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Illinois Workforce Innovation Board
Apprenticeship Committee
Youth Apprenticeship Working Group

Recommendations for Expansion of Youth Apprenticeships in Illinois

September 14, 2021

INTRODUCTION

This Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee created the Youth Apprenticeship (YA) Working Group to make recommendations for the expansion of high-quality youth apprenticeships in Illinois. The YA Working Group consisted of a cross-sector of practitioners and researchers. Their contributions and insights as well as our experts from the field informed the development of these recommendations.

IWIB COMMITTEE CHARGE

- Fully integrate apprenticeship into state workforce development, education, and economic development strategies and programs;
- Support the rapid development of new apprenticeship programs and/or the significant expansion of existing programs;
- Support the development and recruitment of a diverse pipeline of apprentices; and
- Build state capacity to make it easier for businesses to start apprenticeship programs and for apprentices to access opportunities.

Youth Apprenticeship Work Group
Objective: Determine how to expand quality youth apprenticeships

Strategies	Tasks
Expand youth apprenticeships within all regions	• Identify barriers to starting apprenticeship programs in high schools • Identify programs and standards that can be easily replicated

While there are countless barriers to the expansion of youth apprenticeship, the YA Working Group focused the scope of the charge to the most significant identified in a statewide survey of educators, employers, government, and other practitioners. There were 211 respondents from across the state surveyed in the summer months of 2020 in Figure 1.1 in the Appendix.

Based on the survey results seen in Figure 2.1 and 3.1 in the Appendix, each meeting agenda was limited to one of five barriers identified as being most significant. Each of these barriers was the focus of a meeting with guest contributors providing practical knowledge and experiences to the working group from which recommendations could be made.

- ☐ **On the Job Training Requirements**
- ☐ **Understanding Apprenticeships**
- ☐ **Employer Liability**
- ☐ **Getting Started**
- ☐ **Operational Logistics**

On January 19, 2021, the Office of Career, Technical, and Adult Education – U.S. Department of Education – released their nationwide summary of responses to the U.S. Department of Education's Request for Information on Work-Based Learning: Expanding Work-Based Learning Opportunities for Youth: Insights from the Field. Highlights from this summary are closely aligned with the results of our Illinois survey and provided the working group with confidence in its areas of focus [https://s3.amazonaws.com/PCRN/file/WBL-RFI-Comments-Summary.pdf].

Eight meetings were held virtually from October 2020 through May 2021 with a review of the final recommendations for approval in August 2021. Full agendas for each of these meetings are included in the Appendix of this report.

Participants:
- Marcella Zipp, Director of Grants and Special Programs at High School District 214
- Brian Richard, Center for Governmental Studies, Northern Illinois University
- Sheree Speakman, Accreditation Council for Pharmacy Education
- Kathy Wicks, Partnership Manager, and Apprenticeship Program Supervisor, High School District 214
- Morgan Diamond, MW Program Manager, Young Invincibles
- Heather Penczak, Policy and Program Manager, Education Systems at Northern Illinois University
- Sarah Hartwick, Vice President of Education & Workforce Policy and Exec Director of the Education Foundation at Illinois Manufacturers' Association
- Jim Nelson, Retired, Illinois Manufacturers' Association
- Kylin Fisher, Fellow at Chicagoland Workforce Funder Alliance, also representing Cook County Bureau of Economic Development
- Mike Conley, Chair, IWIB Apprenticeship Illinois committee, Director of Workforce Engagement, Kaskaskia College
- Stephanie Gomez, Director of Career Launch Chicago, City Colleges of Chicago
- Steven Thompson, Technical Educator, Workforce Development at Scot Forge Company
- Patrick Campbell, State Program Development Division Manager - Senior Public Service Administrator, Office of Employment and Training, Illinois Department of Commerce and Economic Opportunity
- Yolanda Clark, Senior Research Associate, Northern Illinois University
- Andrea Messing-Mathie, Director, Jobs for the Future's Center for Apprenticeship & Work-Based Learning
- Lazaro Lopez (Chair), Associate Superintendent for Teaching and Learning at High School District 214, Chair, Illinois Community College Board
- Barb Kain (Secretary), Teaching and Learning Supervisor at High School District 214

Guest Contributors:

- Mordecai Finkel; Director of Human Resources, Greek American Rehabilitation & Care Centre
- Nicholas Mazza, Network Infrastructure Supervisor, High School District 214
- Joe Gallelli, President, Total Staffing Solutions, Naperville, IL
- Irene Castaneda, Chief Operating Officer, Total Staffing Solutions, Naperville, IL
- Bob Pettke, Chief Sales Officer, Total Staffing Solutions, Naperville, IL
- Michael LoPresti, Regional Director, Total Staffing Solutions – Great Lakes Region
- Donna Richter, CEO, Southern Illinois Builders Association
- Zach Boren, Senior Policy Program Manager, Urban Institute
- Karen Sullivan, Dupage Regional Office of Education
- Sarah Rudofsky, Chicago Public Schools, Director of Career and Technical Education and Work-Based Learning
- Alexandra Vlachakis, Chicago Public Schools, Executive Director of Early College and Career Education
- Nicole Hansen, Purchasing and Transportation Supervisor, High School District 214
- Erin Torrisi, Early College Supervisor, High School District 214
- Taylor White, National Director, New America
- Lul Tesfai, Senior Policy Advisor, New America
- Svet Varnitskyy; Ben Klicker; Bethany Cook, Cyber Youth Apprentices: High School District 214

PROPOSED ILLINOIS QUALITY FRAMEWORK FOR YOUTH APPRENTICESHIP

One of the key outcomes of the YA Working Group was the development of a Quality Framework. There were many resources considered to inform the creation of this framework including the Education Systems Center Career Development Experience Toolkit, National Governors Association Work-Based Learning Quality Framework (NGA), the Partnership to Advance Youth Apprenticeship (PAYA), Jobs for the Future Competency-Based Apprenticeship Programs (JFF), and the Center for Law and Social Policy Principles of High-Quality Pre-Apprenticeships (CLASP). The final framework adopted by the YA Working Group was developed primarily based on the PAYA Network Model with partners that include NGA, JFF, Advance CTE, SIEMENS Foundation, and many others.

The PAYA National Partners developed a set of guiding principles for high-quality youth apprenticeship to provide clear and common direction to the field. Grounded in research and experience, these principles are structured to be both practical and aspirational. They provide clear guidance to industry, education, and community leaders, and state and local policymakers, while at the same time setting a high bar for program design, outcomes, and continuous improvement.

On December 11, 2020, the YA Working Group Chair met with staff from New America that led the development of the PAYA Framework for approval to use and modify their materials for Illinois. The resulting Illinois Quality Framework for Youth Apprenticeship was approved by the working group and presented for feedback at the Illinois Workforce Innovation Board at its regular meeting. This framework may serve school administrators as a guide to develop new youth apprenticeship programs as well as quality control for long-term program evaluation.

Illinois Quality Framework for Youth Apprenticeships

- Paid on the Job Learning
- Related Classroom-Based Instruction
- Established Skills and Competency Standards
- Postsecondary Credit and Industry Credential
- Career Pathway Alignment

(circular diagram labels: Career Oriented, Equitable, Portable, Adaptable, Accountable)

Essential Components

- **Paid on the Job Learning**
  Program delivery can range up to 24 months with a minimum of 450 work hours at progressive wages.

- **Related Classroom-Based Instruction**
  Two semesters for an Illinois Youth Apprenticeship and a minimum of 144 hours for a registered youth apprenticeship.

- **Established Skills and Competency Standards**
  Employer approved standards are demonstrated, observable, and measurable through ongoing assessment.

- **Postsecondary Credit and/or Industry Credential**
  Credit and credentials earned are aligned to postsecondary outcomes and recognized by employers.

- **Career Pathway Alignment**
  Youth Apprenticeship is aligned within the related industry sector for entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options.

Guiding Principles

- **Career-oriented**
  Learning is structured around knowledge, skills, and competencies leading to an understanding of career opportunities that lead to family-supporting wages and economic mobility.

- **Equitable**
  Learning is accessible to every student, with targeted support for those adversely impacted by long-standing inequities in our education system and labor market.

- **Portable**
  Learning leads to the completion of postsecondary credentials and transferable college credit, at no cost to the apprentice, which leads to expanded employment opportunities for students.

- **Adaptable**
  Learning is designed collaboratively to be recognized and valued across an industry or sector.

- **Accountable**
  Learning, employment, and program outcomes are monitored using transparent metrics to support improvement.

Adapted from *Illinois Career Pathway's Dictionary & The Partnership to Advance Youth Apprenticeship*

Program Standards

Career-Oriented Outcomes

☐ The program integrates on-the-job and classroom learning to provide a coherent learning experience preparing students to navigate the economy through work and postsecondary education.

☐ The program leads to improved, measurable economic success and mobility for students.

☐ The program equips students with essential employability competencies applicable across industry areas and technical competencies that can be further developed to advance within that field.

Equitable

☐ The program is designed to acknowledge and address local equity challenges.

