partnership opportunities to companies launching apprenticeship programs.

Due to the COVID-19 health and economic crisis, more Illinoisians filed for unemployment insurance in the month of March 2020 than the entire year of 2019.³ Before the novel coronavirus swept the country, Illinois celebrated its lowest unemployment figures in the state's history.⁴ However, with the convergence of health and economic disparities at the forefront of pandemic media coverage, many Americans are realizing the precarious financial reality that low-income, but essential workers have faced long before the pandemic. Perhaps less obvious is how those who had difficulty securing employment prior to the crisis (including people with mental and physical disabilities, returning citizens, some veterans, people experiencing homelessness, people with low literacy, people who face employment discrimination and youth) will continue to experience poor if not worse employment outcomes in the eventual economic recovery without intervention.

Although the coronavirus has affected all Americans, race and ethnicity play an undeniable role in the disparate health and economic outcomes across communities, in large part because people of color were overrepresented in negative employment statistics before Covid-19. In 2018 for example, 20% of Latinx families in Illinois were living in poverty.⁵ That same year, Illinois held the dubious distinction as the state with the worst employment rates for African Americans.⁶ Young, male Illinoisians of color (20-24 years old) in particular had worse employment outcomes than the national average.⁷ Despite these persistent unemployment trends for people of color before the halt in the economy, employers from a variety of industries reported challenges in finding workers with the necessary training and credentials to succeed in certain occupations.⁸ Without effective strategies that help rectify inequitable labor market trends, race will continue to serve as determinants of employment outcomes in Illinois.

Women also face long-standing challenges in connecting with jobs that can provide for themselves and their families. While women have better employment rates than men,⁹ they are overrepresented in low-wage jobs.¹⁰ In

fact, the ratio of median wages for women relative to men decreased in Illinois, bucking national trends that saw women closing the earnings gap.¹¹ Like people of color, women of all races encounter structural barriers that too often leave them on the margins of quality career opportunities. Though meeting all residents' immediate needs is paramount during a recession, lawmakers and state officials can seize this unprecedented moment to uplift strategies that address labor market inequities, many of which predate COVID-19.

Apprenticeships are one such solution that provide immediate income for low-wealth individuals pursuing job training. With a demonstrated ability to help employers develop and retain talent and an earn-and-learn structure that allows jobseekers to receive paid, debt-free job preparation, apprenticeships offer a promising remedy for persistent labor imbalances. Despite their benefits, apprenticeships are not reaching those marginalized jobseekers--namely women, people of color, and others with employment barriers--who could most benefit from a paid career pathway.

Widespread Inequities In Illinois' Apprenticeships

In Illinois, African Americans complete apprenticeships at a rate 8 percent lower than their White peers. For Latinx apprentices, the completion rate gap is 15%.¹²

Women represent only **4%** of Registered Apprentices in Illinois.¹³

When they do connect with apprenticeship programs, women and people of color enter into lower paying professions.¹⁴

We have the opportunity to close these gaps

State leaders are understandably facing pressure to rapidly re-employ thousands of people in the wake of COVID-19, but must balance this rightful concern with the long standing goal to connect persistently low-income earners with quality job training. It is therefore vital that the state continue to embrace apprenticeships as an economic development strategy that could support jobseekers who were struggling before the crisis and are the hardest hit now. Focusing on job placement in *any* job at the expense of investing in paid training for *better* jobs will only perpetuate the labor market challenges that existed before the crisis: employers will continue to have vacancies in skilled positions and those people who are stuck in low-wage careers--disproportionately women and people of color--will remain stuck.

Governor Pritzker highlighted apprenticeship in his "Plan to Revitalize the Illinois Economy and Build the Workforce of the Future" report as a key strategy to expand job opportunities for marginalized jobseekers and contribute to overall economic development in Illinois.¹⁵ However, **apprenticeships can only fulfill their full potential as career preparation programs for marginalized communities if 1) talent pools comprised of people with barriers to employment are exposed to apprenticeship as a possible career pathway, 2) apprenticeship programs in diverse industries are available in each region and 3) apprentices receive essential workplace skills training and wraparound supports such as transportation and child care assistance, financial coaching, and case management.**

The Illinois Workforce Innovation Board's Apprenticeship Committee codified navigators and intermediaries (see definitions on page 9) as the two roles responsible for increasing uptake of apprenticeship among businesses and job seekers. However, the varied entities serving as navigators or intermediaries may not be best equipped to provide wraparound supports given their staffing capacity, funding and agency missions. Because employers do not see themselves as the providers of such support services,¹⁶ **the state of Illinois needs to prioritize finding resources so that organizations already poised to provide wraparound services have the funding and technical assistance needed to effectively support apprentices and complement the work of navigators and intermediaries when they are unable to provide such services.**

Community-based service providers, local workforce boards, secondary schools, community colleges and training providers are some examples of entities that may already be well-positioned to recruit, prepare and support apprentices from disadvantaged backgrounds. Collectively referred to in this report as **Apprenticeship Recruitment and Retention Providers (ARRPs)**¹⁷ these diverse organizations can and, in some cases, already perform at least one of the following functions:

- serve as recruitment agencies that expose their clients to the benefits of apprenticeship, advise them on local apprenticeship programs that match their career interests, and guide them through the application process,
- provide pre-apprenticeship opportunities or other preparatory services that prepare jobseekers for the academic and professional expectations of apprenticeship,
- offer ongoing case management that includes wraparound services to apprentices who need additional resources to enter and maintain employment.

