



**Illinois Workforce Innovation Board
Career Pathways for Targeted Populations Committee/Mike Massie and Susan Olavarria – Co-Chairs
Co-Sponsored meeting with Chicago Cook Workforce Partnership**

December 11, 2019
Aon Center
200 E. Randolph Street, 3N – New York Room
Chicago, Illinois

Call-in:
1-800-466-8543
Conference Code: 910191
Zoom Meeting: <https://zoom.us/j/860197849>

AGENDA

Agenda Item	Lead(s)/Panelists	Description/Outcomes	Materials	Time
1. Welcome and Introductions	Co-Chairs	<ul style="list-style-type: none">Attendees are introduced to one anotherAll participants feel engaged	CPTP Committee membership list	11:00-11:10 a.m.
2. Adoption of Minutes	Co-Chairs	<ul style="list-style-type: none">Adoption of minutes for September 12, 2019	Draft minutes	11:10 – 11:15 a.m.
3. Unified State Plan	KEB Cameron Sweatman	<ul style="list-style-type: none">Attendees learn about 2020-2024 Unified State Plan Strategic Elements	PowerPoint Report	11:15 – 11:30 a.m.
4. Policy Updates: a. Perkins V Plan b. Framework for Sector and Occupational Analysis c. Career Development Experience Toolkit d. CareerPathways.net	Jon Furr	<ul style="list-style-type: none">Attendees are updated on the progress of related career pathway initiatives occurring across State education and workforce systemsAttendees are updated on the progress of related career pathway initiatives occurring across State education and workforce systems	a. Perkins V: Overview of Plan status and key CCR recommendations b. Draft Framework c. CDE Toolkit Overview d. CareerPathways.Net Screenshots	11:30 - 12:15 p.m.

5. Lunch and Presentation on Chicago Apprenticeship Network	Daniel Serota, Aon Mike Massie	<ul style="list-style-type: none"> Attendees learn about the Chicago Apprenticeship Network and its implications for statewide career pathways strategies 	Aon Apprenticeship Program Overview Article Chicago Apprenticeship Network Playbook	12:15 – 1:15 p.m.
6. Career Pathways Reports Sector	Mfg – Tom Wendorf AF & NR – Angela Mason Energy – Margi Schiemann Hospitality & Tourism – Pat Fabijanski Finance – Daniel Serota	<ul style="list-style-type: none"> Committee members receive current information on sector initiatives and targeted populations efforts 	Data from Unified State Plan ISBE Career Guide Manufacturing Overview AF & NR Overview LWIB members by sector Hyatt – Career Opportunities	1:15 - 1:50 p.m.
Targeted Populations	Returning Citizens – Mark Lohman & Greg Martinez Disability – Mike Massie Youth -			
NOFO – Youth Targeted Populations	Lisa Jones	<ul style="list-style-type: none"> Committee to discuss notice of funding opportunity for youth and targeted populations 		
7. Next meeting & future meeting schedules	Co-Chairs	Hyatt – February or March IWP Joint Meeting – Springfield		1:50 – 2:00 p.m.
8. Partnering with Chicago Cook Workforce Partnership	Co-Chairs Matt Hillen Greg Martinez	Discuss how IWIB CPTP can partner with CCWP. Returning citizen career pathways will be one example	IDOC Career Pathways Initiatives	2:00 – 3:00 p.m.
9. Public Comment	Co-Chairs			
10. Adjourn	Co-Chairs			



**Illinois Workforce Innovation Board
Career Pathways for Targeted Populations Committee**

Current Members

Name	Title	Organization
Cerutti, Michelle	Program Director	Man-Tra-Con
Dittmar, Dean	FCAE Coordinator	Illinois Agriculture Education
Dowling, Mollie	Executive Director	OAI
Durham, Brian	Executive Director	Illinois Community College Board
Fabijanski, Pat	Senior Director of Events	Hyatt Regency – McCormick Place
Flessner, Susan	Director	Workforce Services Division of Will County
Foster, Jennifer	Deputy Executive Director	Illinois Community College Board (ICCB)
Friedman, David	CEO/Founder	AutonomyWorks
Furlong, Laura	CEO	MarcFirst
Furr, Jon	Executive Director	Education Systems Center at NIU
Gold, Steve	Founder	160 Driving Academy
Grant, Quinetta	Chief of Staff	Illinois Department of Human Services
Johnson, Marci	Director of Teaching and Learning	Illinois State Board of Education
Julian, Aime'e	Director	Illinois State University
Lohman, Mark	Executive Director	Workforce Development in Rock Island and Mercer counties
Lowery, Todd	State Manager - Business Services	Illinois Department of Employment Security
Maher, Pat	Director of Civic Engagement	SPR
Martin, Alicia	President & CEO	Associated Builders & Contractors, Inc.
Martinez, Greg	Youth Program Specialist	Chicago Cook Workforce
Mason, Angela	Associate Vice President	Chicago Botanic Garden
Massie, Mike	Attorney	Massie & Quick LLC
Betts, Dywayne		Thrive Chicago
Nicholson-Tosh, Kathy	Consultant	KNT Consulting
Olavarria, Susan	Corporate Affairs Manager	ComEd
Schiemann, Margi	Director, Infrastructure Programs and Support	Nicor Gas
Seliga, Joe	Partner	Mayer Brown LLP
Shoup, Blanche	President/CEO	Western Illinois Works Inc
Strom, Tyler	Managing Director	FARMIllinois
Stubblefield, Rick	Governance and Program Coordinator	St. Clair County
Tangman, Nina	Associate Director	Illinois Board of Higher Education
Terven, Michelle	Assistant Bureau Chief, Region 3	Division of Rehabilitation Services
Thompson, Whitney	Director for Career & Technical Education	Illinois Community College Board (ICCB)
Trzupsek Lynch, Marie	President & CEO	Skills for Chicagoland's Future
Weaver, Senator Chuck	State Legislator	Illinois Senate, 37th District
Wendorf, Tom	Co-Founder/ Manager	DuPage Impact LLC
Wilkerson, Terry	President	Rend Lake College
Wood, Lois	Attorney	Edwardsville IL



Illinois Workforce Innovation Board
Joint Meeting: Career Pathways for Targeted Populations Committee and Illinois Workforce Partnership
Crowne Plaza, Springfield

September 12, 2019

MINUTES

Members In Attendance:

Michelle Cerutti
Dean Dittmar
Mollie Dowling
Susan Flessner
Jennifer Foster
Laura Furlong
Aimee Julian
Mark Lohman
Todd Lowery
Marci Johnson
Pat Maher
Alicia Martin
Greg Martinez
Mike Massie
Kathy Nicholson-Tosh
Margi Schiemann
Michelle Scott-Terven
Rick Stubblefield
Whitney Thompson
Marie Trzupek Lynch
Tom Wendorf
Lois Wood

IWP
Illinois Agricultural Education
OAI
Workforce Services Division of Will County
ICCB
MarcFirst
ISU
American Job Center
IDES
Illinois State Board of Education
SPR Consulting
Associated Builders & Contractors, Inc.
Chicago Cook Workforce Partnership
Massie & Quick, LLC
KNT Consulting
Nicor Gas
DHS/DRS
St. Clair County
Illinois Community College Board
Skills for Chicagoland's Future
DuPage Impact LLC
Land of Lincoln Legal Services

Others in Attendance:

Paula Barry
Candace Flatt
Jon Furr
Lisa Jones
Mary Ann Merano
Diana Robinson

DCEO
IDES
Northern Illinois University/Education Systems Centers
Department of Commerce and Economic Opportunity
Northern Illinois University/Center for Governmental Studies
Northern Illinois University/Center for Governmental Studies

Patti Schnoor

DCEO

Regrets:

Brian Durham	Illinois Community College Board
Pat Fabijanski	Hyatt Regency – McCormick Place
David Friedman	AutonomyWorks
Quinetta Grant	Illinois Department of Human Services
Steve Gold	160 Driving Academy
Alicia Martin	Associated Builders & Contractors, Inc.
Angela Mason	Chicago Botanic Garden
Amrit Mehra	Thrive Chicago
Susan Olavarria	ComEd
Joe Seliga	Mayer Brown
Tyler Strom	FARMIllinois
Nina Tangman	Illinois Board of Higher Education
Senator Chuck Weaver	Illinois Senate, 37 th District
Terry Wilkerson	Rend Lake College

Welcome and Introductions

Mike Massie, Co-Chair, welcomed the members and attendees to the meeting. This meeting was conducted via an alternate format as the committee invited members of the Illinois Workforce Partnership to jointly discuss select agenda items.

Apprenticeships

Jennifer Foster ICCB presented an overview of the recently awarded DOL Apprenticeship grant which will be used to expand apprenticeship offerings in the Information Technology sector. Ten partner colleges will work with the ICCB to develop or expand a Customized Apprenticeship Program-Information Technology (CAP-IT) Model for 1,600 program participants over four years..

WIOA Performance System Overview

Paula Barry and Patti Schnoor DCEO discussed the WIOA accountability requirements and measures constructed for Illinois as developed by a team of the core partners. They presented a comprehensive powerpoint presentation detailing current measures for employment, wages, credentials, and skills gains. They are piloting possible approaches to a measure regarding serving employers.

Regional Labor Market Information Profiles

Candace Flatt IDES unveiled the new Regional Labor Market Information Profiles and the dashboard which includes data on population, commuting, employment and unemployment for LWIA and EDR geographies. She is providing a pdf for each LWIA of the full content.

IWIB and LWIB Career Pathway Lens

The final agenda item for the joint meeting, facilitated by co-chair Mike Massie and Michelle Cerutti, focused on partnerships with LWIBs and their sector representatives and using a customer-centered approach to engage all in impacting pathway initiatives.

Queries for Awardee Interviews

Susan Flessner and Tom Wendorf briefed the group on a possible line of discussion to be used during the luncheon to engage awardees in sharing their experiences.

Adoption of Minutes

Co-Chair Massie asked for a motion to approve the draft minutes of the June 13, 2019 meeting. There was a motion to approve and the minutes were approved by unanimous vote.

Careers

The Committee meeting agenda proceeded with Marci Johnson ISBE presenting the new 'Career Guide' materials developed with career cluster-based labor market information materials for use by students, parents, and counselors. Jon Furr NIU discussed the proposed framework for aligning sector and occupational data analyses to yield priorities for interagency focus.

Career Pathway Reports

The final agenda item, facilitated by co-chair Mike Massie, focused on updates from Manufacturing by Tom Wendorf, Energy by Margie Schiemann, Agriculture by Dean Dittmar, and Returning Citizens by Mark Lohman regarding sector initiatives of mutual interest for potential collaboration and strategizing.

Public Comment

No public comment was received.

Next Meeting/Adjourn

An in-person meeting will tentatively be held on December 11 in Chicago. The meeting was adjourned.