☐ The program provides targeted student support services to ensure equitable representation and success across all industries involved in the program.

☐ The program expands opportunities and leads to improved education and employment outcomes.

Portable

☐ The program leads to measurable academic gains and increased postsecondary attainment for students immediately after high school graduation and sustained through their college and career pathway trajectory.

☐ The program provides affordable postsecondary credentials and credits.

☐ Postsecondary credits earned through the program are transferable to other institutions and valued by the local labor market and across an industry or sector.

Adaptable

☐ The program promotes strategies involving multiple employers to provide holistic supports, leverage industry-wide standards, and connect to local education and community partners.

☐ The program addresses the needs of participating employers by broadening their access to talent with industry-recognized skills and valued credentials.

☐ The program supports the economic success of local, regional, and state employer partners.

Accountable

☐ The program sustains active, high-level leadership and support from all relevant partners, including education institutions, employers, intermediary organizations, and the community at large.

☐ The program's outcomes data are disaggregated and reported publicly to track success for both students and employers.

☐ The program's partners provide regular and ongoing feedback regarding their apprentices' progress toward the defined competences.

☐ The program's partners share responsibility for ensuring the success of youth apprentices and the continuous improvement of the program as a whole.

Adapted from *Illinois Career Pathway's Dictionary & The Partnership to Advance Youth Apprenticeship*

YOUTH APPRENTICESHIP EXPANSION RECOMMENDATIONS

☐ **BARRIER:** The 2,000 hours minimum requirement for **on-the-job training requirements** enforced in Illinois is not in line with a competency-based approach or feasible for completion in an in-school setting.

RECOMMENDATIONS
Completion strategies and flexibility in guidance for the minimum requirements in competency based youth apprenticeships by the U.S. Department of Labor are needed.

1. Adopt the Illinois Framework for Youth Apprenticeship as the quality standard in Illinois programs for in-school youth.
2. Base completion of competency-based apprenticeships in Illinois on mastery of knowledge and skills with a minimum 450-hour on-the-job training requirement.
3. Convene a state-level summit of Youth Apprenticeship Leaders with participation by community-based organizations, school districts, employers, state and federal level staff to inform, inspire, and incentivize expansion with specialized subject matter expertise and consistency in the implementation of Youth Apprenticeships in Illinois.
4. Utilize state-funded navigators to coordinate and expand regionally developed and approved Youth Apprenticeships for in-school youth in partnership with the Regional Offices of Education and school districts.
5. Encourage the U.S. Department of Labor in Region V to eliminate the minimum number of on the job training hours in competency based apprenticeships.

☐ **BARRIER:** There is a significant **lack of understanding** among stakeholders of the components and benefits of participating in a youth apprenticeship.

RECOMMENDATIONS
A statewide effort is needed to educate students, parents, school leaders and employers on youth apprenticeships as a valuable high school experience and an important talent pipeline strategy for employers and local economic development.

1. Develop and fund a youth apprenticeship branding and statewide marketing campaign to increase awareness, understanding, and interest.
2. Expand targeted information available through the Apprenticeship Illinois website with centralized information and FAQ to manage "perceived barriers" and value of youth apprenticeships.

3. Replicate existing Regional Career Expositions such as those sponsored by the Southern Illinois Builders Association connecting high school youth and families with existing youth apprenticeship opportunities.
4. Replicate existing Pre-Apprenticeship Programs for High School Youth facilitated by organized labor or independent employers for current juniors and seniors in all regions.
5. Require transitional alignment of in-school youth and pre-apprenticeship programs to state-funded post-secondary apprenticeship programs.

☐ **BARRIER:** Employers view **liability requirements**, such as workman's compensation and age, as a restriction on their ability to host a youth apprentice.

RECOMMENDATIONS
Employer concerns related to workman's compensation and other liability require legal expertise not available to this workgroup. Specific employer concerns in manufacturing have been addressed by the U.S. Department of Labor, yet it remains a perceived barrier that prevents employers from participating in a youth apprenticeship.

1. Create state guidance in partnership with employers on workman's compensation, tort liability, minimum wage requirements, age restrictions, and other related liability issues with information publicly available on the Apprenticeship Illinois website.
2. Utilize state sector employer partnerships and regional or statewide employer associations to communicate state guidance on youth apprenticeships including liability issues.
3. State agencies with oversight, particularly the Illinois Workman's Compensation Commission, should consider proposed amendments to the Illinois Insurance Code that could bring further clarity to the issues of youth apprenticeship liability to more directly address employer concerns.
4. Consider a third-party solution such as Regional Offices of Education or local staffing agencies to overcome employer hesitancy to direct liability.
5. Establish youth apprenticeship funding incentives for employers that offset liability, payroll, or production concerns.
6. Utilize a group sponsorship or apprenticeship consortium model to streamline adoption with multiple employers in common occupations. With a group sponsor, multiple employers sign employer acceptance agreements to take on apprentices under a single program, versus having each employer have its own registered apprenticeship program with the U.S. Department of Labor.
7. Public employers should serve as a model for private businesses. Consider the use of an Executive Order by the Governor to direct all state agencies and entities receiving regular state funding to develop and adopt policies that encourage their participation as employers in approved youth apprenticeship programs.

☐ **BARRIER:** There is a limited number of approved competency-based apprenticeships feasible for in-school youth and a significant lack of understanding of **how to begin an approved program**.

RECOMMENDATIONS

The development of competency-based apprenticeship frameworks is a time-consuming task and outside the scope, capacity, and expertise of most local school districts. Existing frameworks in use in other states should be identified, modified, and adopted for use across Illinois.

1. Leverage the Regional Offices of Education to facilitate employer groupings, serve as a youth apprenticeship intermediary agency, serve as a storehouse of information and support the integration of school districts, community colleges, employers, and navigators.
2. Utilize Education for Employment System Directors to support implementation and scaling of youth apprenticeships as an expansion of career pathway work based learning experiences.
3. Develop a directory of approved competency-based apprenticeships feasible for in-school youth through a review of other state programs. This may require a modification of credentialing rules in certain occupations.
4. Consider state development of "off the shelf" competency-based Registered Apprenticeship models for youth in high-demand sectors that can be modified locally.
5. Expand parameters of state-level funding opportunities targeting apprenticeship expansion to allow for in-school youth apprenticeships.
6. Utilize Chicago Public School's online work-based learning toolkit as a scalable model to inform the development of a youth apprenticeship toolkit for Illinois.
7. Curate a "Youth Apprenticeship" occupational living library with related resources on the Apprenticeship Illinois website.

☐ **BARRIER:** There are a number of **operational logistics** that serve as impediments to the implementation of youth apprenticeships including employer engagement, transportation costs, and student schedules.

RECOMMENDATIONS

While operational logistics are a barrier, model programs in and out of the state serve as a proof of concept that these can be addressed and minimized to deliver quality youth apprenticeships.

1. Increase transportation options. Transportation is a challenge in Illinois regions lacking accessible, robust and affordable public transportation. School districts

outside of Illinois utilize on-demand transportation service providers specifically targeting the school market. Illinois currently requires a bus permit when transporting students that would not allow contracting for this purpose with on-demand transportation service providers that would meet the requirements of the school district. Removing this legislative requirement, as has occurred in other states, would considerably increase the pool of drivers that would be available to transport students to and from education programs including apprenticeships.

2. Focus guidance counseling on post-secondary planning. Statewide implementation of the Chicago Workforce Funder's Alliance Framework for PostSecondary Planning Competencies (Appendix) recognized on the Professional Educator License would provide clear guidelines for alignment of experiences with student interest based on postsecondary plans.

3. Create schedules that allow youth apprentices to remain students. In-school students participating in youth apprenticeships prefer to maintain a "high school experience" that may include student activities and athletics on their high school campus.

4. Encourage the Illinois State Board of Education and other state agencies to endorse locally developed, competency-based, youth apprenticeships with 450 hours of on-the-job training that meet the proposed Illinois Quality Framework for Youth Apprenticeships.

5. Provide flexibility meeting high school graduation requirements to accommodate scheduling for on-the-job training and limit expectations for on-the-job training for competency-based youth apprenticeships to no more than 1,000 hours.

6. Encourage high schools to build master schedules around on the job youth apprenticeship training requirements.

7. Utilize non-traditional opportunities such as summer school, evening programming, and online courses to get ahead on graduation requirements and provide flexibility.

8. Collaborate with the U.S. Department of Labor to streamline the registration process when utilizing state-approved "off the shelf" apprenticeship models.

9. Encourage program designs that begin early in high school to ensure students are on track for graduation, participate in career pathway coursework and activities, and plan for time needed to in school day to participate in the on-the-job training requirements.

10. Provide comprehensive mentoring and support for stewardship of youth apprenticeship candidates around life & employability skills, academic remediation, and basic needs.