Without each of these functions, apprenticeship programs will likely continue to recruit and graduate disproportionately low numbers of women and people of color.

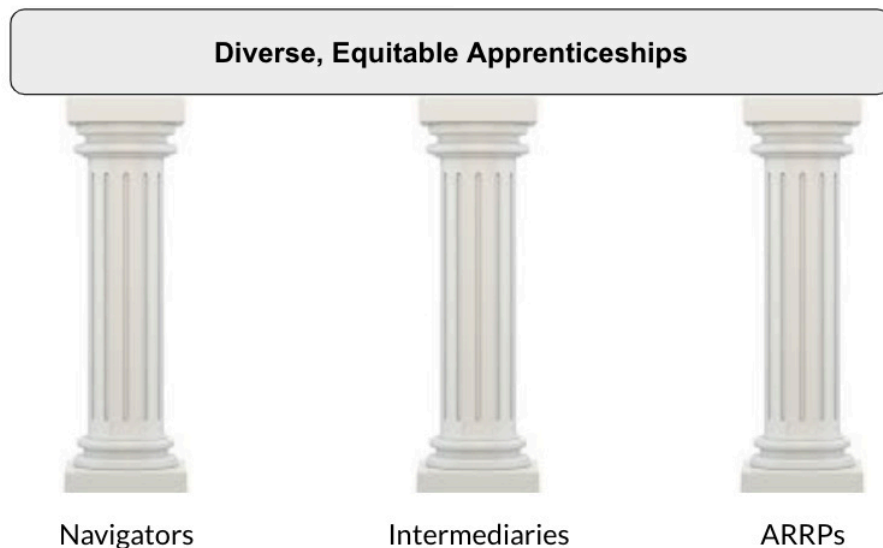
Securing funding, coordinating training and reinforcing the need for ARRP services will prove challenging in a state like Illinois where no single agency bears the responsibility for setting apprenticeship policies or distributing federal dollars dedicated to the strategy. However, DCEO and the Illinois Community College Board (ICCB) both receive large, multi-year federal grants to drive apprenticeship expansion in Illinois and as such can play a powerful role in ensuring ARRP services are integrated into each new or expanding apprenticeship program. Their leadership in both apprenticeship funding and policy can guide other state agencies such as the Illinois Department of Human Services, the Illinois Department of Children and Family Services and the Illinois State Board of Education, that have funding streams eligible for apprenticeship activities. Non-governmental stakeholders too--namely business associations, Chambers of Commerce and philanthropic organizations--can leverage their resources to create better outcomes for employers and apprentices by funding ARRPs, particularly those that are independent nonprofit agencies. **By coordinating their efforts and resources, DCEO and ICCB can make sure that the ARRP function is a part of apprenticeship initiatives statewide. In doing so, ARRPs will join navigators and intermediaries to become the third pillar of apprenticeships in Illinois.**¹⁸

While we did not yet have the terminology of “ARRP,” Chicago Jobs Council (CJC) and Young Invincibles (YI) recognized the critical role that on-ramps, pre-apprenticeship training, and wraparound support services should play in apprenticeship work and developed and facilitated a statewide workshop series to teach potential ARRP apprenticeship terminology, best practices for connecting their clients with apprenticeship opportunities, and the roles their organizations could serve in apprenticeship programs. Although CJC and YI initially envisioned nonprofit service providers as the workshops’ primary audience, we realized soon after the workshops began that a variety of organizations can and do provide ARRP functions; in many communities, community colleges and Workforce Innovation and Opportunity Act (WIOA) administrative entities, commonly called LWIAs, are the dominant organizations that can perform ARRP functions. In addition to this finding, our organizations identified several lessons that serve as the foundation for a roadmap to building an apprenticeship infrastructure that successfully recruits and supports women, people of color and other marginalized jobseekers.

The following pages provide details for how leading state agencies, namely DCEO and ICCB, can lead equitable expansion of apprenticeships. The recommendations for advancing diversity in apprenticeships are broken into three sections:

1. ARRPs: Their potential roles within apprenticeship and what they need to thrive
2. Navigators and intermediaries: The roles they should play in supporting ARRPs
3. DCEO and ICCB: Strategies for two leading apprenticeship agencies to amplify ARRP functions in their apprenticeship activities

The roadmap outlined in this report complements Governor Pritzker’s Executive Order 2019-3, which charges the Department of Commerce and Economic Opportunity (DCEO) with delivering “a report...containing comprehensive recommendations for improving alignment of workforce resources for communities that have been disenfranchised, including rural and urban communities.”¹⁹ Now more than ever, with a pandemic stalling the economy and record unemployment filings, we must embrace the call for investment in marginalized people and the organizations that serve them.