November 13, 2019



2020-2024 Unified State Plan Strategic Elements

Overview



- Presentation provides a review of the strategic elements of the Unified State Plan
- What are the strategic elements of the Unified State Plan?
- Take Questions
- Next Steps

Federal Requirements

Strategic
Elements

Operational
Elements

Program-
Specific Plans

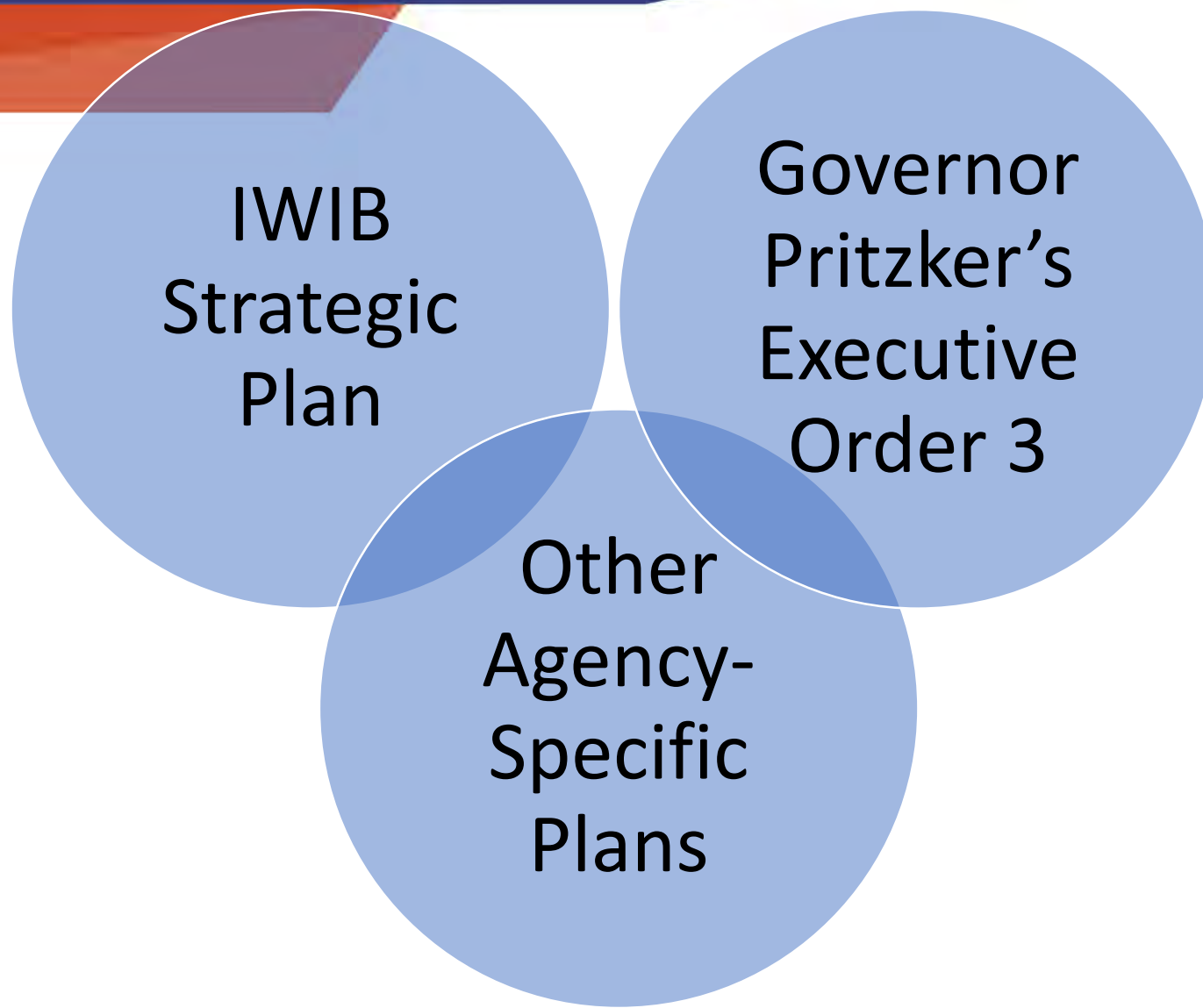
Title I-B: Adult, Dislocated
Worker and Youth Activities

Wagner-Peyser Act Program:
Employment Services and
Agricultural Outreach

Adult Education and Family
Literacy Program

Vocational Rehabilitation

Alignment



Economic Analysis



Industry Sectors and Occupations



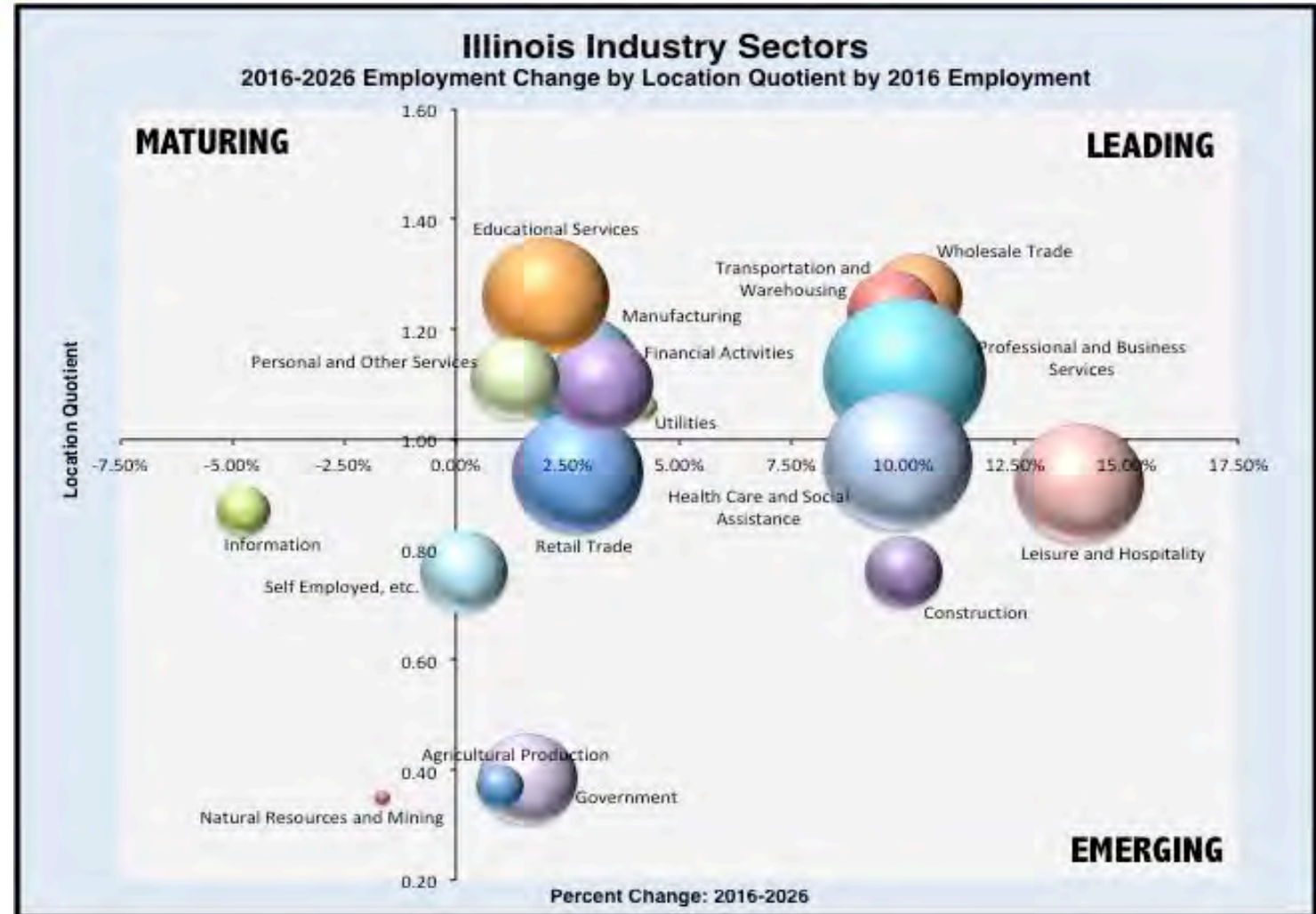
- **LEADING:** Industries identified as those which are **expected to grow** during the projection period and which are **important within the state**.
- **EMERGING:** Industries identified as those **not strongly represented in the current economy** but are **expected to grow** during the projection period.
- **MATURING:** Industries identified as those that are **important within the state** but are **not expected to grow** during the projection period.

Existing & Emerging Demand Industry Sectors and Occupations

- Expected that the largest number of job openings will be created within:
- Professional and business services
- Leisure & hospitality
- Health care sectors

Also...

- Construction
- Transportation & warehousing
- Wholesale trade



Employers' Employment Needs



- An effective workforce system must ensure a pool of appropriately skilled workers is available when and where businesses need them.
- The workforce system in Illinois has been proactive in seeking input from business leaders with a variety of approaches.
- Business leaders across all sectors and industries continue to emphasize the critical importance of **essential employability skills**.
- Workforce must evolve with job market



Workforce Analysis



- Labor Market Trends

- By 2020, on average, 65% of all jobs will require postsecondary education. However, Illinois is above the national trend with 70% of all jobs requiring postsecondary education.
- Four distinct generations with different views, expectations, and priorities now occupy the same workspace. To respond, companies will have to adopt new methods for just about everything — from recruitment and benefits to training and advancement; which means workforce development must also adopt new methods.

Workforce Analysis (cont.)



- Education and Skill Levels of the Workforce
 - Occupational skill requirements are increasing across the workforce due to a number of factors, including the increasing pace of technological change and the increasingly global nature of the economy.
 - Technology-fueled economic forces such as automation, Artificial Intelligence and deep data analytics will continue to supplant human muscle and (increasingly) human intelligence.
 - Add to this the increasing desire (and need) for talent mobility, both geographically and occupationally, and the pressures upon a state like Illinois to educate, train and fully employ its workforce is more critical than ever.

Skill Gaps



- State Workforce Development Activities
 - Strengths and Points of Improvement
- IWIB Strategic Plan
 - Focus on developing business profiles throughout the state to understand specific workforce needs that are directly identified by employers.
- Workforce Education Strategic Plan (WESP)
 - Focused on curricula for essential employability skills, addressing employers' concerns regarding on the job competencies and providing best-practices resources to Community Colleges.
- Executive Order 3

Vision, Principles and Goals



- National Governor's Association
- “Foster a Statewide workforce development system that supports the needs of individuals and businesses to ensure Illinois has a skilled workforce to effectively compete in the global economy.”
- Goals updated to the “Action Items” from Executive Order 3
 - Unite workforce development partners around regional cluster strategies.
 - Prepare Illinois workers for a career, not just their next job.
 - Connect job seekers with employers.

State Strategies



- Coordinate Demand-Driven Strategic Planning at the State and Regional Levels
- Support Employer-Driven Regional Sector Initiatives
- Provide Economic Advancement for All Populations through Career Pathways
- Expand Service Integration
- Promote Improved Data Driven Decision Making
- Advance Public-Private Data Infrastructure

Timeline



- Comments on strategic elements due to info@illinoisworknet.com by noon on November 15
- 30-day public comment period in January
- January webinar on entire Unified State Plan
- Anticipated early Spring submission date



2020 WIOA Unified State Plan:

December 11, 2019 Status Update

The 2020 WIOA Unified State Plan is on track to a March 2020 submittal to the U.S. Department of Labor. Following is a summary of activities and next steps.