CRITICAL RESOURCES

1. **Rural Apprenticeships for Young People: Challenges and Strategies for Success: Urban Institute Zach Boren, Michael Pruitt, Bhavani Arabandi, Jacqueline Rayfield, August 2021**

In this just released report, the Urban Institute outlines the four success factors for rural apprenticeship programs:

☑ Establishing Apprenticeship Coordinators

☑ Using a Group Employer Model

☑ Ensuring Access to Broadband

☑ Solving Transportation for Apprentices

The report highlights four rural apprenticeship programs in Maine, Arizona, Missouri, and Mississippi—which have succeeded despite challenges in rural America.

https://www.urban.org/sites/default/files/publication/104634/rural-apprenticeships-for-young-people.pdf or https://lnkd.in/d54_Ytq

2. **Postsecondary Planning Competencies: Chicagoland Workforce Funder Alliance, July 2021**

To understand how the most effective school counselors prepare students for postsecondary success, we need to examine not only core competencies, but also what counselors know ("knowledge and skills"), what they do ("habits and practices") and what they believe ("beliefs and mindsets"). These elements are aligned, but different – and they are focused on specific practice than a more generalized set of professional standards. This proposed framework identifies these elements as observable, measurable, and should be assessed regularly as part of the professional development path for school counselors.

Full report available in the Appendix

APPENDIX

Barriers to Expanding Youth Apprenticeship Programs in Illinois
Summary of Survey Data
Dr. Jeffrey Smith
Director of Research and Evaluation
High School District 214

Barriers to Expanding Youth Apprenticeship Programs in Illinois

A survey to ascertain stakeholder perceptions of barriers to expanding youth apprenticeship programs was fielded from November 13th to December 4th, 2020. The survey was disseminated to multiple organizations including the Illinois Workforce Innovation Board Apprenticeship Network, Illinois Community Colleges, and Chicago Area Directors of Curriculum and Assessment. There were 211 respondents who self-identified as K-12 School/District employees (60%), Employers (12%), Regional/State Government (11%), Non-Governmental Organizations (10%), and Higher Education (6%). Respondents were primarily from northern Illinois: Collar Counties (30%), Suburban Cook (18%), Northwest (8%), Northern (7%), with the remaining 37 percent spread out across the central and southern state regions.

Respondents were asked to rate how significant a number of barriers were to expanding apprenticeship programs (1-Not a Barrier to 5-A Significant Barrier). These barriers were organized into four categories: barriers to employers, schools, parents, and students. Overall respondents felt that the barriers to students and parents were more significant, although this varied by role. K-12 staff rated parent and staff barriers higher, while higher education respondents felt the parent and employer barriers more challenging. On average, employers also felt that the largest barriers were for parents. Otherwise, the other groups rated the barriers across the categories similarly.

Overall, the barriers rated as most significant were the two questions evaluating whether employers and students could implement and complete the 2,000 hours of on-the-job training (Mean Employer:3.9, Student:3.8). There is also considerable concern about parent's lack of understanding (3.7).

Location

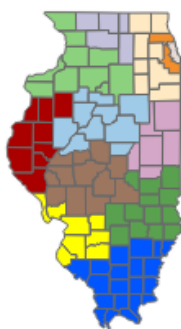| Region	N	
Collar Counties	64	30%
Suburban Cook	39	18%
Northwest	17	8%
Northern	14	7%
Southeast Central	14	7%
Illinois Statewide	13	6%
Central	10	5%
Southwest Central	10	5%
Chicago	9	4%
North Central	7	3%
West Central	7	3%
Southern	5	2%
Northeast Central	2	1%

FIGURE 1.1 Demographics of Survey Respondents

While respondents had very similar ratings of barriers there were a few key differences. Employers were much less concerned about employer related barriers than other respondents. A few key differences from the Employer category: Access to Potential Employers (2.9 vs 3.6) Provide Workers Compensation (2.6 vs 3.6), Salary Costs Associated with Hiring an Apprentice (2.5 vs 3.2). While the small number of respondents should not be considered representative of all Illinois stakeholders, it does suggest some important themes to understand more fully.

Primary Role

	N	%
Grand Total	211	100%
K12 School/District	127	60%
Higher Ed	13	6%
Employer	26	12%
Reg/State Govt	23	11%
NGO	22	10%

FIGURE 2.1 Overall Mean And Proportions

Mean Barrier Value and % Barrier Value

Question	Category	Resp N	Mean Barrier Score	% Barrier Score (5 / 4 / 3 / 2 / 1)
Ability to Complete 2,000 Hours of On the Job Training prior to High School Graduation	Student	209	3.9	40% / 39% / 17%
Ability to Implement 2,000 Hours of On The Job Training Required by DOL	Employer	206	3.8	38% / 39% / 17%
Lack of Understanding of Opportunity	Parent	210	3.7	27% / 45% / 23%
Access to Potential Employers	School	210	3.5	35% / 38% / 17%
Knowledge of how to begin an apprenticeship program	School	210	3.5	41% / 33% / 14%
Providing Workers Compensation Insurance	Employer	206	3.5	35% / 34% / 22%
A Belief it May Undermine Trajectory to College	Parent	210	3.5	33% / 37% / 20%
Conflicts with School Activities	Student	208	3.5	24% / 44% / 22%
Age of Potential Youth Apprentices (16-17)	Employer	207	3.3	33% / 24% / 27% / 13%
Salary Costs Associated with Hiring a Youth Apprentice	Employer	208	3.1	21% / 34% / 32%
The Possibility that a Youth Apprentice May Depart at Completion of Apprenticeship	Employer	205	3.1	17% / 33% / 37%
Family Responsibilities	Student	208	3.1	17% / 31% / 35% / 15%
Ability to Complete 144 Hours of Related Classroom Technical Instruction prior to High Sc...	Student	210	3.1	22% / 33% / 28%
Parental Skepticism	Parent	210	3.1	19% / 34% / 29% / 16%
Early Exposure to Opportunities	Student	210	2.9	21% / 32% / 24% / 16%
Ability to Navigate Workplace Culture and Practices	Student	209	2.8	37% / 38% / 20%
Access to 144 Hours of Related Classroom Technical Instruction	School	209	2.8	18% / 29% / 34% / 7%
Non-Competetive Wages	Student	210	2.8	31% / 38% / 17%
Screening Criteria which may include GPA, Attendance, and Discipline Record	Student	209	2.8	32% / 32% / 20%
Outdated Job Competencies	School	210	2.7	29% / 41% / 19%
Alignment of Career Pathway Programs (CTE) with Post Secondary Opportunities	Student	210	2.7	13% / 29% / 30% / 21%
Access to Career Pathway Programs (CTE)	Student	210	2.5	15% / 25% / 27% / 23%
Local School District Support	School	208	2.4	15% / 27% / 27% / 16% / 15%

Mean Barrier Score (1- No Barrier to 5... % Barrier Score (5-Significant Barrier ..

FIGURE 3.1 Mean Barrier and Proportion By Primary Role

Mean Barrier Value and % Barrier Value

5-Significant Barrier to 1-Not a Barrier: ■ 5 ■ 4 □ 3 ■ 2 ■ 1

Question	Category	K12 School/District	Higher Ed	Employer	Reg/State Govt	NGO
Ability to Complete 2,000 Hours of On the Job Training prior to High School Graduation	Student	3.9 (40% 37%)	4.2 (37% 52%)	3.5 (45%)	4.0 (45% 45%)	4.1 (56%)
Ability to Implement 2,000 Hours of On The Job Training Required by DOL	Employer	3.8 (40%)	3.8 (60%)	3.4 (40%)	4.0 (55%)	3.7 (49%)
Lack of Understanding of Opportunity	Parent	3.6 (45%)	4.0 (54%)	3.5 (46%)	3.6 (48%)	4.0 (45%)
Access to Potential Employers	School	3.6 (43%)	3.2 (38%)	2.9 (42%)	3.9 (49%)	3.8 (60%)
Knowledge of how to begin an apprenticeship program	School	3.5 (39%)	2.8 (41%)	3.2 (44%)	3.9 (56%)	3.8 (54%)
Providing Workers Compensation Insurance	Employer	3.6 (39%)	3.6 (43%)	2.6 (36%)	3.8 (41%)	3.3 (56%)
A Belief it May Undermine Trajectory to College	Parent	3.5	3.8 (57%)	3.3 (36%)	3.7 (35% 42%)	3.4 (43%)
Conflicts with School Activities	Student	3.6 (40%)	3.6 (56%)	3.1 (42%)	3.3 (57%)	3.3 (56%)
Age of Potential Youth Apprentices (16-17)	Employer	3.2	3.8 (49%)	3.0	3.2	3.7 (49%)
Salary Costs Associated with Hiring a Youth Apprentice	Employer	3.2 (36%)	3.4 (45%)	2.5 (38%)	3.1 (34% 38%)	3.3 (44%)
The Possibility that a Youth Apprentice May Depart at Completion of Apprenticeship	Employer	3.1 (41%)	2.9 (39%)	3.2 (59%)	3.1 (37%)	3.5 (45% 38%)
Family Responsibilities	Student	3.0 (37%)	3.5 (35% 39%)	2.9 (35%)	3.1 (35%)	3.6 (38%)
Ability to Complete 144 Hours of Related Classroom Technical Instruction prior to High Sc...	Student	3.1	2.8 (54%)	2.7 (36% 45%)	3.2 (49%)	3.5 (46%)
Parental Skepticism	Parent	3.0 (36%)	3.6 (51%)	3.1	3.2 (61%)	3.0 (38%)
Early Exposure to Opportunities	Student	2.9 (38%)	2.9	2.4	3.0	3.1 (43%)
Ability to Navigate Workplace Culture and Practices	Student	2.7 (44%)	3.3 (65%)	2.6 (37%)	3.1 (52%)	3.3 (50%)
Access to 144 Hours of Related Classroom Technical Instruction	School	2.9	2.3	2.8 (48%)	3.0 (39%)	2.4 (41%)
Non-Competetive Wages	Student	2.7 (42%)	3.2 (51%)	2.5 (34%)	3.0 (41%)	3.3 (44%)
Screening Criteria which may include GPA, Attendance, and Discipline Record	Student	2.7 (34%)	2.9 (42%)	2.5 (39%)	3.0	3.1 (41%)
Outdated Job Competencies	School	2.7 (48%)	2.9 (39%)	2.7 (42%)	3.0	2.7
Alignment of Career Pathway Programs (CTE) with Post Secondary Opportunities	Student	2.7	2.7 (43%)	2.5	2.8	2.9 (38%)
Access to Career Pathway Programs (CTE)	Student	2.4	2.6 (44%)	2.4	2.6	3.0 (36%)
Local School District Support	School	2.1	2.6	2.4 (39%)	3.0 (41%)	3.0 (44%)