Section 1: Supporting ARRP's Ability to Recruit, Prepare and Retain Apprentices from Marginalized Groups

As CJC and YI learned from its apprenticeship workshop series, **ARRPs cannot provide on-ramps into apprenticeships or support retention for marginalized job seekers unless they have funding to do the work and technical assistance on best practices.** The following section describes the types of organizations that can, and some cases already do, serve as ARRP's and the potential functions that each can play in diversifying apprenticeships. The section concludes with an explanation of why funding and training are necessary for ARRP's success.

ARRP's Roles in Apprenticeship

Type of ARRP	Potential Role in Diversifying Apprenticeship Pipelines & Programs
Community-based service providers	<ul style="list-style-type: none"> • Develop and facilitate pre-apprenticeship or other preparatory programs that prepare jobseekers with barriers to employment • Serve as recruitment partners by connecting clients to local apprenticeship opportunities and guiding them through the application process • Provide case management that supports the retention of apprentices, including barrier reduction services.
High Schools or School Districts	<ul style="list-style-type: none"> • Expand early talent pipeline development efforts by sharing best practices of school districts that implement rigorous career exploration and work-based learning programs • Serve as recruitment partners by connecting students to apprenticeship or developing youth apprenticeship, registered apprenticeship, or pre-apprenticeship programs • School counselors and other staff can provide case management that supports the retention of apprentices • Provide related technical instruction • Serve as intermediaries
Local WIOA Administrative Entity	<ul style="list-style-type: none"> • Serve as recruitment partners by encouraging American Job Center participants to enter into pre-apprenticeship and apprenticeship opportunities • Provide case management to eligible clients who participate in apprenticeship • Coordinate workforce funding to support navigators and intermediaries' work • Note: May also serve as navigators and intermediaries
Community Colleges or other Training Providers	<ul style="list-style-type: none"> • Encourage talent pipeline development by integrating career exploration and exposure opportunities into the curriculum • Serve as recruitment partners by connecting students to apprenticeships or developing and potentially sponsoring apprenticeship programs • College counselors and other staff can provide case management that supports the retention of apprentices • Provide related technical instruction • Provide bridge programming or pre-apprenticeship programs • Note: May also serve as navigators and intermediaries.²⁰

Resources Needed to Cultivate ARRs in Illinois

ARRs' essential functions are not incidental to increasing successful apprenticeship programs in Illinois; they are vital if the state truly wishes to integrate more women and people of color into apprenticeship opportunities. Evidence bears out that providing supportive services to marginalized jobseekers pays dividends. In an Oregon-based program that sought to increase the number of female apprentices working on construction projects, 72 percent of the female apprentices reported that the supports like transportation reimbursements, lodging assistance and per diems, and financial support for child care and equipment purchases allowed them to take positions they could not otherwise accept; apprentices who received financial supports completed the apprenticeship program at nearly double the rate of those who did not.²¹

Organizations that serve as ARRs are experts at delivering recruitment and wraparound support services similar to those in Oregon, but in Illinois, they often lack the right resources and technical knowledge to engage with the unique needs of the local apprenticeship ecosystem. It became evident during the CJC and YI workshop that to fully realize ARRs' potential, the state should invest in funds dedicated to ARRs' critical recruitment, talent development and retention services and provide access to ongoing technical assistance.

Dedicated Funding for ARR functions

The workshop attendees expressed enthusiasm for apprenticeship's alignment with their missions but identified lack of funding as the most significant barrier to expanding their role to become an ARR in the local apprenticeship ecosystem. Current workforce funding streams, namely WIOA, do not align well with the structure of apprenticeship and pre-apprenticeship and this limits agencies' ability to provide long-term case management and supportive services. For example, while WIOA-eligible pre-apprenticeship participants can use WIOA funds for transportation and child care vouchers, new apprentices may become ineligible for assistance once they begin to earn higher wages in the apprenticeship program that, in turn, make them no longer eligible for WIOA services.²² The resulting cliff effect leaves many apprentices without the needed support to maintain their employment. To support apprentices' immediate and long-term success, both public (federal, state, and local governments) and private entities (like philanthropic leaders and businesses) should fund ARRs to support prospective apprentices from marginalized backgrounds meet basic needs as they progress through their training and stabilize their financial well-being. DCEO, as the implementers of both the navigator and intermediary framework and the state-level WIOA administrator, has significant influence to 1) steer WIOA discretionary dollars and federal State Apprenticeship Expansion grant funding from the Department of Labor to the ARR function and 2) encourage LWIAs to use a portion of their funding to support local ARRs; their efforts, however, are largely dictated by federal mandates and as such, Illinois ultimately needs flexible funding at the state-level. While the public funding landscape will be challenging in light of the COVID-19 crisis, state entities in Illinois can implement federal funding to the extent possible to create dedicated funding streams for ARR functions; leveraging public dollars will be all the more important as an equity imperative in light of the current economic crisis that is disproportionately

disadvantaging women and people of color in Illinois even more than before the crisis.