- Through a survey completed this November, the Illinois Workforce Innovation Board (IWIB) provided input on the Unified State Plan strategic elements. This input led to new population migration data being included in the Unified State Plan.
- The Unified State Plan Work Group consisting of IWIB members and required partners completed the draft strategic and operational elements of the Unified State Plan. The full draft of the strategic and operational elements is available here:
<https://www.illinoisworknet.com/WIOA/Resources/Pages/StateUnifiedPlan.aspx>.
- The draft Unified State Plan, focusing on operational elements, will be presented to the IWIB by KEB and the WIOA State & Regional Data Team during the IWIB's December 12, 2019 Winter Meeting.
 - An Executive Summary of the Unified State Plan has been distributed to meeting attendees.
 - Feedback received from this meeting will inform refinements to the Unified State Plan and coincide with a public comment period in January 2020.
- The Integrated Business Services Work Group is conducting a stakeholder outreach survey of the business community. Survey results will be incorporated into Unified State Plan refinements in coordination with the public comment period.
- The Unified State Plan will be presented to the Illinois Community College Board at a board meeting in December or January.
- Two in-person Unified State Plan Public Forums are scheduled to invite public input.
 - One forum will be on January 15 at Malcolm X College in Chicago.
 - The other will be on January 17 at Lincolnland Community College in Springfield.
 - Public comment will also be invited by email at a designated email address.
 - Promotion of the public forums will occur very soon.

DRAFT 11/12/19

**P-20 Council College and Career Readiness Committee
Subcommittee on the State of Illinois Perkins V Plan**

Subset of Interim Subcommittee Recommendations

(Mission/Vision, Perkins Reserve, Teacher Externships, Quality Criteria)

Introduction

On June 1, 2019, the Illinois House of Representatives adopted House Resolution (HR) 371. HR 371 calls on ISBE and ICCB to engage with the P-20 Council in the Perkins V planning process and directs the P-20 Council to review the State's draft Perkins plan and make recommendations for strengthening it.

A core focus area of the College and Career Readiness (CCR) Committee of the P-20 Council is to address alignment and implementation support across state policies and initiatives, including the ESSA College and Career Readiness Indicator, the Postsecondary and Workforce Readiness Act, the State's Perkins V and WIOA plans, the State's Career Pathways Dictionary, the Dual Credit Quality Act, and additional areas as they emerge. Given this focus and the charge to the P-20 Council under HR 371, the CCR Committee formed a new Subcommittee on the State of Illinois Perkins V State Plan (the "CCR Perkins V Subcommittee") that included various members of the Committee as well as other stakeholders across the secondary, postsecondary, and workforce spectrum.

Since its formation in August 2019, the CCR Perkins V Subcommittee has met four times: twice via webinar, once during an extended in-person working session, and additionally through a joint meeting with the CCR Steering Committee. This document reflects the interim recommendations of the Subcommittee as of November 11, 2019. The Subcommittee is providing the recommendations to ISBE and ICCB at this time to support the agencies in their drafting of the next version of the Perkins V plan. These recommendations address the following areas that have been considered by the Subcommittee to date (**those highlighted in bold are included in this document**):

- **Draft Vision and Mission**
- Proposed Edits to Goals
- **Proposed Revisions to Quality Criteria**
- Proposed Definitions for Quality Criteria
- **Perkins Reserve: Proposed Strategies**
- **Proposed New Teacher Externship Program**

The Subcommittee will continue to develop recommendations for other aspects of the State's Perkins V plan, and respond to the next draft of the plan issued by ISBE and ICCB.

I. Proposed Draft Vision and Mission

Blue Text: Language from draft Perkins V plan issued by ISBE and ICCB

Highlighted Text: Proposed new language recommended by Subcommittee

Non-highlighted Text: Summary of Subcommittee discussion

DRAFT Strategic Vision for Illinois CTE

Illinois supports an aligned, high-quality career pathway system informed by industry and community needs. This P-20 system will ensure equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals.

SUMMARY OF WORKGROUP FEEDBACK from 9/23/19 Subcommittee Workshop Session

Participants felt that both renditions of the vision statement were too lengthy and needed to make clear the ultimate goal of the work. Further emphasis on business role was recommended, as well as emphasizing the supports being provided to students and their families to ensure greater equity could be achieved in the system. Participants felt strongly that centering student interest and experiences should be a priority in the vision statement.

Recommended Draft Vision & Mission:

Vision: We will empower and support all our students to achieve their life and career goals through an aligned, equitable, and high-quality college and career pathway system.

Mission: Illinois' Career and Technical Education system will promote success for students, as well as economic growth for the community and State, by fostering college and career pathways that:

- (1) Align to current and projected future industry and community needs;
 - (2) Support students to navigate and complete a personalized pathway based on their interests and goals;
 - (3) Combine rigorous classroom and career-connected learning opportunities to build students' essential and technical employability skills;
 - (4) Provide targeted supports to students of a broad range of backgrounds and skills; and,
- Incorporate on- and off-ramps to progressively advance through higher levels of education, training, and employment success.

II. Perkins Reserve: Proposed Strategies

The Subcommittee recommends the utilization of Perkins Reserve funding to incentivize consortia in two broad areas: (i) Rural CTE Consortia, and (ii) Regional Equity Target Initiatives.

I. Rural CTE Consortia: Perkins Reserve should be utilized to support two types of rural CTE consortia initiatives:

1. Establish strategic, career-focused dual credit courses that will be included within a CTE and College and Career Pathway Endorsement instructional course sequence. Example expenditures may include:
 - A. Costs of adjunct Community College faculty for courses delivered across multiple districts
 - B. Video-conferencing and other remote interactive methods to allow delivery of dual credit coursework to multiple districts
 - C. High school teacher graduate coursework or training to qualify them to teach dual credit courses.
2. Capacity for rural consortia to develop and offer Career Development Experiences and Youth Apprenticeships for CTE students. Example expenditures may include:
 - A. Hiring full- or part-time staff to manage CDE/YA intermediary functions
 - B. CTE teacher stipends for support of CDE/YA expansion
 - C. Software expenditures for managing CDE/YA opportunities
 - D. Addressing transportation challenges for access to CDE/YA opportunities

II. Regional Equity Target Initiatives: The Illinois P-20 Council is updating the State's 60 by 2025 goal to include equity-focused targets aimed at closing racial and socio-economic achievement gaps. Perkins Reserve should be utilized to support regional strategies involving a community college and its feeder high schools undertaking coordinated CTE-based strategies to close equity gaps in one or more of the following areas:

1. *Student Readiness for Postsecondary* – this can include:
 - A. Targeted CTE recruitment efforts focused on enrolling students of color and low-income students in high-growth CTE pathways
 - B. Enhanced delivery of strategic early college credit in CTE pathways serving higher proportions of students of color and low-income students
 - C. Targeted student supports for students of color and low-income students enrolled in CTE programs of study leading to Pathway Endorsements
 - D. Cohort models for student support delivery and/or mentorship
2. *Access & Enrollment* – this can include
 - A. Longitudinal analysis of outcomes for CTE special population participants who matriculate to local community college (enrollment, persistence, completion)
 - B. Enhanced postsecondary and career advising services tied to CTE programming and Pathway Endorsements
3. *Affordability & Financial Aid*
 - A. Scholarship programs aimed at supporting special populations obtaining Pathway Endorsements to incentivize enrollment and success

- B. Scholarship awards for special populations obtaining Pathway Endorsements
- C. Enhanced delivery of strategic early college credit in CTE pathways serving higher proportions of students of color and low-income students

These initiatives must involve a specific focus on closing equity gaps, with an emphasis on use of disaggregated data to monitor progress and success of CTE special populations in comparison to the general student population and other CTE students.

Expectations for all Perkins Reserve Funded Projects:

- All recipients of Perkins Reserve funding must provide a local match – both public and private.
- Reserve funding should prioritize district consortia that are in Tier 1 or Tier 2 for their percent of adequacy as determined in the state’s Evidence-Based Funding formula (EBF).
- School districts must implement College and Career Pathway Endorsement systems that incorporate the CTE POS supported through reserve funding.

III. Teacher Externships to Expand the CTE Teaching Workforce

The Subcommittee recommends that ISBE and ICCB utilize State leadership funds to create a new teacher externship program that qualifies currently licensed teachers to obtain an endorsement to teach in a career and technical education area. The externship program could be utilized for general education teachers seeking to teach CTE for the first time, or existing CTE teachers seeking qualification in a new CTE area.

Teacher externships are work-based experiences where teachers are immersed in the current operational priorities, challenges, and strategies of the host business. Teacher externships support strong programs of study that incorporate alignment with academic standards, academic and CTE integration, and coherent and rigorous content. Externships provide teachers with the opportunity for personal and professional growth, which can increase the retention of teachers. This program will provide districts with the opportunity to develop and expand CTE programs that are in demand. Finally, the externships can enable teachers and districts to form interpersonal networks with industry professionals that can extend to other aspects of the CTE program, such as work-based learning for students.

The new Illinois program should be modeled after the Teacher Bridge Externship program developed by the New Jersey Department of Education. Under the New Jersey program, general education teachers in subjects such as math or science are able to qualify to serve as a CTE teacher upon completing a teacher externship for two consecutive summers and receiving mentoring by an experienced CTE teacher¹. Businesses provide opportunities for teachers to work for 160 hours per summer. The New Jersey Department of Education pays each teacher a \$2,500 stipend per summer for completing these hours.

The new Illinois program should have the following parameters:

1. The program should target high priority areas where there is a dearth of qualified CTE instructors, including Information Technology, Engineering, Health Sciences, and Finance and Business Services.
2. The program should target general education teachers with an endorsement in a content area relating to the CTE area for which the teacher is seeking a new endorsement.
3. The program should target experienced teachers so that it both serves as a teacher retention strategy, and does not overly compete with the “traditional” routes for CTE licensure.
4. The Illinois program can utilize a similar structure as New Jersey, with 160 hours per summer for two consecutive summers. If acceptable to employers, a portion of the time should permit remote work to better accommodate teachers from around the State.
5. The stipend amount should be established based on an appropriate per diem rate for Illinois teachers, with consideration also given to the salaries of professionals within the externship area.

¹ The mentoring does not have to be provided by a CTE teacher in the same field in which the teacher is seeking CTE qualification. The purpose of the mentoring is to support the teacher to understand pedagogical practices associated with any CTE classroom, and not the specific technical knowledge of the CTE field.