Axis (per role): 0 2 4 6 | 0% ... 100% — Mean Barrie... | % Barrier Sc...

Postsecondary Planning Competencies
Original - February 2019
Updated - July 2020

Postsecondary Planning Competencies Working Group
Original - February 2019
Updated - July 2020

Funded by:

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INSTRIDE ADVISORS

WHAT THIS REPORT REPRESENTS

This document concludes the first stage of work for the Chicagoland Workforce Funder Alliance (CWFA) and the Postsecondary Planning Competencies Working Group. It describes a learning and design process that a collaborative group of university partners, district leaders, and funders completed in Fall 2018 to identify and articulate a set of competences and skills for effective school counselors who prepare students for success along multiple postsecondary pathways.

It was put forth as a starting point for conversation with a wide network of stakeholders about next steps. In July 2020, the group proposed to change the name of the competencies from the Postsecondary Counseling Competencies to the Postsecondary Planning Competencies in reflection of the purpose of these competencies and the recognition that a group of counselors, advisors, coaches and other adults may leverage these competencies while helping youth with postsecondary planning.

WHO PARTICIPATED IN THIS WORK?

Numerous organizations and individuals were instrumental in providing guidance and input into this project, from providing information about current practices, to sharing insight on what makes counselors most successful in helping students navigate multiple postsecondary pathways, to collaboratively crafting and revising the language in this report. The CWFA and the Postsecondary Planning Competencies Working Group is appreciative of their perspectives and contribution to this project.

Working group members represent the following organizations as of July 2020:

Chicagoland Workforce Funder Alliance	National Louis University
Chicago Jobs Council	High School District 113
Chicago Public Schools (CPS)	High School District 214
DePaul University	High School District 207
Governors State University	

Other experts consulted from the following organizations:

Academy for College Admission Counselling	Network for College Success
Academy for Urban School Leadership	Illinois Student Assistance Commission
Chicago Jobs Council	Youth Guidance
Education Systems Center	

We also referenced the following industry resources for benchmarking:

Alliance for Quality Career Pathways
American School Counselor Association (ASCA)
Chicago Public Schools College and Career Advising Credential
Danielson Framework for Teaching
Illinois PaCE Framework
Illinois School Counselor Association (ISCA)
National Association for College Admission Counseling

2

WHAT WE SET OUT TO DO

The Pro Path Fund was established in 2016-2017 in an effort to change the "college for all" mindset, replacing it with the vision of a well-connected and transparent college and career pathway system with multiple entry points and multiple exit points for all. The Pro Path Fund and associated Pro Path Initiative is embedded within the Chicagoland Workforce Funder Alliance (CWFA), a funder collaborative hosted at the Chicago Community Trust. Pro Path's vision draws from and aligns with the framework established by the Alliance for Quality Career Pathways, a project of CLASP[1].

In early 2018, CWFA convened a collaborative group of stakeholders including school counselor leaders from Chicago Public Schools, High School Districts 214 and 113, and area universities that prepare school counselors (collectively referred to moving forward as the Postsecondary Planning Competencies Working Group) to explore how universities and school districts might work more closely together to improve long term outcomes for young people. Inspired by the partnership between Chicago Public Schools and the university community to improve 8th grade student algebra outcomes, the Postsecondary Planning Competencies Work Group wanted to explore how school districts and universities could work better together to increase young adult success along multiple postsecondary pathways.

The group identified several underlying assumptions in their respective work:

- Quality counseling in schools is one of the greatest drivers of postsecondary success for young adults, whether students are pursuing a traditional college pathway or taking the Progressive Pathways approach;
- School counselors are most often the adults who are serving that role in schools; and
- Districts are seeking ways to increase the capacity of their counselors to deliver quality college and career advising.

The American School Counselor Association (ASCA) asserts that effective school counselors must be proficient across three domains in service of students: academic, career, and social-emotional development[2]. The members of the Postsecondary Planning Competencies Working Group identified that while school counselor graduate coursework that leads to licensure covers all three domains (the professional focus areas of counseling work), they had anecdotal evidence that counselors were arriving on the job without adequate knowledge and skills in postsecondary planning, which is in the "career domain". Some districts represented on the working group had developed embedded professional development programs to help new and seasoned counselors build their base of knowledge and skills in this area (e.g. Chicago Public Schools College and Career Advising Credential, or CCCAC, which is a CPS-designed and led professional learning course sequence and credential for counselors), while others acknowledged encouraging or requiring their new counselors to seek additional training in this area through third party professional development partners.

While this approach was meeting the needs of each individual district, the members of the Postsecondary Planning Competencies Working Group wondered whether the knowledge and skills that counselors were seeking through these post-licensure options could instead be introduced, mastered, and measured earlier in a counselor's training- specifically, during their graduate program. Locally, at the university level, counseling students are provided opportunities to develop college and career advising competencies via coursework and practica/internships. However, these opportunities vary depending on the university, and there is no mechanism for university partners to assess how the skills developed via these opportunities align with the needs of the secondary education community.

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[1] https://www.clasp.org/alliance-quality-career-pathways
[2] https://www.schoolcounselor.org/school-counselors/asca-national-model/foundation

During several meetings in Spring 2018, the group discussed various formats this effort might take – from additional required coursework, to a passing grade on a specific standardized assessment, to a standards-based portfolio. Regardless of the format, the group was intrigued by the potential to design a way for counselors to develop and demonstrate proficiency in postsecondary planning practices *before* seeking employment as a school counselor, making them more competitive in the marketplace, while also providing school districts with an indicator of baseline counselor proficiency in postsecondary planning practices to allow for more focused, district-specific professional development training for counselors once hired.

In Summer 2018, the Postsecondary Planning Competencies Working Group published an RFQ seeking a partner to help them identify and articulate core competencies of effective postsecondary counselors and begin to determine ways to assess mastery of these competencies. The group partnered with InStride Advisors to lead the first part of the work during Fall 2018, with the engagement producing two primary deliverables:

1. Polished language describing a **set of skills and competencies** that the key stakeholders involved agree are essential for school counselors to demonstrate to effectively help students move from high school to a postsecondary career or school option, along with a catalogue of how and when these skills and competencies are currently introduced and mastered along the professional continuum for school counselors.

2. **Recommended next steps** that each stakeholder group (and individual entities within each group) might consider, including how adjustments could be made to current pre-service preparation programs at the university level, and in-service training at the district level, to align program components to the set of skills and competencies created as part of the engagement.

This report includes the content for both of these deliverables and is intended as a starting point for discussions with the broader secondary and postsecondary communities about how to assess counselor proficiency in these areas, how universities and districts might be supported to further embed the concepts included here, and how to measure impact on student success as a result.

4

HOW WE BUILT OUR POINT OF VIEW

We wanted to make sure that we built a comprehensive base of knowledge about how school counselors are currently prepared and supported to effectively help young people navigate postsecondary options and create and follow a plan for a successful future. InStride Advisors conducted a series of interviews with members of the Postsecondary Planning Competencies Working Group, as well as local thought leaders to understand current strengths and gaps in practice and policy at the district and university level. InStride also completed a review of documents and literature from industry organizations, such as the American School Counselor Association[3] (ASCA) and the National Association for College Admission Counseling[4] (NACAC), as well as state-level initiatives such as the Postsecondary and Workforce Readiness Act, and the resulting Postsecondary and Career Expectations (PaCE) framework[5] to assess where postsecondary planning skills and competencies were described in the professional landscape. While the PaCE framework[6] details what students should know and be supported to do, allowing them to make decisions about career and postsecondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members, it does not provide a complementary set of competencies and skills that counselors must have to be able to effectively utilize the PaCE framework.