*Technical Assistance to ARRP*s

In addition to funding, ARRP

s as well as other apprenticeship leaders (including navigators and intermediaries) need ongoing training to execute their roles. Those agencies that attended the CJC and YI workshops, many of them experienced workforce development professionals, often had very little foundational knowledge of the Apprenticeship Illinois framework,²³ held misconceptions on the process and flexibility of registering with the Department of Labor, and were unaware of the roles that their organizations could play in supporting apprenticeships. This continuing education is needed so apprenticeship stakeholders have a uniform message when speaking with employers and cohesive approach as they build an apprenticeship system. This means navigators, intermediaries, and ARRPs must: understand the Apprenticeship Illinois Framework and their roles within it, receive updated information on the latest policies, innovations and messaging, and dispel any lingering misconceptions about apprenticeship.

By investing in workshops that immerse potential ARRP

s in the terminology and best practices of apprenticeships, the state will build the capacity of organizations that can provide critical on-ramps to the apprenticeship programs that the navigators and intermediaries are actively supporting. Workshop topics should include:

- 1. The definitions and terminology associated with the Apprenticeship Illinois framework.** This workshop would provide state-specific regulatory definitions that distinguish requirements for the Registered Apprenticeships versus non-registered apprenticeships, youth apprenticeships and pre-apprenticeships.
- 2. The potential roles of ARRP**s in supporting apprenticeship programs. See Appendix for a list of potential roles that ARRPs could fill.
- 3. Best practices for inclusive apprenticeship programming.** This workshop could include strategies for developing quality pre-apprenticeship programs that connect marginalized jobseekers, many of whom might have employment barriers, to apprenticeship programs.

CJC and YI's project served as a pilot for potential content that navigators and intermediaries could deliver to their local partners and potential ARRP

s. However, if navigators and intermediaries are missing critical information or resources, they cannot train stakeholders in their respective communities. The following section details more about how the state can better support navigators' and intermediaries' ability to integrate ARRPs into apprenticeship expansion efforts.

Section 2: Supporting Navigators' and Intermediaries' Work with ARRP

Unlike some states that have a centralized Office of Apprenticeship, in Illinois, multiple state agencies (but primarily DCEO and ICCB) are involved in apprenticeship expansion efforts. Because there is no single statewide

coordinating body that oversees apprenticeship work, each region of the state should have the necessary infrastructure to recruit and support both employers and apprentices. DCEO, in recognizing this reality, issued a 2018 Notice of Funding Opportunity (NOFO) to grant organizations pilot funding to serve as either regional navigators, intermediaries, or both.

The navigator and intermediary grantees are well-positioned to support employers, jobseekers, and current apprentices, but can only execute their roles well--which includes meeting DCEO's increased emphasis on recruiting diverse candidates--if they receive guidance on how to either (1) integrate ARRPs into their work or, when they are unable to do perform an ARRPs function, (2) cultivate external partners who can effectively perform the missing ARRPs function.²⁴ The following table provides initial direction on the roles that each should play in merging ARRPs into the local apprenticeship infrastructure and an explanation on the tools they need to partner with ARRPs follows.

Navigator and Intermediary Definitions

	Definitions	Potential Support Role for ARRPs
Navigators	Apprenticeship navigators serve as key points of contact in the region for outreach and partnership development to help expand apprenticeship programs. Navigators are also responsible for identifying intermediaries that can coordinate (and at times sponsor) apprenticeship programs.	<ul style="list-style-type: none"> • Keep an up-to-date inventory of local organizations with the potential to serve as ARRPs • Train ARRPs on terminology and best practices associated with apprenticeship • Train new intermediaries on best practices with ARRPs • Cultivate new ARRPs partners
Intermediaries	Intermediaries bundle the needs of small and medium sized businesses and ensure that the employer and all supporting parties have clearly defined roles and responsibilities. Intermediaries can sponsor/manage apprenticeship programs, but are not required to do so.	<ul style="list-style-type: none"> • Contact local ARRPs and support their integration with employers' apprenticeship programs • Identify funding streams to support the ARRPs work and, when needed, manage the funding • Work with ARRPs to build DEI plans for their apprenticeship programs

Tools Needed to Empower Navigators' and Intermediaries' Ability to Partner with ARRP

In order to expand apprenticeship programs in their region while keeping equity at the forefront of their work, navigators and intermediaries must either bolster their own ARRP services or partner with local agencies that can fill any gaps in recruitment, pre-apprenticeship development, or wraparound support services. To do so effectively, DCEO and ICCB, and the IWIB Apprenticeship Committee should ensure navigator and intermediary grantees, as well as community colleges that often fill intermediary functions have:

1. specific equity targets that will allow them to measure progress in creating diverse, equitable, and inclusive apprenticeship programs, and
2. training that will help them to better integrate ARRP into all apprenticeship work.