6. To promote long-term sustainability, there should be an expectation for a local match for the stipend, with a higher level of State reimbursement for districts in Tier 1 or Tier 2 for their percent of adequacy as determined in the state's Evidence-Based Funding formula (EBF).
7. The program should be structured to provide professional development credit for license renewal and, if possible, graduate credit.
8. The program should only be available for teachers in schools with an existing CTE program of study in any area, with the expectation that the teacher will receive mentoring and support from other CTE educators within the building.
9. School districts participating in the program should consult with their community college partner to identify how the externship can be structured to qualify the teacher to teach dual credit CTE coursework.
10. The externship program should include the following core components:
 - Impart knowledge of career opportunities, organizational issues, hiring trends, and skills required for work in the industry
 - Enable the teacher to conduct informational interviews, shadow employees, and observe various occupations at the worksite
 - Give the teacher the opportunity to make observations and perform tasks that will enhance understanding and skills relating to various occupations
 - Provide an opportunity to observe and experience the implementation of related Technical and Essential Employability Competencies
11. Upon completion of the externship, the teacher should be expected to:
 - Document the implementation of Technical and Essential Employability Competencies observed during the externship
 - Develop at least one lesson plan based on the externship using the Technical and Essential Employability competencies, and share the lesson plan using [Illinois Open Educational Resources \(iOER\)](#)
 - Develop a Career Exploration experience for students
 - Design a Team-based Challenge for students
 - Complete an evaluation for both the district and the employer

State leadership funds should be used for: (i) the cost of the stipend (with expectation of local match); (ii) costs of a program coordinator; (iii) two convenings per year with participating teachers; and (iv) marketing and employer outreach.

The Subcommittee requests that ISBE determine whether any legislative changes are needed to establish this program. Under Section 21B-20 of the School Code, individuals can receive subsequent endorsements on the Professional Educator License as "specified by rule." (105 ILCS 5/21B-20(1)) This provision may enable the teacher externship program to lead to a new CTE endorsement by administrative rule change, rather than a legislative change.

DRAFT QUALITY CRITERIA – ILLINOIS STATE PERKINS V PLAN

November 12, 2019

Defined Terms: Underlined below in Quality Criteria ~~[Note: definitions have not yet been developed, except those that are in the State Career Pathways Dictionary.]~~

Programs of Study (POS) must meet all of the following quality criteria. If not met at the time of initial application, the criterion must be met no later than Year 3 of the plan with specific strategies to address the criterion in Years 1 and 2. However, ISBE or ICCB may provide extensions for additional time if local efforts to address the criterion are being actively pursued. This framework addresses K - 12 and Postsecondary, and applies to both. ~~CTE is funded by~~ Perkins and State CTEI Funding.

- 1. Development and Engagement.** All POS must be developed through close K-12 and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders, including but not limited to business and industry, local workforce boards, adult education providers, and community-based organizations. POS must have ongoing review and support by a Joint Advisory Committee (which may be at the regional level, and may be for multiple POS within a cluster or related cluster grouping ~~level~~). The Joint Advisory Committee must meet, at minimum, on an annual basis to review labor market information from multiple sources; provide input on current industry practices; identify High Priority Occupations within the region and related competencies; consider long-term industry trends and future of work considerations; inform competencies and skills relating to those occupations; and participate in the continuous improvement process described in Criterion 9.
- 2. Employer-Informed Competencies ~~and Skills~~:** The POS must align instruction and experiences to ~~incorporate~~ a progression of employer-informed Technical and Essential Employability Competencies leading to readiness for employment or further education for High Priority Occupations identified during the engagement process.
- 3. Academic Instruction and Supports:** The POS must include challenging ~~Standards-aligned~~ academic instruction and Student Supports and Interventions to improve access and facilitate successful student progressions to and through required coursework and avoid remediation to the extent possible.
- 4. Addressing Equity Gaps ~~Recruitment and Access~~:** Districts and colleges must develop and implement plans that commence in middle school and extend through postsecondary ~~have a student recruitment and retention plan~~ to address Equity Gaps in POS access, participation, and completion ~~that extends into middle school. POS must ensure access is equitable and all students have support to persist and succeed in CTE courses and opportunities.~~
- 5. Instructional Sequence.** POS must provide a non-duplicative, fully articulated sequence of courses from secondary (or earlier) ~~K-12~~ through postsecondary (including four-year transitions where appropriate) that has Multiple Entry and Exit Points and incorporates Stackable Credentials.

Middle School and Secondary: The middle school and secondary POS course sequence must, at minimum:

- In the middle school grades and/or in 9th grade, pProvide guidance and instruction on the concept of career clusters and support for student selection of one or more ~~a~~ clusters of interest ~~prior to a cluster-specific Quality Orientation Course~~
- Include both ~~a~~ Quality Orientation Course ~~providing a broad understanding of a cluster or cluster grouping and~~

~~Include an~~ advanced ~~training that~~ ~~course~~ developing competencies and skills needed for entry-level employment or further postsecondary education

- Incorporate Strategic Early College Credit and/or training for an ~~Stackable, Industry Credential~~. ~~Industry Credential~~

Postsecondary. The postsecondary POS course sequence must, at minimum:

- Connect to area secondary sequences through Strategic Early College Credit
- Focus on access and smooth transitions through programming for adult learners, veterans, returning citizens, and other targeted populations.

~~etc.~~ Be sequenced in a non-duplicative, logical order that allows students to build their knowledge and skills as they progress through the program.

- Must culminate in a postsecondary degree meeting all program accreditation requirements that includes at least 15 hours of general education courses.

- Within the postsecondary degree sequence, embed Stackable Credentials, contextualize academic and technical content where feasible, and prepare students for any licensing or certification exams required for the occupation.

6. **Work-based Learning:** POS must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:

- Career Exploration
- Team-based Challenges and/or CTSOs

· Career Development Experiences (provided that the POS does not need to include all 60 hours necessary for CCRI or Pathway Endorsement purposes), Youth Apprenticeships, and/or Apprenticeships, with opportunities for such experiences available by Year 3 for a substantial number of POS participants

7. **Instructors:** Instructors within POS are qualified, collaborate with industry professionals, and are provided opportunities for comprehensive professional learning.

8. **Facilities and Equipment:** POS are offered in appropriate and accessible facilities using industry standard technology and equipment.

9. **Continuous Improvement:** The district and college have a CTE Continuous Improvement Process that continuously evaluates and improves the POS in collaboration with those stakeholders and the Joint Advisory Committee described in Criterion 1.

Commented [JF1]: The Subcommittee discussed this is a challenging criterion, but it is left in as an area where ISBE could make an exception to the implementation timelines on a case-by-case basis under the new language in the introductory paragraph to the Quality Criteria.

Commented [JF2]: The Subcommittee discussed this is a challenging criterion, but it is left in as an area where ISBE could make an exception to the implementation timelines on a case-by-case basis under the new language in the introductory paragraph to the Quality Criteria. The Subcommittee also discussed the importance of State guidance and supports, such as the Career Development Experience toolkit.



Illinois State Framework for Aligning Sector and Occupational Data Analyses

Major industry sectors are categorized according to the following methodology:

LEADING

Industries identified as those which are expected to grow during the projection period, and which are important within the state (i.e., have a location quotient greater than 1.0).

EMERGING

Industries identified as those that are not strongly represented in the current economy (i.e., have a location quotient that is less than 1.0), but are expected to grow during the projection period.

MATURING

Industries identified as those that are important within the state but are not expected to grow during the projection period.



PRIORITY OCCUPATION

An occupation that, through state and regional quantitative and qualitative analysis, is determined to meet the following criteria:

The occupation is **high wage**, meaning that it meets at least one of the following wage criteria:

- The occupation pays a living wage for entry-level employment and over the course of a career; or
- While the occupation does not pay a living wage, it is a springboard occupation, meaning that it is a necessary prerequisite position for advancing to an occupation with more responsibility that pays a living wage.

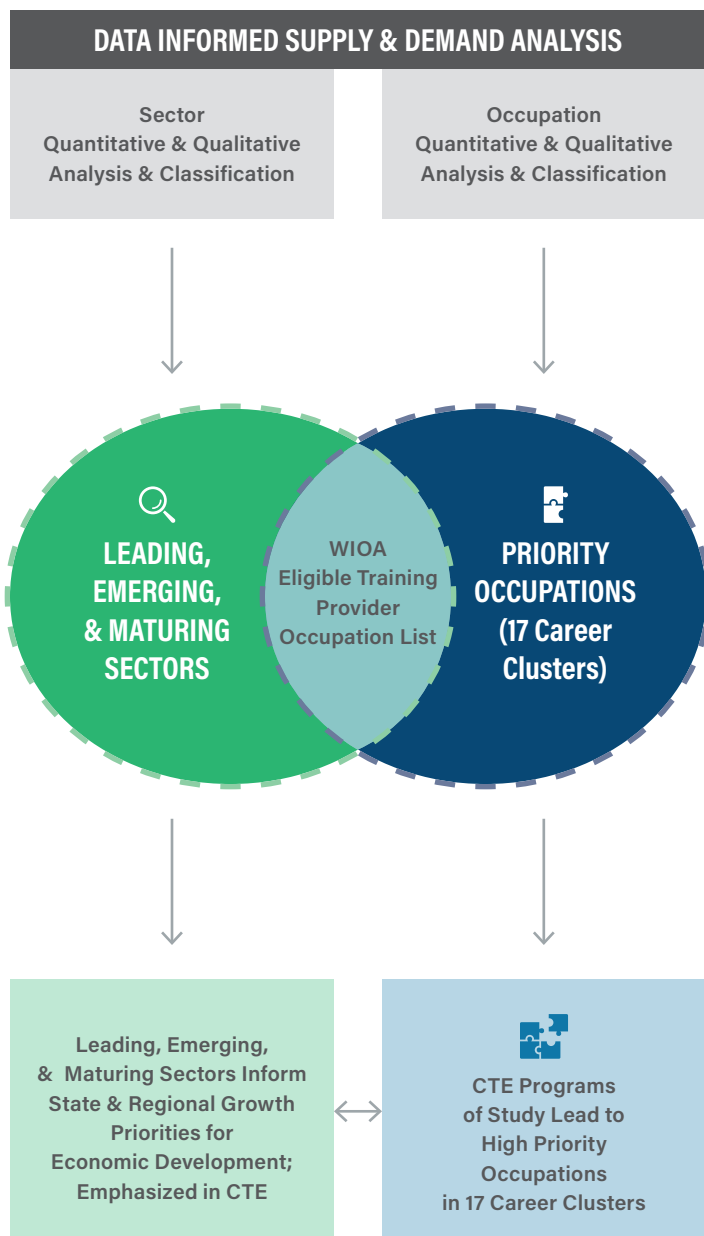
The occupation is **high demand**, meaning that it meets at least one of the following demand criteria:

- The occupation is undersupplied, meaning that projected job openings through the current IDHS projection period are in excess of supply from educational institutions; or
- The occupation addresses a local employer need identified by the Local Workforce Investment Board.



HIGH PRIORITY OCCUPATION

A Priority Occupation that is also high skill, meaning that the typical education level needed for entry is postsecondary nondegree award or higher (using the U.S. Bureau of Labor Statistics measures of education and training).