In Fall 2018, the Postsecondary Planning Competencies Working Group met three times to review findings, as well as develop consensus on language that members believe describe the competencies, skills, knowledge, habits, practices, mindsets, and beliefs that effective postsecondary counselors must have. The group met once more in January 2019 to identify opportunities to integrate these components into existing graduate coursework and program requirements, as well as job-embedded professional development. The content in the following sections summarizes the language that the Postsecondary Planning Competencies Working Group is recommending, as well as recommended next steps.

WHAT WE BELIEVE

The working group believes that existing professional standards for counselors are important, but not sufficiently detailed, in understanding good postsecondary planning practice when we see it. In addition, newly developed resources like the PaCE framework have started to bring clarity about what *students* should know and be supported to do as they navigate the postsecondary journey, but that more can and should be done to provide *school counselors* with more clarity about their role in effectively counseling students along the way. To understand how the most effective school counselors prepare students for postsecondary success, we need to examine not only core competencies, but also what counselors know ("knowledge and skills"), what they do ("habits and practices") and what they believe ("beliefs and mindsets"). These elements are aligned, but different – and they are focused on specific practice than a more generalized set of professional standards.

What do we mean by "competency"?
Beliefs and Mindsets – what school counselors believe and embody from the outset and over time to be effective in their role.
Knowledge and Skills – what school counselors should know and be able to do, as well as the resources they should have access to, in order to be effective in their role.

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[3] https://www.schoolcounselor.org/school-counselors-members/asca-national-model
[4] https://www.nacacnet.org/advocacy--ethics/NACAC-Code-of-Ethics/
[5] http://www.advanceillinois.org/pwr/
[6] https://www.isbe.net/documents/pace_revisions.pdf

	Habits and Practices – the activities that school counselors should regularly practice when most effective in their role, given their preparation and access to knowledge and skills.

We believe that all of these elements are observable, measurable, and should be assessed regularly as part of the professional development path for school counselors. Competency-based practices require a complementary assessment tool that reflects the developmental nature of this work. For example, a pre-service counseling intern will be at a different place on the developmental continuum than a more experienced school counselor might be.

We have made an explicit decision to use the term "multiple postsecondary pathways" throughout this document. We believe that there is no one "right" path for students to take, and that the notion of a four-year college being the "traditional" or even "optimal" path for every student is outdated. We use the term "**multiple postsecondary pathways**" broadly, inclusively, and intentionally, describing a range of options that students might pursue, including 2- and 4-year college, military service, technical training/apprenticeships, gap/service year, job programs, or direct entry into the workforce with a living wage. We use the term "postsecondary domain" as an equivalent of the ASCA "career domain" term for the rest of this document.

The Postsecondary Planning Competencies Working Group believes that – when effective in the postsecondary domain - schools counselors exhibit the following competencies:

School counselors are...	Which is apparent when they...
Developmentally focused	Embed principles of human development (particularly adolescent and young adult development) into postsecondary planning practice.
Culturally responsive	Engage with and respond to students, families, colleagues, and the community in meaningful, respectful, and culturally responsive ways.
Actively informed	Help students identify one or more target postsecondary options and take progressive steps to advance their learning and postsecondary planning.
Ethically driven	Demonstrate ethical and professional counselor behavior that is focused on student ownership and decision making.
Systemically engaged	Promote and influence an organizational culture that respects, supports, and delivers comprehensive postsecondary readiness for all students.

The following pages detail the elements of each of these competencies.

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When effective in the postsecondary domain, school counselors are **developmentally focused.** They embed principles of human development (particularly adolescent and young adult development) into postsecondary planning practice.

Beliefs and Mindsets – *School counselors believe...*
- Counseling is based on human elements of trust and empathy.
- Counseling is collaborative, participatory, and student-directed.
- Students are on a developmental continuum throughout their K-12 experience and should be academically prepared to access any postsecondary pathway.
- Young adults are capable of making informed decisions about what's best for their future.[*]
- Best practice postsecondary planning is non-judgmental, with adult biases monitored and managed.

Knowledge and Skills – *School counselors know how to...*
- Promote self-awareness in students, helping them identify their own strengths, skills, goals, and values, in order to explore their relevance to a variety of postsecondary options.
- Draw out, honor, and reflect student voice in postsecondary planning and decision making, and facilitate student thinking about their own skills, interests, and values.
- Use and disaggregate longitudinal student outcome data across college, career, and workforce to inform student-led decisions.

Habits and Practices – *School counselors regularly...*
- Encourage students to be reflective about their own strengths, skills, values, and goals, and help them identify careers and/or schools that might be a match and fit.
- Respect and encourage student-led decision making in the postsecondary planning process.
- Postsecondary planning incorporates the whole student - social/emotional, academic, family, community context, and workplace and career awareness.

We might see this competency in practice when...		
A school counselor administers career and strength assessments to gain knowledge of student interest.	A school counselor utilizes a tool like Naviance to assign and monitor the completion of developmentally appropriate tasks to students based on grade level and planning stage.	A school counselor accesses a resource such as the Occupational Outlook Handbook[7] to increase students' understanding of career pathways.

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[*] Post-secondary champion values, as articulated by Chicago Public Schools through the CCCAC.
[7] https://www.bls.gov/ooh/

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When effective in the postsecondary domain, school counselors are **culturally responsive.** They engage with and respond to students, families, colleagues, and the community in meaningful, respectful, and culturally responsive ways.

Beliefs and Mindsets – *School counselors believe…*
- Parents and families are important stakeholders in postsecondary decision making.
- Students' and families' values, beliefs, socio-economic status, and cultural background, and student's sexual orientation, gender identification and expression, should not influence the quality and quantity of postsecondary planning support that students receive.
- All students have the right to make the best decisions for themselves; there is no "default" postsecondary option for any student.

Knowledge and Skills – *School counselors know how to…*
- Identify gaps in multiple postsecondary pathway outcomes for different populations, and actively work to overcome implications of historical bias in postsecondary planning.
- Assess and evaluate student academic and social and emotional readiness for and interest in multiple postsecondary pathways.
- Recognize barriers that students may face (e.g. personal, financial, legal) in pursuing various postsecondary options, and co-develop strategies to overcome these challenges.

Habits and Practices – *School counselors regularly…*
- Participate in regular reflection and self-assessments to monitor their own bias and influence.
- Avoid imposing personal values rooted in counselor's own religion, culture, ethnicity, socio-economic status, and political beliefs.
- Conduct needs assessments and interest inventories with students and use the results to co-create personalized postsecondary plans with each student.
- Seek and participate in regular professional development opportunities and consultation to build a more culturally responsive counseling practice.

We might see this competency in practice when…		
A school counselor conducts a "deep dive" data audit and identifies meaningful variations of postsecondary readiness or success indicators for specific student sub-groups.	A school counselor regularly meets with a mentor or their professional support system to reflect on their practice, and how their own biases may impact their work with students.	A school counselor consults with their district's equity director and co-designs a professional learning session for school faculty to learn about improving equitable access to postsecondary options.

When effective in the postsecondary domain, school counselors are **actively informed.** They help students identify one or more target postsecondary options & take progressive steps to advance their learning and postsecondary planning.

Beliefs and Mindsets – *School counselors believe...*
- Students should build self-sufficiency to handle future decision making, with support from adults.
- Students should have multiple postsecondary options that fit with their strengths, skills, values, and life goals.
- Every student should graduate from high school and be prepared for employment, college, or other postsecondary education.
- There is a range of acceptable and appropriate postsecondary options for each student.

Knowledge and Skills – *School counselors know how to...*
- Help students articulate, build, persist, and succeed with their individual postsecondary plan.
- Articulate a locally applicable framework that outlines what students should know about multiple postsecondary pathways each year.
- Maintain current and relevant knowledge about multiple postsecondary pathway options, and awareness of credible sources of that information.
- Access and utilize clearinghouse and other longitudinal workforce data to evaluate how students might fare across various postsecondary options.

Habits and Practices – *School counselors regularly...*
- Develop and offer tools to help students navigate choices and understand and prepare for inevitable challenges or barriers.
- Present and discuss multiple postsecondary options with students, inclusive of college and non-college paths, with consideration of students' return on investment for each option.
- Explore and maintain active membership and participation in local, state, regional, and/or national professional organizations and development groups.
- Evaluate longitudinal outcome data trends across various postsecondary options.

We might see this competency in practice when...		
A school counselor attends a professional development training by college admissions representatives and develops student-facing materials to share during classroom visits.	A school counselor actively participates and contributes to a school, network, or district-level professional learning team session about career pathways.	A school counselor convenes or participates in an advisory group of community and business leaders to build their own knowledge about workforce trends and career pathways.

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When effective in the postsecondary domain, school counselors are **ethically driven.** They demonstrate ethical and professional counselor behavior that is focused on student ownership and decision making.