Equity Targets

Increasing the numbers and retention of diverse candidates is an admirable mission but will only become reality if navigators and intermediaries have specific metrics against which the state can measure their success. While navigator and intermediary grantees must report enrollment numbers, including demographics of new apprentices hired in their regions, there are no requirements to make their enrollment goals reflect the specific ethnic and racial makeup of their community. The lack of concrete targets makes accountability difficult. To mitigate this, the state should look to other states, like North Carolina, that have set equity targets in their apprenticeship system.²⁵ We can then adopt proven strategies for developing realistic regional equity goals for the number of people of color and women screened, enrolled and retained in apprenticeship programs.

Training the Navigators and Intermediaries

As the coordinators of apprenticeship activities for their respective regions, navigators should train new community partners through workshops similar to that produced for this project. Before training their local partners, however, DCEO must ensure that navigators receive content specific to Illinois' definitions, policies and funding around apprenticeship.

Many of the navigators and intermediaries attended the CJC and YI workshop series and like many other attendees, were often unaware of some of the fundamental components of the Apprenticeship Illinois framework. That many grantees who attended the workshop were missing this content is not surprising; as DCEO made the first set of grants to establish navigators and intermediaries, the grantees were on a steep learning curve because they were implementing a new model. Additionally, the Chamber of Commerce Talent Pipeline

Management training that was offered to the grantees lacked some of the relevant information that was included in the apprenticeship workshops (for example, the Apprenticeship Illinois framework and terminology and best practices for diversifying the pipeline). The result was that the Jobs Council and YI workshop series served the unintended purpose of additional foundational onboarding training for navigators and intermediaries and revealed the information that any new intermediaries and navigators need.

To address this knowledge gap, DCEO should create a rigorous train-the-trainer curriculum that ensures navigators (who are the main points of contact for regional apprenticeship activities) are prepared to educate local stakeholders on the basics of apprenticeship and support strategies for increasing diversity in their local apprenticeship context.

Content for the train-the-trainer must include:

- A thorough review of the Apprenticeship Illinois framework and related definitions;
- Best practices associated with work-based learning program development;
- Community partner engagement strategies (such as pitching your services to employer partners);
- Cultivating quality pre-apprenticeship partners and pitching them to employers as viable talent pipeline tools;
- Best practice equity and inclusion strategies;
- Funding strategies to create effective apprenticeship and pre-apprenticeship pathways in their community.

This proposed curriculum mirrors much of the content of the Jobs Council and YI workshop, which received strong reviews from the attendees (see dashboard in appendix).

The navigators' training should also teach them partnership recruitment and screening strategies, methods for cultivating effective intermediaries in diverse sectors and how to organize an "Apprenticeship 101" training to a range of partners. Armed with this content, navigators could effectively teach their local partners (including new intermediaries that they cultivate) how to maximize preparation and retention efforts of apprentices from marginalized backgrounds. Without this rigorous preparation, navigators--and subsequently, the state overall--will fail to create an effective, equitable apprenticeship system that serves both employers and marginalized jobseekers.

Intermediary grantees and community colleges should also receive the aforementioned suite of training, but would not have the same outreach and training requirements as the navigators. During the workshop series, attendees frequently requested assistance with braiding funding streams, however, community service providers do not need to learn the nuances of paying for apprenticeship and pre-apprenticeship. Instead, intermediary partners should learn how to combine federal and state dollars so that they are prepared to manage the financial operations of the apprenticeship and pre-apprenticeship programs that they support; in doing so employers, training institutions and service provider partners can focus on the task of educating and supporting apprentices.

With robust training, navigators and intermediaries will better understand the system so that they can effectively connect ARRP to the appropriate employers. The final section provides recommendations for DCEO to effectively train all stakeholders and take action to make a more equitable apprenticeship infrastructure.

Section 3: Recommendations for DCEO to Successfully Create an Equitable Apprenticeship Infrastructure

Elevating ARRP to serve as the third pillar of the state's apprenticeship infrastructure is one of several actions that the state can take to achieve Governor Pritzker's goal of using apprenticeship as a strategy for boosting employment with disenfranchised communities.²⁶ Specific actions that DCEO, ICCB and other apprenticeship stakeholders can take to prop up its efforts to increase diversity in apprenticeships include:

- Create an effective training series for navigators to upskill their local intermediary, community college and ARRP partners in best practices for connecting marginalized communities.
- Identify federal, philanthropic, private sector and state resources to create a flexible funding stream for apprenticeship. Uses for the funding stream would support pre-apprenticeship, wraparound supports, and barrier reduction.
- Set regional racial and gender equity targets for apprentices.
- Require the intermediaries, navigators, and all community colleges to sign Memorandums of Understanding that demonstrate their commitment to their specific roles in cultivating diverse, equitable, and inclusive apprenticeship programs.
- Take advantage of upcoming opportunities to collect data, test pre-apprenticeship best practices, and identify new career pathways:
 - Use the Apprenticeship Study Act survey as a tool to identify regional service providers who can help diversify and support talent pipelines from populations with barriers to employment.
 - Use the Illinois Works pre-apprenticeship funding (through the Capital Bill) to fund ARRP functions and pilot equity targets.
 - Use the Illinois Cannabis Regulation and Tax Act and the possible Clean Energy Jobs Act to create apprenticeship and pre-apprenticeship programs in nontraditional industries.

In following these steps, state leaders will ensure that apprenticeship programs provide quality, career-sustaining employment for marginalized individuals, even in the midst of a generation-defining economic recession.

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Appendix A: Key Elements of IL Apprenticeships



Key Elements of Illinois Apprenticeships

	Pre-Apprenticeship	Youth Apprenticeship*	Registered Apprenticeship	Non-registered Apprenticeship
Program length	Flexible, often between 2 and 17 weeks	At least two academic semesters	Varies by industry; at least 1 year but up to 5 years	Varies by industry; at least 1 year but up to 5 years
On-the-job hours required	None specified	450	Minimum 2,000	Minimum 2,000
Classroom instruction	Curriculum aligns with the needs of employers in the region	Curriculum aligns with the needs of the industry sponsoring the apprenticeship	Apprenticeship sponsor should agree on, and potentially co-design, the curriculum; 144 hours per year of related technical instruction	Apprenticeship sponsor should agree on, and potentially co-design, the curriculum
Eligible population	Individuals who need instruction on essential technical, professional, or soft skills	Youth (ages 16-24) enrolled in school or pursuing a high school equivalency program	Not specified	Not specified
Instruction method	Hands-on instruction on the technical, professional, academic skills needed in a specific employer/industry.	Blend of classroom instruction, career exploration, and on-the-job training	Classroom (virtual or in-person) and on-the-job training;	Classroom (virtual or in-person) and on-the-job training
Compensation	Usually unpaid	Paid	Paid, with wages increasing as skills develop	Paid, with wages increasing as skills develop
Equity implications	Can increase the diversity of apprentices by preparing those with employability barriers or building interest in underrepresented populations	Can provide exposure to and skill-sets in careers for populations underrepresented in that sector (e.g. women or people of color); opportunity youth can be connected to employment and earn-and-learn opportunities	Currently, only 4% of apprentices in Illinois-based registered apprenticeship programs are women; relatedly, people of color only account for 27% of registered apprentices in the state	Same obstacles and opportunities as a registered apprenticeship
Employer responsibilities	A specific employer or group of employers may offer apprenticeships upon completion if apprentice meets basic qualifications	At least one employer or employer partner provides on-the-job training, career exploration, and evaluates apprentices' mastery of core skills	The program sponsor must register with the U.S. Dept. of Labor; the apprenticeship program must have a hiring employer	Configuration is similar to registered apprenticeships, however, the sponsor does not register with the Dept. of Labor
Credential awarded	Preferred to receive a credential, but not necessary	Receive an industry-recognized credential	Apprentices must receive a nationally recognized industry credential upon completion	Apprentices must receive a nationally recognized industry credential upon completion
Expectation after successful completion	May receive a credential, but not necessary; becomes qualified candidate for apprenticeship and receives placement in the industry in which they are trained. Sponsor responsible for placement.	Enroll in an apprenticeship program, higher education, or immediate continued employment	Continued employment by the host employer or within the same industry	Continued employment by the host employer or within the same industry

* Youth Apprenticeships can register with the Department of Labor if they meet qualifications for registered apprenticeships

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Appendix B: Best Practices for Agencies Providing Supportive Services to Apprentices

Best Practices for Agencies Providing Supportive Services to Apprentices

Case Management

- Engage regularly with apprentices to discuss goals, successes, and obstacles
 - Identify and address potential employment risks early on
 - Develop a job retention and career pathway plan to keep apprentices engaged by developing apprentices' understanding of careers possibilities at the completion of the program

Communication

- Communicate frequently with the employer and educational institution to discuss areas for the apprentices' growth, challenges, and "pain points" from all parties' (education, employer, and apprentice) perspectives
- Develop clear "memorandums of understanding" between all parties to set clear expectations and allocate duties for the apprenticeship program
- Set detailed expectations for the apprentices, including how issues are identified and addressed
- Note any regulations dictated by collective bargaining agreements and local education policies

Community

- Provide a space (both physically and programmatically) for apprentices to gather and share their triumphs and challenges and learn from one another