GETTING
STARTED

ORGANIZATIONAL
STRUCTURE

HOST
OUTREACH

ONBOARDING

DURING

WRAPPING
UP

CAREER DEVELOPMENT EXPERIENCE TOOLKIT

INTRODUCTION

TOOLKIT PRIMARY PURPOSES



Establish expectations for implementing high-quality, rigorous work-based learning experiences that prepare young people to be college and career ready through the development of [Essential, Entrepreneurial and Technical Employability Skills](#)



Provide guidance, tools, and frameworks to offer a Career Development Experience, which is a required component of the [College and Career Pathway Endorsement framework](#) and in the State's Every Student Succeeds Act (ESSA) as a [College and Career Readiness Indicator](#)



Highlight best practice examples of how organizations are accomplishing this on-the-ground and spark thinking for other communities about how these examples might be modified to fit into their own unique contexts

BACKGROUND & MATERIALS PROVIDED WITHIN

Both the Career Development Experience Toolkit guide and online resources adhere to the framework of the [Postsecondary and Workforce Readiness Act for College and Career Pathway Endorsements](#) (CCPE). While these materials adhere to the CCPE Framework (Figure 1) for high school students, they are also meant to serve any organization that seeks to provide rigorous work-based learning opportunities to youth.

Resources and best practices from communities included in this toolkit have been developed as a result of active engagement and continuous learning through implementation of innovative ideas and methods to best serve the needs of their local region. These communities have encountered both successes and setbacks that have further informed their practices, allowing them to influence and teach others through their lessons learned. It is no small feat to establish all of the components of a Career Development Experience and create an opportunity that ultimately shapes life trajectories and strengthens communities.

The materials and information within this toolkit serve to provide guidance regardless of where an organization is at in terms of establishing and running a Career Development Experience program. Each section of the toolkit can be referred to separately or as a whole to inform current practices. This toolkit is meant to enhance, rather than supplant, any current practices to ensure that they are meeting the requirements of state frameworks and providing high-quality, rigorous, work-based learning experiences.

Note: A Career Development Experience is statutorily defined in the PWR Act and is included in the Illinois Career Pathways Dictionary as part of Illinois' broader work-based learning continuum. **Guidance provided in this document is applicable to any supervised work experience** regardless of whether it is applicable toward a College and Career Pathway Endorsement or as a College and Career Readiness Indicator. Typical terms associated with a Career Development Experience include internships, school-based enterprises, supervised agricultural experiences, and youth apprenticeships, to name a few.



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by
Eligibility



Which programs are seeking someone like me?

by
Location



Which programs are easy for me to get to?

by
Affordability



Which programs are **reduced cost**, **free**, or even **offer a paycheck**?



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Manufacturing, Engineering, Technology, and Trades



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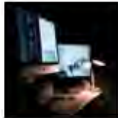

VIEW CAREER PATHWAYS

Career Fields and Jobs > Programs in Career Field

Print

Information Technology

Showing 1-8 of 8

Program Details		Program	Program Length
	Details	Networking Systems and Technology Basic Certificate Program (offered by City Colleges- Multiple Campuses)	16 weeks, 18 credit hours
	Details	Cybersecurity Basic Certificate Program (offered by City Colleges- Wilbur Wright College)	
	Details	Web Development Basic Certificate Program (offered by City Colleges- Wilbur Wright College)	
	Details	IT-Ready (offered by CompTIA/Creating IT Futures)	8 Weeks

This information was helpful to me

Yes

No





Find Programs By Who Is Eligible



Wondering which programs you qualify for?

Show programs that report NO restrictions related to ... [select one at a time]

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[Drug Testing](#)
[Driver's License](#)

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Program Details		Program	Career Field
	Details	Inspiration Kitchens Foodservice Training Program (offered by Inspiration Corporation)	Agriculture, Food, and Natural Resources
	Details	Handywoman/Handyman training program (offered by Fixer PBC)	Manufacturing, Engineering, Technology, and Trades

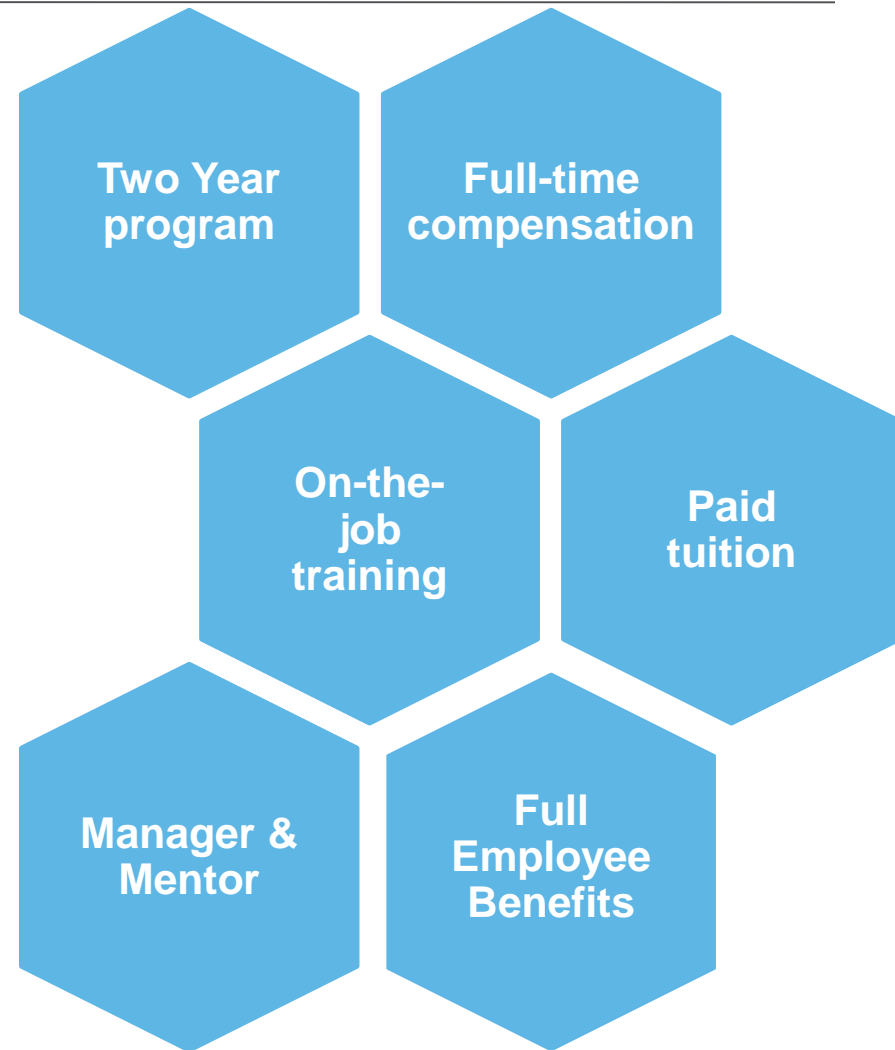


Aon Apprenticeship Program Overview

Text 'iacce' to 843-606-5995 to bid on Silent Auction

Program details

- Two Year Program
 - Guaranteed position at Aon at the conclusion of the program
- Full-time Compensation (40 hours/week)
 - 28-32 hours at Aon per week
 - 8-12 hours of class per week
- Full Employee Benefits
- Paid Tuition Benefit in pursuance of Associate's Degree
 - Either at Harold Washington College or Harper College
 - Business degree with track-specific classes (Insurance, HR, or Technology)
- Department of Labors Certified Insurance Apprentice status



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CHICAGO APPRENTICE NETWORK



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Chicago Apprentice Network- Playbook

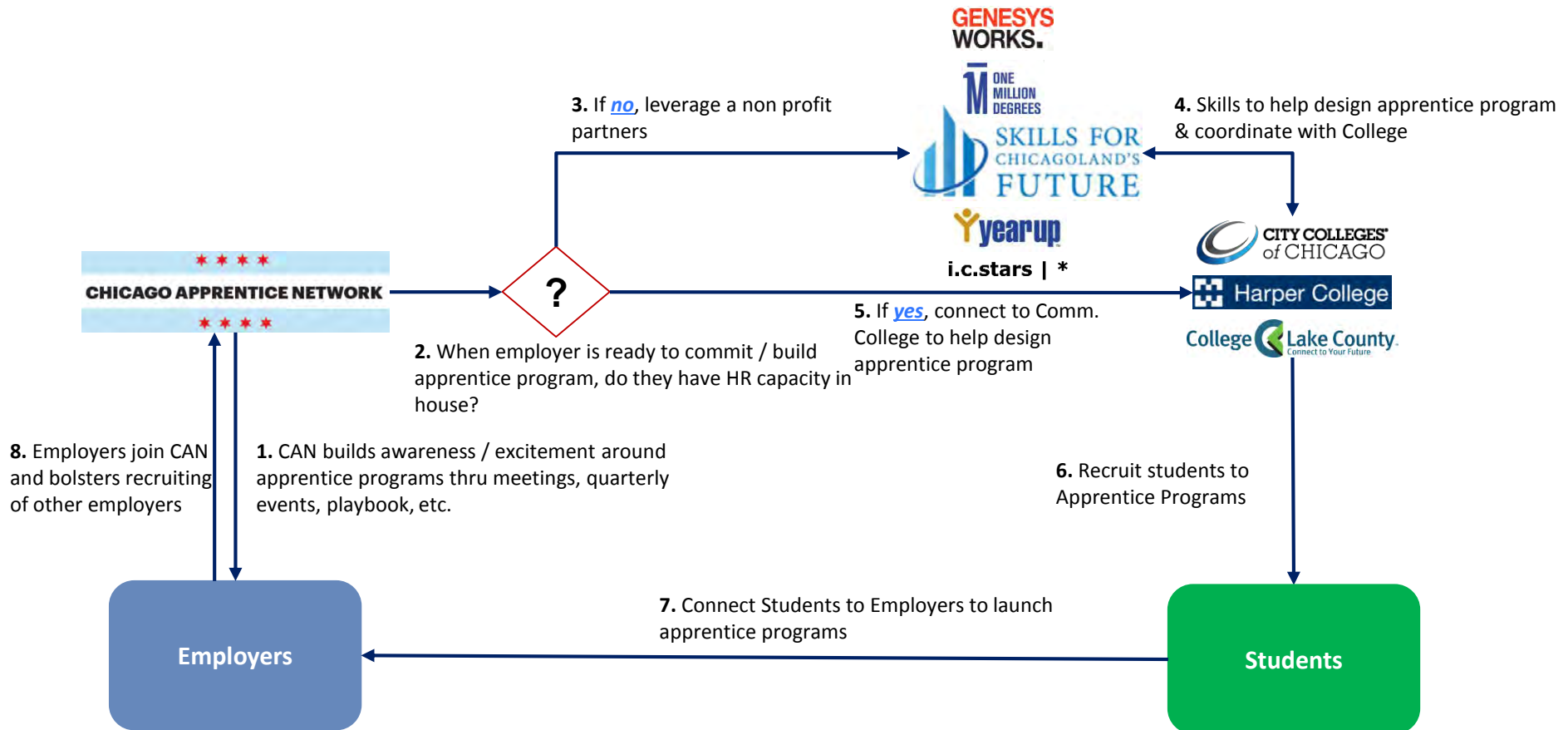


Apprentice
Playbook

Business Round Table: Jan 2019

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Chicago Apprentice Network - How it Works



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CHICAGO APPRENTICE NETWORK



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Apprentice Network Creates a Pipeline of Diverse Talent in Chicago, and Leaders Hope to Expand It

By **Kelsey Landis** - September 17, 2019



An apprentice network that started in Chicago to train future employees for the corporate sector as they pursue a free college education is now addressing larger social issues, and leaders of the initiative hope to spread the model to more cities around the country.