Beliefs and Mindsets – *School counselors believe…*
- A counselor's role is to empower students to make decisions and take action for themselves, without inserting their own bias.
- Postsecondary planning is relevant and necessary for all students.
- "Postsecondary" is a broad term that covers a range of acceptable options.
- Student decision making is only one of several indicators of authentic student ownership.

Knowledge and Skills – *School counselors know how to…*
- Connect student interests with a variety of postsecondary options, without inserting their own bias.
- Organize relevant materials and have resources available and accessible to all students for career and college exploration.
- Learn about the skills, interests, and motivations for all students, allowing this data to drive postsecondary exploration.
- Keep key stakeholder groups for all students informed and involved in student progress.

Habits and Practices – *School counselors regularly…*
- Use postsecondary pathway application steps as opportunities to engage with students in meaningful and authentic ways (e.g. completing a FAFSA).
- Monitor student progression along the postsecondary continuum, either through automation (E.g. Naviance) or through relationship-based tracking, and actively seek to keep students on track along the way.
- Identify and help students evaluate a comprehensive set of options reflecting the whole student.
- Strive to inform student decision making with limited influence from their own biases.

We might see this competency in practice when…		
A school counselor makes students aware of the differences between for-profit and non-profit postsecondary providers.	Students are able to describe why they are completing a FAFSA form, with a well-articulated understanding of deadlines.	Students are able to articulate the details of their own postsecondary plans.

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When effective in the postsecondary domain, school counselors are **systemically engaged.** They promote and influence an organizational culture that respects, supports, and delivers comprehensive postsecondary readiness for all students.

Beliefs and Mindsets – *School counselors believe...*

- Effective school counseling is a collaborative process involving students in a lead role, along with school counselors, parents, teachers, administrators, community leaders and other stakeholders.
- School policies and practices must reflect a sincere belief among all staff that all students can be successful.
- Counselors play a vital leadership role in a school, facilitating personalized and culturally appropriate student explorations of postsecondary possibilities*, and driving organizational change at the school level.
- School counselors are the primary postsecondary champions in their schools.

Knowledge and Skills – *School counselors know how to...*

- Integrate local and state priorities around postsecondary options for students across content areas (e.g. the growing movement for students to have a postsecondary plan as a graduation requirement).
- Assess and understand the cultural biases that exist within a school building around multiple postsecondary pathways and actively manage their impact.
- Facilitate adult learning and reflection around effective school-wide postsecondary planning work for students, including with colleagues, families, and community stakeholders.

Habits and Practices – *School counselors regularly...*

- Collaborate with administration, teachers, staff and decision-makers to create a culture of postsecondary readiness.
- Measure and report on institutional progress toward a comprehensive and responsive postsecondary culture.
- Leverage resources and relationships within the school and community to incorporate a variety of postsecondary options in counseling work.

We might see this competency in practice when...		
A school counselor participates in a district postsecondary committee or workshop, and actively informs the content of related trainings for other staff.	A school counselor writes a "flashlight report" to highlight specific data about student postsecondary outcomes and shares it with administrators to advocate for new programs or priorities.	A school counselor volunteers at the Illinois School Assistance Commission (ISAC) conference and presents a poster session or breakout session about their graduate program capstone project on postsecondary readiness.

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* Post-secondary champion values, as articulated by Chicago Public Schools through the CCCAC.

RECOMMENDATIONS AND NEXT STEPS

The Postsecondary Planning Competencies Working Group puts forth four recommendations for consideration by the larger postsecondary readiness community.

Recommendation #1: Develop a formal competency-based assessment tool which would allow graduate school programs, as well as school districts and local and state boards of education, to evaluate and recognize counselor mastery of core competencies, knowledge and skills, habits and practices, and beliefs and mindsets.

Similar to the National Board for Professional Teaching Standards (NBPTS), a competency-based assessment process would allow counselors who work in the Postsecondary Planning field, or those who are preparing to do so, to demonstrate their mastery of competencies that matter to student success. Like the five core propositions for the NBPTS[8], the set of competencies outlined in this document, and the additional elements developed for each one, represent what we believe effective counselors should know and be able to do.

The Postsecondary Planning Competencies Working Group recommends that local universities take the lead on designing an assessment that can be administered digitally.

Recommendation #2: Leverage the practicum and internship requirements of counselor education and licensure programs to teach and assess postsecondary planning skills and competencies.

Practicum and internship elements provide a natural convergence of university and district attention and priorities. Universities seek internship placements for pre-service counselors that provide them with learning opportunities that will prepare them for a successful career. And districts hope to utilize counseling interns to better serve their students' needs. In many cases, schools are already using counseling interns in postsecondary planning work, although this is not a standardized practice. Making postsecondary planning work a more intentional part of practicum and internship placements would serve all stakeholders well: students, counselors, districts, and universities. If pre-service counselors know the competencies, knowledge, skills, habits, practices, mindsets, and beliefs for effective postsecondary planning, they can more proactively seek to practice them, and find them modeled, within their internship placements.

For example, High School District 214 and National Louis University are working to design a pilot internship model which would require school counseling interns to teach a postsecondary readiness class for high school juniors. The Postsecondary Planning Competencies Working Group challenges other districts and universities to identify opportunities to better focus the internship semester on postsecondary planning competencies.

Recommendation #3: Where district-embedded professional development coursework exists, **consider developing a track for pre-service counselors that can be taught by practicing counselors and/or university faculty in the semester before the internship.**

Chicago Public Schools' CCCAC curriculum has garnered interest from local universities that prepare school counselors. While the current CCCAC is intended for current CPS counselors, there may be benefit in creating a fee-for-service option for pre-service counselors who are interested in working at the high school level. This could be done in the Chicago area initially, but also adopted by districts and university partners across the state.

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[8] https://www.nbpts.org/standards-five-core-propositions/

Similarly, expand "pathways for professional learning" to provide university credit for job-embedded professional learning experiences where school counselors are building skills and knowledge in postsecondary planning practices, giving them transferrable credit, should they choose to pursue additional graduate coursework, or apply their graduate credit for salary increases, where applicable.

Recommendation #4: Explore and reward exemplary mastery of the school counselor skills and competencies that are necessary to support postsecondary student success.

We believe that intentional collaboration between and among universities, districts, and professional associations to prepare counselors to effectively help students navigate multiple postsecondary pathways can be incentivized and rewarded, thereby encouraging others to take notice and replicate great ideas. For example, the PaCE framework concept is being rolled out to districts across the state with support and leadership from the Illinois Student Assistance Commission (ISAC)[9] to help districts establish postsecondary planning practices for students; however, the counselor's role in that work, and their collective skill and knowledge to do it well, deserves special attention. We believe we should also acknowledge when and where there is alignment between universities and districts, as well as professional associations, on how to best prepare and support counselors to do this work well.

We value that postsecondary student outcomes are captured and valued in the Illinois School Report Cards and in the CPS School Quality Rating Policy (SQRP) and want to explore whether counselor readiness and/or certification to support these outcomes might also be included in the school profile.

The Postsecondary Planning Competencies Working Group looks forward to engaging a broader set of stakeholders in designing next steps and selecting the highest leverage opportunities for us to work collectively to address.

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[9] http://www.isac.org/pace/

ABOUT THE CHICAGOLAND WORKFORCE FUNDER ALLIANCE (CWFA)
CWFA is a funder collaborative hosted at The Chicago Community Trust, working with employers and other workforce stakeholders to increase employment, earnings and racial equity for underprepared workers in the Chicago region. The Funder Alliance has identified the following goals and objectives in its approach to pursuing this mission:

Goal 1: Increase Employer Investment in the Development of their Current and Future Workforce
- Objective 1: Increase employer involvement and investment in work-based learning.
- Objective 2: Increase employer investment in incumbent worker training.

Goal 2: Increase the Effectiveness of the Workforce Development System.
- Objective 1: Increase the use of shared data systems and alignment around metrics.
- Objective 2: Increase systems alignment around career pathways.
- Objective 3: Increase employer hiring from the workforce system.

Goal 3: Increase Access to Quality Jobs.
- Objective 1: Reduce the incidence of wage theft.
- Objective 2: Increase the Number of Pioneer Employers.
- Objective 3: Reduce discrimination barriers to entry-level jobs.

To advance these objectives, the Funder Alliance blends the tools of grant making and civic leadership into strategies and projects. CWFA is led by a group of pooled funders who agree to jointly support the resulting initiatives. One of these projects is the Pro Path Initiative, which addresses all three of the objectives in Goal 2 above.

ABOUT THE PRO PATH INITIATIVE
Through the Pro Path Initiative, CWFA has come together with a number of education funders to advance a shared interest in promoting the development of a Chicagoland education and workforce system that includes a seamless transition for students from secondary to postsecondary programs. The Pro Path Fund was established within the Funder Alliance with the aim of improving that seamless transition by expanding the universe of transparent and accessible *Progressive Pathways to Postsecondary Success*. Progressive Pathways allow individuals to alternate between and combine periods of education/training and employment, and thereby progressively build toward college and career success over an extended period of time.