Accommodations

- Ensure that the apprentices have access to all the materials, equipment, transportation and gear needed for their job
- Help create a program schedule that accommodates childcare and classroom obligations

Essential Supportive Services

- Provide financial assistance or referrals to services that help maintain the apprentice's ability to meet their daily basic needs and job expectations (i.e. transportation, child care assistance, substance abuse treatment programs, nutrition)

Holistic Skill Development

- Develop apprentices holistically, advancing their technical, professional, and personal skills. This includes providing resources on financial literacy to apprentices (i.e. tax assistance, credit counseling, deferred compensation programs)



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Appendix C: Apprenticeship 101 Service Provider Roles

APPRENTICESHIP 101 SERVICE PROVIDER ROLES



Prepare Illinois' workforce for meaningful careers

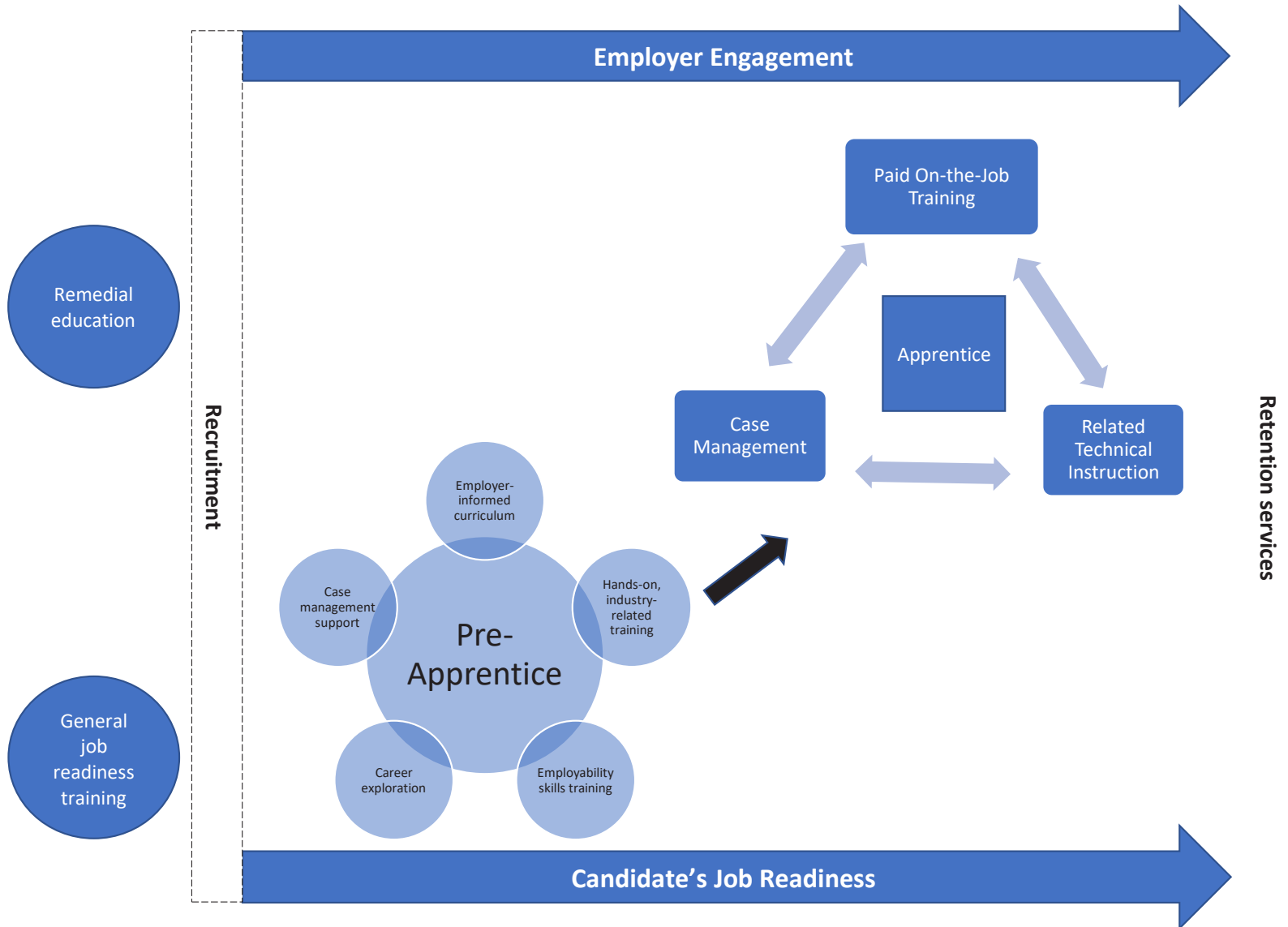


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Appendix D: Flowchart of Equitable Apprenticeship Models