Chicago's first Black female mayor, Lori Lightfoot, lauded the Chicago Apprentice Network at an event recently. The network, founded in 2017 as a joint effort by Aon and Accenture, now connects roughly 485 apprentices to 25 companies in Chicago alone, including Walgreens, McDonald's, and JPMorgan Chase.

"I think about the person I was when I was 18," Lightfoot told a group of apprentices and business leaders in July, "needing an extra boost and someone reaching out to me and telling me that I could do more. ... I am so grateful for the opportunities employers across the city have committed to our young people."

Ed Richardson, 27, is one of those people who earned an opportunity to pursue a career he never envisioned for himself. He was working a "dead-end job" as a security guard at a company that was moving its operations to Mexico. Richardson started the job search.



Ed Richardson

He saw a listing one day for an apprenticeship — no experience needed.— with Aon, a global professional services firm that provides health retirement and reinsurance solutions.

"I was all over the opportunity," Richardson says.

He applied and was accepted. As part of the apprenticeship, Richardson enrolled in a two-year degree program in marketing management with a focus on insurance at Harold Washington College, one of the City Colleges of Chicago, and Aon paid his tuition. After graduating in December 2018, Richardson accepted a full-time job as a reinsurance broker at the company.

Since the original 2016 pilot apprenticeship program in Chicago and San Antonio, Accenture has established programs in Atlanta, Boston, Columbus, Detroit, Seattle, San Francisco, St. Louis, and Washington, D.C.

The apprenticeships are key to employee retention and to increasing diversity at the company that employs 50,000 individuals worldwide, says Daniel Serota, manager of public affairs at Aon.

Before adopting the apprenticeship model, company leadership had become frustrated with three-month internships that “never turned into anything,” Serota says.

Aon started with 25 apprentices in 2017 with roles focusing on insurance, human resources, and information technology. They earn a full-time salary with benefits in addition to full college tuition. Aon’s second graduating apprentice class will complete their degrees in December.

“A lot of these individuals don’t come from the corporate background,” Serota says. “They worked in retail, construction, or are right out of high school and never had a job before. This program gets them used to Aon, and in six or seven months, they’re going to be doing the job and busting their butt doing it.”

Bringing in “green” individuals rather than highly educated interns from the top 10 or 20 universities meant Aon could train apprentices to “do things the way managers wanted things done,” Serota says. Additionally, the things apprentices learn in the classroom directly apply to their jobs.

According to their website, the AON apprenticeship program was developed as part of the company's dedicated Talent Agenda, one of Aon's three strategic pillars. It focuses on recruiting a diverse and talented workforce, developing their colleagues, and ensuring they have the support and resources to grow their career within the firm. One of the key objectives within this pillar is to harness young talent and build a pipeline of future leaders.

Accenture, a global professional services company, piloted its apprentice program in 2016 in Chicago after then-Mayor Rahm Emanuel challenged businesses to employ graduates from the city’s community colleges.

The company started off with just a handful of apprentices, but they’ve since expanded the program to Accenture offices nationwide with roughly 450 apprentices to date in fields such as cybersecurity, digital, data analytics, and cloud migration, says Pallavi Verma, senior managing director for Accenture’s Midwest region.

“We’re very excited about the talent and to provide a job at Accenture to individuals who might not have otherwise had the opportunity,” Verma says. Apprentices at Accenture have generally just completed their two-year college degree or are close to doing so. If they’ve done well after a three- to 12-month apprenticeship, Accenture offers them a full-time job.



Pallavi Verma

Tiffany Spraggins, 31, started a full-time position as a functions tester — someone who tests the functionalities of software or an application — for Accenture in July after a successful apprenticeship there. When she was in her early 20s and starting a family, Spraggins says she never envisioned herself doing information technology work for a Fortune 500 company.

“I was working on taking care of my family. I never imagined working for a company this big,” Spraggins says. “With this [apprenticeship], I didn’t have to start at the bottom. I was given an opportunity to be successful early on in the program and now as a full-time employee.”



Tiffany Spraggins

In 2017, Aon and Accenture partnered to form the Chicago Apprentice Network in an effort to encourage other businesses in the city to adopt the model. The two companies, with the help of the network and the Business Roundtable’s Workforce Partnership Initiative, developed a playbook to help other companies get started.

Network leaders hope to grow the program to 1,000 apprentice opportunities in Chicago by 2020, Verma says. “Getting to scale at that level starts to make a difference socially to a broader group of individuals,” she adds.

Since implementing the apprenticeship program, Accenture's offices in Chicago have seen increased diversity in where their employees live in the city.

"The apprentices add diversity to the zip codes where our employees come from. That's the importance of giving everyone in the city of Chicago equal opportunity," Verma says. "That one apprentice who is getting that job may be coming from an area where maybe professional jobs are not the norm. Then that person is affecting four other people. Over time, the social change will happen just by providing the opportunity."

Chicago's mayor has placed an emphasis on community groups and faith-based organizations to help address the city's problems, among them gun violence and youth unemployment. Lightfoot says the apprentice network shows promise for young people like Richardson, the Aon apprenticeship graduate.

"I still have conversations with some of my best friends. They say, '[Corporate] is not for me.' I tell them to just give it a chance," Richardson says. "Once you get past the feeling that you don't belong, you start talking to people and you realize they're just normal people. Then your skills build on each other. In 10 years, you look back and know you'll never have to go back to working in the service industry. I'll never have to go back to working a minimum wage job."

Spraggins believes the apprenticeship model will change lives.

"I feel like the apprenticeship program is going to change the tide of the way things have been [in Chicago] for the past 50 years," she says. "Even if I had gone to an elite school and was recruited, I don't think I would have gotten the exposure to the professionals and city officials had I not come through Accenture."

A perceived lack of racial diversity in the corporate world can sometimes cause anxiety among his friends from the South Side of Chicago, Richardson says. "Some people never got out of the South Side and never had the chance to interact with people of different races. They built it up in their head," he says.

But the apprenticeship programs at both Accenture and Aon have proved effective in increasing diversity at both companies.

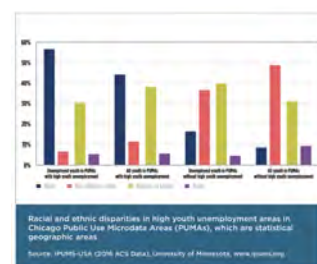
"If you're recruiting from city colleges, which are in the range of 75 percent Black or Latino," Serota says, "and when you think about the different types of diversity that comes into the city of Chicago, those are the individuals who come into our firm. ... It changes the way we think. We want to be localized, and we want people in our city to get jobs and get careers."

Apprentices from underrepresented groups bring new ideas and innovation to Aon, Serota adds. Verma says they have had the same effect at Accenture.

"We were not looking at this pool of talent before," Verma says. "Now we're getting access to a set of talent that we didn't have access to before. As an added benefit, the group of people coming out of community colleges is more diverse. ... When you have more diversity in your company, you have better diversity of thought."

But inclusion is equally as important as diversity, Spraggins says. As an employee at Accenture, she says she is treated with respect.

"I never felt like an apprentice," she adds. "That's the number one thing I like about coming to work. I feel included. I feel respected."



The apprenticeship model works differently for each business, Verma says, but companies are increasingly becoming interested.

"We are definitely looking to expand the Chicago Apprentice Network idea to other cities across the U.S.," Verma says. "If you understand within your organization what kind of roles would fit an apprenticeship model, and if you have good frontline managers who are willing to do something different, it can be done."

These efforts make a difference in the lives of individuals, says Richardson, who plans to begin online classes toward a bachelor's degree in leadership studies this fall at DePaul University in Chicago while he continues to work full-time at Aon.

When asked what advice he would have for someone thinking about pursuing an apprenticeship, Richardson says they should be ready to take experiences as they come. His family also reminds him to be humble.

"I never felt like an apprentice. That's the number one thing I like about coming to work. I feel included. I feel respected."

Tiffany Spraggins

"Focus on the long-term and give it a chance," he says, "because what else are you going to do? Why not let someone give you something to do and see if you can take to it? When you see other apprentices doing good things, reaching leadership, you see you can do it and move on up too."

Kelsey Landis is editor-in-chief of *INSIGHT Into Diversity*. This article ran in the October 2019 issue.

BRIDGING THE GAP BETWEEN TALENT AND OPPORTUNITY

**An apprenticeship playbook
for professional jobs.**



CHICAGO APPRENTICE NETWORK



accenture

AON




Risk Management
SOLUTIONS
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Walgreens


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The Apprenticeship Opportunity for Professional Roles

The U.S. Department of Labor estimates that there are 7 million job openings in America and only 6.1 million available workers—the first time on record the number of openings has exceeded the number of unemployed.¹ The issue is not availability of jobs. The issue is skills—many, if not most, of available workers are lacking the right skills to fill open jobs.

We have a part of the solution. Professional apprenticeship programs can help address the skills gap facing most companies, provide greater opportunity to people who are underrepresented across industries in the innovation economy, and reskill those whose jobs have been—or will be—disrupted by technology.

Apprenticeships present companies with a unique opportunity to address the talent needs in their organizations using highly diverse, nontraditional sources. An apprenticeship serves as an alternate on-ramp into a role that normally requires a specific degree or professional experience by providing motivated, high-potential individuals with the required training, professional skills development and experiential learning to bridge the gap.

There is a large volume of highly capable and eager talent that has not completed a degree or does not have extensive professional experience for a variety of reasons, including their financial situation, lack of access to higher education or professional jobs, and timing. An apprentice model provides an engine to greatly expand the potential candidate pool while providing career opportunities to individuals who would otherwise not be qualified for the role and may not have access to the role through other channels.

Apprenticeships also are an important vehicle for helping individuals reskill or make a mid-career switch. As technology continues to disrupt industries and change the talent requirements, there is a growing need to establish a strong foundation supporting apprenticeships for professional roles.

Apprenticeship programs drive workforce development and create economic opportunities in the communities in which we work and live. They also help deepen relationships for the companies that support them, building a tighter link to the community. While apprenticeships can be used across a wide variety of industries, including both trade and professional positions, this playbook focuses on key steps, considerations, examples and case studies for apprenticeships in professional positions.

Julie Sweet

Chief Executive Officer—North America, Accenture

Greg Case

President and Chief Executive Officer, Aon

¹U.S. Department of Labor, Bureau of Labor Statistics, “The Employment Situation—October 2018,” <https://www.bls.gov/news.release/pdf/empst.pdf>; U.S. Department of Labor, Bureau of Labor Statistics, “Job Openings and Labor Turnover Summary”, <https://www.bls.gov/news.release/jolts.nr0.htm>

Executive Summary

1. What is an apprenticeship?

Apprenticeships are defined as “earn-and-learn” programs that combine formal learning (e.g. in-person, virtual or computer-based training) with on-the-job training experiences. They provide the candidate with the training and mentorship needed to develop proficiency in targeted business and technology areas, supplemented by soft skills to augment the individual’s performance and ready them for success. Apprentices should earn a wage during the program and, upon successful completion, have the opportunity to convert to full-time employment with the sponsoring company.