ABOUT INSTRIDE ADVISORS
InStride Advisors is a boutique consultancy based in the Chicago area serving schools, non-profit organizations, foundations, and collaboratives of similar organizations. InStride provides key support to organizations looking to address challenges, grow strategically, engage their teams, and manage change, with specific focus on partnering with and preparing organizational leaders to navigate change structurally, operationally, and culturally. Areas of expertise include strategy development, talent management design, stakeholder engagement, transition management, strategic communications, and leadership coaching.

Illinois Workforce Innovation Board
Apprenticeship Committee
Youth Apprenticeship Working Group
Meeting Agendas with Linked Resources

AGENDA
October 7, 2020

1. **Why?** Purpose and Focus of Committee Charge by IWIB
    a. Expand youth apprenticeships within all regions
        i. Identify barriers to starting apprenticeship programs in high schools
        ii. Identify programs and standards that can be easily replicated
    b. Expand pre-apprenticeships
        i. Identify barriers for starting programs and for potential pre-apprentices
        ii. Identify demand industries and occupations where pre-apprenticeships can quickly ramp up skills and place within in-demand apprenticeship programs
        iii. Create a framework for quality pre-apprenticeship programs, including the trifecta: Employability skills (includes technical), Financial Literacy, and Life Skills
2. **Introductions**
    a. Name, Organization, Region. What's your "why?"
3. **Discussion:** Understanding and Defining Youth Apprenticeships vs Pre-Apprenticeships
    a. [Youth Apprenticeship](#) as defined by the Illinois Career Pathways Dictionary
    b. Pre-Apprenticeship as defined in **[Principles of High-Quality Pre Apprenticeships Policy Brief](#)**
4. **Discussion: Statewide Legislative/Education Initiatives**
    a. The intersection of school-based work-based learning programs and apprenticeship expansion
        i. [PWR Act](#), [High School Endorsements on Transcripts](#), [ISBE College and Career Ready Indicators](#)
        ii. Support for the expansion of Pre-Apprenticeship Programs
5. **Discussion:** Current Funding Sources
    a. Pre-Apprenticeships; Opportunity Youth
    b. Youth Apprenticeships
    c. Other
6. **Other Resources:**
        i. Resource: https://livingwage.mit.edu/counties/17031
        ii. Resource: [Early Childhood Asset Map](#)
        iii. Resource: [IndexMundi Data Portal](#)
        iv. Resource: [Current List of Illinois Programs](#)
        v. Resource: [JFF's Framework for a High-Quality Pre-Apprenticeship Program](#)
7. **Working Group Outcome:** Report with Recommendations to IWIB

AGENDA
November 20, 2020

RESOURCES

- [DOL WORKERS' COMPENSATION FOR APPRENTICES UNDER AGE 18](#)
- [Tech Ready Apprentices for Careers in Kentucky](#)
- [AASA Youth Apprenticeship Toolkit](#)
- Guiding Principles from [Partnership to Advance Youth Apprenticeship](#)
- JFF Self Assessment: [Planning Tool for Youth Apprenticeships](#)
- [Competency-Based Apprenticeship](#)
- [Barriers to Expansion Survey](#)

FOCUS: Barriers to Expansion

1. Brief Introductions

2. Working Group Norms

   a. Member Expectations

   b. Reaching Consensus

   c. Working Group Outcome: Report with Recommendations to IWIB

3. Barriers to Expansion

   a. Guest Contributors Health Care and Cyber Security Apprenticeships

   - [Mordecai Finkel](#); Director of Human Resources, Greek American Rehabilitation & Care Centre

   - Nicholas Mazza, Network Infrastructure Supervisor, High School District 214

   - [Barriers to Expansion Survey Responses](#)

4. [Consideration of Models for a Youth Apprenticeship Framework](#)

   a. [DRAFT Model Framework for Youth Apprenticeship](#)

5. Focus of Future Agendas

   a. OJT: Completion strategies and flexibility guidance of 2,000 hours of on the job training

   b. Parents and Counselor Role: Communication recommendations for understanding youth apprenticeships and alignment with post-secondary institutions.

   c. Employer:

- Workman's Compensation: Legislative recommendations to address the barrier of 16-17 year-olds at manufacturing and other work sites.
- Tort Reform in relation to liability in healthcare with apprentices
- Rate of pay and state reimbursement for youth apprentices
- Potential restrictions from labor agreements

d. Getting Started: Development of "How To" Publications and Digital Materials

e. Operational Logistics:
- Recommendations for engaging public and private sector employers with sites throughout the state.
- Strategies for incorporating student transportation costs into program design.
- Strategies for designing an optimal schedule to eliminate barriers to access and engagement

AGENDA
December 9, 2020

RESOURCES

- [Barriers to Expanding Youth Apprenticeship Survey Results](#)
- [Department of Labor Youth Apprenticeship Fact Sheet](#)
- [DRAFT Model Framework for Youth Apprenticeship](#)

FOCUS: Completion strategies and flexibility guidance of
2,000 hours of on the job training

1. [Review previous meeting notes.](#)

2. Feedback on [DRAFT Model Framework for Youth Apprenticeship](#)

3. Feedback on [Barriers to Expanding Youth Apprenticeship Survey Results](#)

4. **FOCUS:** Completion strategies and flexibility guidance for 2,000 hours of on the job training
    a. DOL Registered (2,000) vs Youth Apprenticeship (450 hours)
    b. High School Graduation Requirements
    c. Employer Operating Hours
    d. Time-Based, Competency-Based, Hybrid
    e. Related Technical Instruction
    f. Co-curricular Activities

5. **Guest Contributors:**
    a. **High School District 214:** Marcella Zipp, Director of Special Programs, and Kathy Wicks, Partnership Manager and Apprenticeship Program Supervisor.
    b. **Cyber Youth Apprentices:** Svet Varnitskyy; Ben Klicker; Bethany Cook

6. Recommendations
    a. The minimum number of hours for <u>each competency-based</u> apprenticeship should be consistent across the state.
        ■ **Change recommendation**: Completion of competency-based apprenticeships should be based on mastery of knowledge and skill. (should not be based on number of hours)
    b. Advocate for staff with subject matter expertise and interest at the state and federal level to ensure consistency in the implementation of Youth in Apprenticeships.
    c. The state should issue an RFP to develop "off the shelf" competency-based

Registered Apprenticeship models for youth in high-demand sectors that can be modified locally.

d. Set the standard range of OJT hours for an in-school youth apprenticeship at 450 within a 24 month period.

e. Other recommendations:

AGENDA
January 13, 2021

RESOURCES

- [Barriers to Expanding Youth Apprenticeship Survey Results](#)
- [DRAFT Model Framework for Youth Apprenticeship](#)
- Construction Industry Model [Southern Illinois Builders Association](#)
  - [Apprentice Fact Sheets and Videos](#)

FOCUS: Employer Barriers to Youth Apprenticeships

1. **[Review previous meeting notes.](#)**
2. **Working Group Feedback on Model Framework**
   a. Are we separating pre-apprenticeship vs. apprenticeship in this framework? There is a separate framework for pre-apprenticeship; will follow up for a copy so we can review it in this workgroup.
   b. What does "competitive wages" mean to an employer? May need to articulate that it should be at least minimum wage and should increase over time.
3. **Feedback on DRAFT Recommendations for Final Report:** Completion strategies and flexibility guidance of 2,000 hours of on the job training
   a. Completion of competency-based apprenticeships in Illinois should be based on mastery of knowledge and skill.
   b. Convene a state-level summit of Youth Apprenticeship Leaders with school districts, employers, state and federal level staff to ensure specialized subject matter expertise and consistency in the implementation of Youth Apprenticeships in Illinois.
   c. Coordinate with Navigators to promote developed and approved Youth Apprenticeships for in-school youth.
4. **Focus Topic: Employer Barriers to Youth Apprenticeships:**
   a. Access to manufacturing floors and other work sites is limited to 16-17 year-olds due to potential liability around workman's compensation.
   b. [Rate of Pay for Youth Apprentices](#)
   c. Potential restrictions from labor agreements
5. **Guest Contributor(s):**
   a. Total Staffing Solutions: Michael LoPresti, MBA, PHR, SHRM-CP, Regional Director – Great Lakes Region
6. **Recommendation(s):** Propose Amendment(s) to the Illinois Insurance Code
   a. *The Director of the Department of Insurance, with the advice of the Directors of the Departments of Commerce and Economic Opportunity and Employment Security;*

the State Superintendent of Schools; and, the Chairman of the Illinois Community College Board, shall within six months of this Amendatory Act promulgate such rules as may be necessary to assure that individuals who are older than 16 years of age may be employed as Apprentices by an employer in this state. Such rules shall require insurance companies authorized to operate in Illinois to include such persons in accident and liability policies, and Workers Compensation Insurance sold in this state.