Flowchart of Equitable Apprenticeship Models



Appendix E: Dashboard

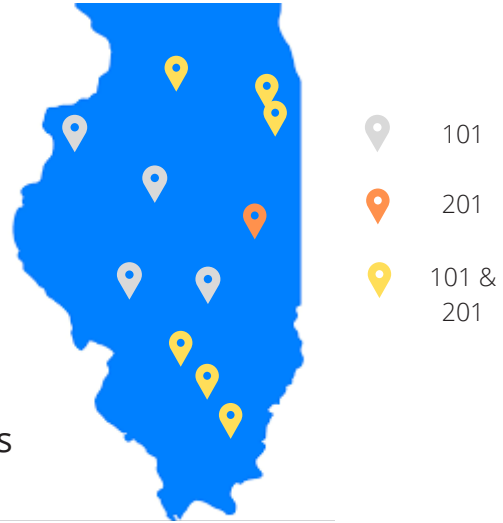
YOUNG 
INVINCIBLES

CHICAGO
JOBS
COUNCIL

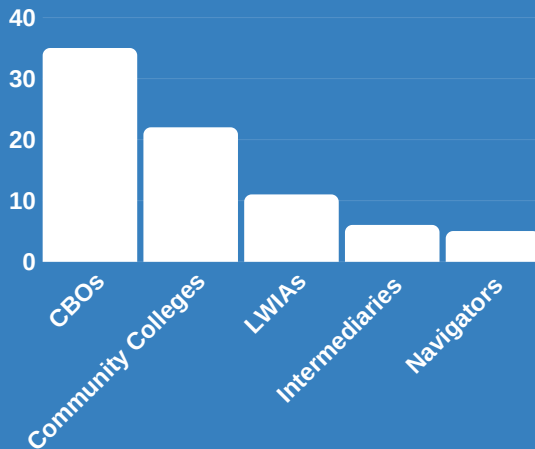
11 101 Workshops

7 201 Workshops

10 Economic Development Regions



Common Organizations in Attendance



320 Attendees

260 Organizations

What additional supports are necessary



Funding



Employer Buy-In



Ongoing Technical Assistance

End Notes

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Angela Kerndl, "Statewide Study Finds Illinois' Serious Teacher Shortage Continues to Grow, March, 2019, <https://will.illinois.edu/news/story/statewide-study-finds-illinois-serious-teacher-shortage-continues-to-grow>.

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10 National Women's Law Center, Women in the Low-Wage Workforce by State, July 20, 2018, <https://nwlc.org/wp-content/uploads/2018/06/women-in-low-wage-workforce-by-state-2018-1.pdf>, 1.

11 Bieneman and Reinhold, "Women and Minorities in the Illinois Labor Force," 26.

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15 "A Plan to Revitalize the Illinois Economy and Build the Workforce of the Future," October 2019, <https://www2.illinois.gov/dceo/Documents/IllinoisEconomicPlan2019ExecSumm.10.8.2019.pdf>.

16 Morgan Diamond, *Striking the Balance: Addressing the Needs of Illinois' Employers and Most Vulnerable Jobseekers*,

Young Invincibles, 2019, 18.

17 The term “Apprenticeship Recruitment and Retention Providers,” or ARRPs, is intended to describe a set of functions rather than a specific type of organization or agency. Additionally, given the broader scope of some stakeholders, a single entity might act both as an ARRP as well as a navigator, intermediary, training provider or apprenticeship sponsor. If an organization plays multiple roles (e.g., navigator and intermediary), it should act as a neutral referral partner and connect its employer to the intermediary or training provider that best suits their needs.

18 The idea of integrating ARRPs into the Apprenticeship Illinois framework and other apprenticeship initiatives should follow standard vetting procedures through the Illinois Workforce Innovation Boards Apprenticeship Committee.

19 Executive Order 2019-3, “Executive Order Strengthening the State’s Commitment to Workforce Development and Job Creation,” https://www2.illinois.gov/Pages/government/execorders/2019_3.aspx, January 16, 2019.

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21 Sarah Burd-Sharps, Kristen Lewis and Maura Kelly, “Building a More Diverse Skilled Workforce in the Highway Trades: Are Oregon’s Current Efforts Working?” October 2014, https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1017&context=soc_fac, 1.

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23 The Apprenticeship Illinois framework is a state-sanctioned criteria for what constitutes an apprenticeship in the state and includes pre-apprenticeship, youth apprenticeship, non-registered and Registered Apprenticeship models. More information available at: <https://www.illinoisworknet.com/ApprenticeshipPlus/>.

24 In the 2019 NOFO for navigators and grantees, DCEO required an equity plan for each of its applicants.

25 Team CESNA, “Building Strong and Inclusive Economies through Apprenticeship, New America, February 27, 2019, <https://www.newamerica.org/education-policy/reports/state-policy-agenda-2019/>

26 Jasmine Adams, “Gov. signs ‘Illinois Works’ legislation to increase workforce diversity,” KFVS, December 11, 2019, <https://www.kfvs12.com/2019/12/11/gov-signs-illinois-works-legislation-increase-workforce-diversity/>.