Apprenticeships can vary in length and focus depending on the nature of the business and the requirements of the roles. For example, highly complex roles may require longer programs with more formal learning to build the necessary skills. Less complex or more transactional roles may require shorter program lengths, have limited formal learning and allow for a quicker ramp to proficiency. In all cases, the type of program should be targeted to the specific needs and requirements of the role. See Figure 1 for considerations on program length.

Figure 1: Apprenticeship Role Timeframe

PROGRAM TYPE	DESIRED OUTCOME	CURRENTLY AIMED AT	CANDIDATE BACKGROUND
Short-Medium Term <i>1 year or less</i>	Focus on building functional, technical or industry proficiency (e.g. capability in a specific technology or industry skill)	Short term: Transactional roles with minimal basic hiring requirements (e.g. call center, office admin) Medium term: Roles requiring depth of knowledge in a narrowly-defined functional, technical or specific industry process area	Short term: Little to no experience required Medium term: Achieved or working toward a two-year associate degree, coursework in relevant focus area or nonprofit “boot camp”
Long Term <i>Average of 2+ years</i>	Provide training and work experience for a complex role	Roles that require immersion in multiple facets of the function, technology or industry requiring broader skill sets with deeper training	Achieved or working toward a two-year tailored associate degree, coursework in relevant focus area, or nonprofit boot camp with advanced trainings

2. Why apprenticeships?

A robust apprenticeship program can provide your company with numerous benefits, including:

- Access to a highly-motivated and productive talent pool that is less likely to leave than talent from traditional sources;²
- Ability to provide underrepresented groups greater access to innovation-economy jobs;
- Flexibility to source talent all year long vs. the cyclical nature of traditional degree sources;
- Ability to drive workforce development and economic opportunities where we work and live, including reskilling for people whose jobs are disrupted by technology-led innovation; and
- Ability to build deeper relationships with clients and the community.

3. How do you get started?

At a high level, there are four key steps to establishing a program. These are: **defining the vision, identifying opportunities, determining and executing the model, and evolving and scaling the model.**

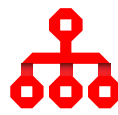
Figure 2: Key Steps to Establishing an Apprenticeship Program



**DEFINE
VISION**



**IDENTIFY
OPPORTUNITIES**



**DETERMINE AND
EXECUTE MODEL**



**EVOLVE
AND SCALE**

In **defining the vision** of an apprenticeship model, your company should identify the priorities it wants to achieve using apprenticeships, such as expanded talent sources or community development. You should confirm the vision with leadership and key stakeholders and use research on existing, established models to inform your program.

After establishing the vision for your apprenticeship program, you should work to **identify specific opportunities by role and location**. Consider what roles and locations are best suited to the program's goals. Apprenticeship roles should fill actual talent demands and present the opportunity to successfully equip an apprentice to fill that demand through skills-based, on-the-job learning and training. When identifying locations for apprentice roles, companies should consider strategic locations with local leadership support.

Your company should next work to **determine the program model** to be used in executing and delivering apprenticeships. These include considerations such as:

- Identifying candidate sourcing options
- Defining your interview process
- Defining the compensation model
- Determining the type and length of training needed
- Defining support model for apprentices
- Defining potential career paths upon completion
- Defining feedback loops to discuss performance

² U.S. Department of Labor, "Apprenticeship Toolkit, Advancing Apprenticeship as a Workforce Strategy,"

<https://www.dol.gov/apprenticeship/toolkit/toolkitfaq.htm>

Ultimately, you will need a conversion process by which you determine if you will offer the apprentice a full-time position upon completing the program, along with their onboarding process.

As each group of apprentices completes the program, you should look to actively evolve, improve and scale the program. Leverage lessons learned to enhance the speed, cost and effectiveness of future programs. You should also consider what additional roles and locations to target next and build additional programs based on what you have learned from each previous iteration. The ability to improve and streamline the process will be critical for continued success and to allow apprentices to become part of the fabric of how you source and hire employees going forward. Finally, with an established apprenticeship program, work to build an apprenticeship network to share and accelerate best practices with other companies.

Keys to Success

For a program to be successful, it needs to have three key elements (see Figure 3)—a real need for talent in the organization, a supportive environment (including leadership support and infrastructure) and strong partnerships to help source and potentially provide training for apprentices.

Talent Need: Apprenticeships should address a real talent need in the organization to be sustainable and successful. They should not require the creation of incremental roles. In addition, the roles targeted for apprenticeships should have the potential to become part of the operating fabric of the company, embedded into the recruiting strategy over time in an industrialized fashion.

Supportive Environment: Leadership buy-in and support is critical to success. Locations should have strong local leadership commitment to support, manage and staff apprentices, along with a team structure that supports higher touch, day-to-day shadowing and professional development. In addition, locations for the program should be determined based on scale—there should be enough need for the role to have multiple apprentices start and work together for support and community building.

Strong Partners: Successful programs will include strong partnerships with educational institutions and nonprofits to source talent, provide training when required, and provide access to qualified candidates. Seek out partners with curricula or potential candidate populations that offer applicable skills to prepare them for apprenticeships.

Figure 3: Key Elements of an Apprenticeship



Organizing for Success

Setting up an apprenticeship program will take time, effort and an investment. Creating a central team to help guide and support the program is typically required to help with leadership coordination, buy-in and overall program design and oversight. Ideally, the team is composed of a combination of Human Resources (HR) and business representatives. In addition, having a steering committee can help ensure unity in vision and direction and can address challenging questions that may arise. Location-specific teams may also be needed to design and coordinate activities on the ground associated with individual roles. These can include a local business sponsor, dedicated recruiter, training lead and program manager who will help drive the design and execution of the program in the location. Over time, the role of the central team will diminish as the overall design phase and initial implementation phase end, and local teams will become streamlined as activities become industrialized and embedded in existing processes and functions.

Cost Impact of an Apprenticeship Program

As with most programs, there will be costs associated with establishing an apprenticeship program at your company. The main categories of cost relate to the initial creation of the program vs. the ongoing run costs. Initially, you will need to consider the additional costs related to designing and standing up the program. These may include the cost of a centralized program management team, leadership time, investments in establishing sourcing and training relationships, creating or editing a curriculum, and time developing the relevant processes. Run costs will include items such as ongoing investments in training time, potential sourcing fees for candidates, recruiting costs, productivity impacts for apprentices as well as for coaches, mentors and others involved in the program, and the impact of any apprentices who leave the program or ultimately do not convert successfully after the program.

The offset to some of this cost is the potential salary differential for an apprentice. Given the fact that apprentices will require investments in training and on-the-job learning and they may initially be less productive, the base pay rates typically will be lower than a non-apprentice filling the end state role. This differential should be enough to offset the investments, making the run rate economics neutral. In addition, the anticipated added benefit of higher retention in the apprentice population after the completion of the program will be further accretive to the business case.³ It is important to fully understand the cost and benefit implications and potential upfront investments of an apprenticeship program. This will likely be a critical discussion point with leadership to ensure the program is ultimately sustainable.

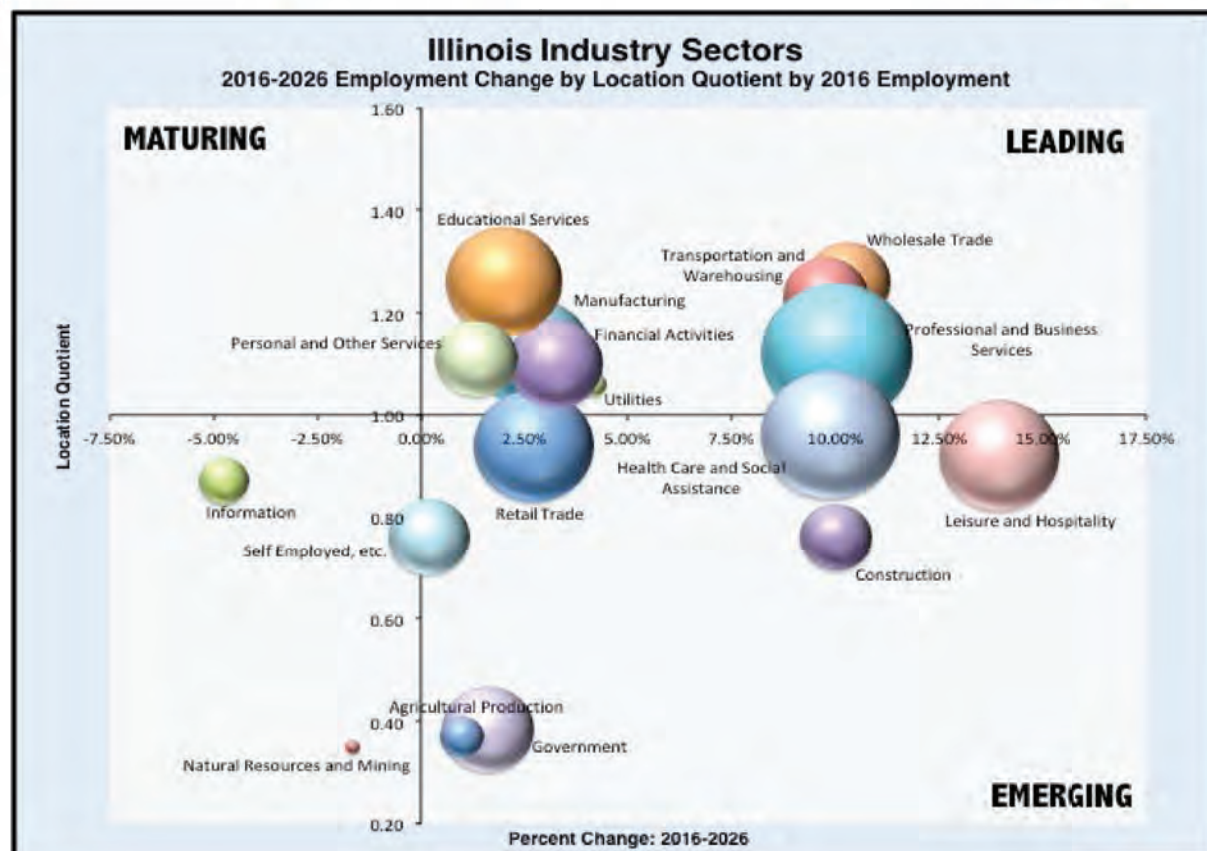
³ U.S. Department of Labor, "Apprenticeship Toolkit, Advancing Apprenticeship as a Workforce Strategy," <https://www.dol.gov/apprenticeship/toolkit/toolkitfaq.htm>

Existing & Emerging Demand Industry Sectors and Occupations

- Expected that the largest number of job openings will be created within:
- Professional and business services
- Leisure & hospitality
- Health care sectors

Also...