b. *For purposes of this Section, the employer's apprenticeship program shall be registered with the Employment and Training Administration of the US Department of Labor, as a Registered Apprenticeship, Youth Apprenticeship, or Industry Recognized Apprenticeship Program as defined under the National Apprenticeship Act (29 USC 50). No insurer may be compelled to provide insurance to any employer not meeting the requirements of this section.*

c. *Such rules may set forth any additional reasonable requirements related to the safety or expectations an employer must meet to employ persons as apprentices if such person is less than 18 years of age.*

d. *The provisions of the Illinois Child Labor Law (820 ILCS 205) shall remain in effect as to wages, hours, or conditions of work.*

AGENDA
February 24, 2021

RESOURCES

- Construction Industry Model [Southern Illinois Builders Association](#)
  - [Apprentice Fact Sheets and Videos](#)
- Urban Institute [Apprenticeships](#)
- [Expanding Work-Based Learning Opportunities for Youth: Insights from the Field Summary of Responses to the U.S. Department of Education's Request for Information on Work-Based Learning](#)
- [Iowa Youth Apprenticeship Case Study](#)
- [Colorado/Careerwise Youth Apprenticeship Case Study](#)
- [North Carolina/Apprenticeship 2000](#)
- [South Carolina Youth Apprenticeship Case Study](#)
- [Available Occupations for Apprenticeships](#)
- [H.R.447 - National Apprenticeship Act of 2021](#)

FOCUS: Getting Started with Youth Apprenticeships Part I

Guest Speakers: Donna Richter, CEO Southern Illinois Builders Association; Zach Boren, Urban Institute, Senior Policy Program Manager

1. **[Review previous meeting notes.](#)**
1. **Work Group Feedback on Model Framework**
   a. [Final Recommendation Model Framework for Youth Apprenticeship](#): Change from "competitive" to "progressive" wages.

2. **Feedback on DRAFT Recommendations for Final Report:** Employer Barriers to Youth Apprenticeships
   a. Workman's compensation appears to be more of an education issue than a regulatory one in relation to youth apprenticeships age 16-17. That being said, it remains a perceived barrier to many employers. Consideration of a third-party employer model utilizing a private staffing agency or public state entity through

IWIB's may provide an alternative approach to facilitate expansion in target industries.

b. Employer concerns related to workman's compensation and other liability require legal expertise not made available to this workgroup. Proposed amendments to the Illinois Insurance Code may be beneficial but require state agencies with oversight to engage.

3. **Focus:** Getting Started with Youth Apprenticeships
   a. Development of a "How To" Guide
   b. Differences between a Resource Limited Region vs High Resourced
   c. Publications and Digital Materials
   d. Braiding Federal and State Funding Sources

4. **Guest Speaker:** Donna Richter, Southern Illinois Builders Association
   a. Connecting High School Youth with Existing Opportunities: Regional Career Expositions
   b. Developing Pre-Apprenticeship Programs for High School Youth: Juniors/Seniors begin their days at the union hall learning about the trade and earning time toward apprenticeship.
   c. Comprehensive Mentoring and Supports for Stewardship of Apprenticeship Candidates: Life & Employability Skills, Academic Remediation, Basic Needs

5. **Guest Speaker:** Zach Boren, Senior Policy Program Manager, Urban Institute

6. **Recommendations:**
   a. Leverage Regional Office of Education (ROEs) to coordinate programs, materials, and events
   b. Recommended roadmap:
      i. Form IL Intermediary to market and organize apprenticeships
      ii. Manage "perceived barriers" to youth apprenticeship
      iii. Establish apprenticeship funding incentives for employers
      iv. Collaborate with DOL to streamline the registration process
      v. Develop a youth apprenticeship brand
      vi. Work with business champions to expand the reach
      vii. Group sponsor model to expand business adoption and reach

AGENDA

April 7, 2021

FOCUS: Getting Started with Youth Apprenticeships Part II

Guest Speakers:
- Dupage Regional Office of Education, Karen Sullivan,
- Chicago Public Schools, Sarah Rudofsky, Director of Career and Technical Education and Work-Based Learning
- Chicago Public Schools, Alexandra Vlachakis, Executive Director of Early College and Career Education

1. **Review previous meeting notes.**
2. **Feedback on DRAFT Recommendations for Final Report:** Getting Started with Youth Apprenticeships
   a. Utilize Employer Led Industry Associations to Sponsor Regional Career Expositions for High School Students
   b. Identify potential union halls for a senior year pre-apprenticeship experience.
   c. Develop the Best Practices Guide for Comprehensive Mentoring and Supports for Stewardship of Youth Apprenticeship Candidates: Life & Employability Skills, Academic Remediation, Basic Needs
   d. Consider strategies outlined in the Urban Institute Road Map for Illinois
   e. Identify opportunities where we have potential apprenticeships that aren't currently supported by local higher ed institutions
3. **Focus:** Getting Started with Youth Apprenticeships
   a. Development of a "How To" Guide
   b. Differences between a Resource Limited Region vs High Resourced
   c. Publications and Digital Materials
   d. Braiding Federal and State Funding Sources

4. **Guest Speaker:** Dupage Regional Office of Education, Retired Superintendent, Karen Sullivan

5. **Guest Speakers:** Chicago Public Schools: Sarah Rudofsky, Director of Career and Technical Education and Work-Based Learning; and Alexandra Orellana-Vlachakis, Executive Director of Early College and Career Education
   - https://www.cps.edu/academics/work-based-learning/toolkit/

AGENDA
May 19, 2021

FOCUS: Operational Logistics and Implementation

Resources: Uber Style Transportation Apps for Schools: HopSkipDrive
https://www.hopskipdrive.com/; Zum https://www.ridezum.com/, Kango https://www.kangoapp.co/

Guest Speakers:
- High School District 214: Nicole Hansen, Purchasing and Transportation Supervisor, Marcella Zipp, Director of Grants, Kathy Wicks, Business Partnership Supervisor
- High School District 214: Erin Torrisi, Early College Supervisor

1. **Review previous meeting notes.**
2. **Feedback on DRAFT Recommendations for Final Report:** Getting Started with Youth Apprenticeships II
   a. Leveraging the Regional Office of Education as a youth apprenticeship intermediary agency supporting the integration of school districts, community colleges, employers, and navigators.
   b. Chicago Public School's online work-based learning toolkit can be used as a scalable model for youth apprenticeship.
3. **FOCUS:** Operational Logistics and Implementation
   a. Strategies for engaging public and private sector employers with a national/statewide presence.
   b. Strategies for incorporating student transportation costs into program design.
   c. Strategies for designing an optimal schedule to eliminate barriers to access and engagement
4. **Guest Speaker:** High School District 214: Nicole Hansen, Purchasing and Transportation Supervisor; Marcella Zipp, Director of Grants
   a. Braided funding streams
   b. Transportation is offered to all students
   c. Public transportation is not an option in all communities or dependable
   d. Taxis are expensive and not dependable
   e. Driver shortage for buses and taxis expected to even worsen with a growing economy
   f. Minimum number of students needed on a bus to break even with the cost of taxis
   g. Alternate ride-sharing used successfully in California
   h. School bus driver permit in IL required to transport students
   i. Estimate $5,000 for transportation per student ($38 round trip); can use Title 1 funds to cover (in grant, budget money would be allocated for a fee waiver/at-risk students for transportation)
   j. If students want to drive themselves, we typically ask students to sign a waiver releasing District from liability

k. Driver's services like Uber, i.e. Zum -- challenge because of requirements -- they still have to get a bus permit even if driving their personal vehicle. Removing this legislative requirement would considerably increase the pool of drivers that would be available to us via Zum or other services (many parents are Zum drivers because it allows them to drive while their children are in school).

5. **Guest Speaker:** High School District 214: Erin Torrisi, Early College Supervisor
   a. Personalize the schedule based on postsecondary plans (i.e. 4-year college, associates, right into the workforce, etc.), including specifically looking at requirements of particular postsecondary institutions based on the student's plans
   b. Important to keep a "high school experience" that may include student activities and athletics.
   c. Important to provide an opportunity for students to remain on their high school campus part-time to maintain that high school experience, especially during the senior year
   d. The greatest challenge is creating a schedule that meets all their requirements -- high school grad requirements, related technical instruction, college coursework, and OJT required hours
      i. Typically best to start with the employer's recommended/required hours of the day and work around those expectations.
      ii. Work with master schedulers in the buildings to ensure some of the graduation required classes, like math and English, are always offered in the afternoons
   e. Could starting the OJT hours earlier in their high school careers help? Can be difficult if the student intends to attend a 4-year college post-high school because there's a lot of rigorous coursework they need to participate in during sophomore and junior years.
      i. Our students typically start the process in October of Junior year for an experience that starts the summer before senior year. This would require students to be thinking about an apprenticeship an entire year earlier while they're still really exploring careers.
   f. Recommendations:
      i. Greater recognition of youth apprenticeships at 450 hours of OJT
      ii. Target top range of OJT at 800-1000 hours
      iii. Limit/waive senior year graduation requirements (i.e. PE)
      iv. Look at certifications with fewer required courses
      v. Build master schedule around apprenticeships (similar to how we tend to schedule band students around the band)
      vi. Utilize summer school to front-load coursework to provide school year flexibility
      vii. Make sure that grad requirements, to the extent possible, are met early in high school