- Construction
- Transportation & warehousing
- Wholesale trade



ILLINOIS STATE BOARD OF EDUCATION

CAREER GUIDE

**EXPLORE CAREER PATHS
RIGHT HERE IN ILLINOIS:**

- AGRICULTURE, FOOD AND NATURAL RESOURCES
- ARCHITECTURE AND CONSTRUCTION
- ARTS, A/V TECHNOLOGY AND COMMUNICATIONS
- BUSINESS, MANAGEMENT AND ADMINISTRATION
- EDUCATION AND TRAINING
- ENERGY
- FINANCE
- GOVERNMENT AND PUBLIC ADMINISTRATION
- HEALTH SCIENCE
- HOSPITALITY AND TOURISM
- HUMAN SERVICES
- INFORMATION TECHNOLOGY
- LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY
- MANUFACTURING
- MARKETING, SALES AND SERVICE
- SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS
- TRANSPORTATION, DISTRIBUTION AND LOGISTICS



WHOLE CHILD. WHOLE SCHOOL. WHOLE COMMUNITY

WELCOME LETTER

DEAR READERS,

I believe our schools succeed when all Illinois students graduate with skills and knowledge in core subjects, as well as clarity and confidence in where those capacities can take them. Students sometimes struggle to decide what courses to complete and which experiences to undergo in order to explore career possibilities that build on their talents and interests. This Career Guide can assist students in answering these questions by connecting learning experiences to high-skill, high-wage, and in-demand career opportunities.

The Bureau of Labor Statistics reports that Americans hold an average of 12 jobs from age 18 to age 50, and this number is expected to increase in the future. Illinois schools today emphasize career pathways – sequences of

courses and experiences that build toward concrete career opportunities – to support students through graduation and into growing industries. I hope the information in this guide will assist students in discovering and preparing to take their next successful steps toward long-term personal and professional fulfillment.

Whether you are a student, a parent, or a school counselor, I encourage you to explore this guide and to become familiar with the career opportunities right here in our great state.

Sincerely,



Dr. Carmen I. Ayala
Illinois State Superintendent
of Education

HOW TO USE

STUDENTS can explore dozens of career options at their local high school, local career centers, if available, and through their local community college. This Career Guide can be a great conversation starter with counselors and parents as classes are being chosen. Narrowing down interests is an important step prior to your postsecondary plans.

PARENTS can explore viable opportunities for their children in Illinois by researching in-demand occupations and statewide employment data provided with each career cluster.

SCHOOL COUNSELORS AND TEACHERS can use the information within these pages to guide several conversations. Help your students prepare for their next steps with the information provided within this publication.

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If you are interested in producing a local Career Guide for your local CTE system, please contact sales@careertechmedia.com, or visit www.careertechmedia.com



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EQUITY

EQUITY IS WHEN ALL STUDENTS HAVE WHAT THEY NEED TO BE SUCCESSFUL IN ACADEMICS AND LIFE.

The Illinois State Board of Education (ISBE) commits to providing rigorous and relevant educational opportunities to meet the needs of the whole child. Career and Technical Education (CTE) prepares students for both the workforce and the pursuit of postsecondary opportunities. CTE offers students the ability to blend technical and employability skill attainment with integration of core academic learning standards. CTE provides opportunities that lead to success in both career and life.

CTE PROVIDES REMARKABLE BENEFITS TO STUDENTS:

- CTE students are less likely to drop out of high school.
- CTE students have a higher graduation rate (93 percent) compared to the overall state average (85 percent).
- CTE students are more likely to enroll in and successfully complete college.
- CTE students are better prepared and qualified for employment as they earn industry recognized credentials and certificates.

ISBE recognizes that CTE has not always served all students equitably—gaps still remain. ISBE is dedicated to identifying and addressing equity gaps through the use of meaningful data to clearly identify root causes and develop viable solutions to drive change. When provided the necessary support systems, all learners possess the potential to achieve career goals in high-skill, high-wage, and in-demand occupations in all areas when provided the necessary support systems. CTE programming provides these opportunities.

The ISBE Career Guide provides information about current in-demand jobs across Illinois, including salary and job growth information, and how your child can access these pathways to prosperity through CTE programming.

CAREER CONNECTED LEARNING



Career and Technical Education (CTE) prepares students for high-skill, high-wage, in-demand employment that furthers Illinois' global competitiveness. CTE programs provide learners with the skills, knowledge, and confidence they need to thrive in college and careers. All students benefit from career connected learning that emphasizes real-world skills within a selected career focus. Students gain practical knowledge while discovering and preparing for success in potential careers.

CAREER AWARENESS

Discover

Career Awareness experiences present information on the multitude of careers for students. These introductory activities typically occur within the academic setting.

Activities Might Include:

- Career Fair
- Career Presentation
- Workplace Tour



CAREER EXPLORATION

Inquire

Career Exploration activities are the integration of the academic setting and the workplace. Through structured learning activities, students will interact with industry professionals to inform career decisions.

Activities Might Include:

- Informational Interview
- Job Shadow
- Externships
- Networking Event
- Industry-based Design Challenge (Team)



CAREER DEVELOPMENT

Prepare

Career Development experiences are continued authentic interactions with industry professionals and communities. These co-developed workplace experiences are designed to reinforce and assess foundational professional skills and often occur within Career and Technical Education.

Activities Might Include:

- Cooperative Workplace Learning
- Internships
- Extended Learning (CTSOs and Community Engagement)
- Youth Apprenticeship
- Industry-based Certification



CAREER SKILLS TRAINING AND EDUCATION

Develop

Career Training experiences allow students to develop their skills for employment for a specific career. These can often continue or occur after high school.

Activities Might Include:

- Clinical Experience
- On-the-Job Training
- Bridge Program
- Apprenticeship
- Industry-based Certification



CAREER CONNECTED LEARNING

ILLINOIS PaCE

Postsecondary and Career Expectations

Each student should have an individualized learning plan to help 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.



	A STUDENT SHOULD BE SUPPORTED TO:	A STUDENT SHOULD KNOW:
By the end of 8TH GRADE	<ul style="list-style-type: none"> complete a career cluster survey attend a career exploration day complete a unit on education planning be exposed to a financial literacy unit in a course or workshop 	<ul style="list-style-type: none"> the concept of career clusters of interest relationship between community service/extracurricular activities and postsecondary (PS)/career goals
By the end of 9TH GRADE	<ul style="list-style-type: none"> revisit career cluster interest survey and take a career interest survey complete an orientation to career clusters attend a PS options workshop meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators begin determining eligibility for advanced placement (AP) courses outline a plan for community service and extracurricular activities related to PS plans complete a financial aid assessment with a family member 	<ul style="list-style-type: none"> one or two career clusters for further exploration and development the relationship between HS coursework, attendance, and grades to PS plans importance of community service and extracurricular activities to PS and career plans general cost ranges of various PS options
By the end of 10TH GRADE	<ul style="list-style-type: none"> visit at least one workplace aligned with career interests complete an orientation course to a particular career cluster or cluster grouping select a career pathway (CP) within a career cluster of interest begin determining eligibility for AP courses identify 2-3 adults to support the student through the PS and career selection process review coursework and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year) attend a PS affordability workshop with a family member 	<ul style="list-style-type: none"> educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP different types of PS credentials and institutions general timing of PS entrance exams and applications benefit of early college credit opportunities to PS access and completion
By the end of 11TH GRADE	<ul style="list-style-type: none"> revisit the career survey participate in a mock job interview create a resume and personal statement identify an internship opportunity related to the CP determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course complete or enroll in at least one early college credit opportunity attend a college fair visit at least 3 PS institutions take at least one college entrance exam 	<ul style="list-style-type: none"> application deadlines, test timing, cost, and preparation for industry-based certification for CP career attributes related to career interests entrance requirements, including application deadlines, for expected PS programs of study 3-5 match schools, one safety, one reach school for PS program of study negative impact of remediation on PS goals financial aid deadlines for chosen PS options
By the end of 12TH GRADE	<ul style="list-style-type: none"> obtain an internship opportunity related to the CP if applicable, receive industry-based certification(s) related to the CP complete one or more team-based challenges or projects related to the CP address any remedial needs in math/ELA attend a financial aid award letter workshop 	<ul style="list-style-type: none"> how CP courses and experiences articulate to degree programs at PS options estimated cost of each PS option affordability of PS options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan

Key:

Career Exploration
and Development

Postsecondary Education Exploration,
Preparation, and Selection

Financial Aid and Literacy

Adopted from the Illinois PaCE (Postsecondary and Career Expectations) Framework.
Learn more at www.isac.org/pace

COLLEGE AND CAREER PATHWAY ENDORSEMENTS

WHAT IS IT?

Enacted in 2016, the Illinois Postsecondary and Workforce Readiness Act established a voluntary system for school districts to award College and Career Pathway Endorsements (CCPEs) to high school graduates. Endorsements signify that a student is ready to pursue postsecondary education or enter a career related to the CCPE industry area.

ENDORSEMENT AREAS:

- Agriculture, Food and Natural Resources
- Arts and Communication
- Finance and Business Services
- Health Sciences and Technology
- Human and Public Services
- Information Technology
- Manufacturing, Engineering, Technology and Trades

WHY PURSUE?

Endorsements incentivize career exploration and development. Attaining a CCPE serves as a quality indicator of your readiness to enter an industry or to pursue further education.

CCPEs show employers you are proficient in the following:

- 1) Teamwork and Conflict Resolution
- 2) Communication
- 3) Problem Solving
- 4) Decision Making
- 5) Critical Thinking
- 6) Adaptability and Flexibility
- 7) Initiative and Self-Drive
- 8) Reliability and Accountability
- 9) Cultural Competence
- 10) Planning and Organizing

HOW DO I OBTAIN A CCPE?

Students will need to do the following in high school to obtain their Endorsement:



CAREER ASSESSMENT

Discover what you are interested in by taking this simple assessment.

Your personality, interests, abilities, talents, skills and values all make up who you are.

This can be a big help in determining what type of career path you'd like to pursue.

STEP 1

DOER

- ☐ Fix mechanical things
- ☐ Take a woodworking class
- ☐ Take an auto mechanics class
- ☐ Work outdoors
- ☐ Operate motorized machines or equipment
- ☐ Build things
- ☐ Work alone
- ☐ Tend/train animals
- ☐ Solve mechanical puzzles
- ☐ Plant a garden
- ☐ Read a blueprint
- ☐ Play a sport

☐

Total

CREATOR

- ☐ Sketch, draw or paint by hand or computer
- ☐ Play in a band or orchestra
- ☐ Create photographs
- ☐ Act in a play
- ☐ Design fashions or interiors
- ☐ Read fiction or poetry
- ☐ Attend concerts, theater, or art exhibits
- ☐ Work on crafts
- ☐ Work according to your own rules
- ☐ Use your imagination to do something original
- ☐ Write stories and poetry

☐

Total

THINKER

- ☐ Perform scientific projects
- ☐ Study the stars
- ☐ Solve a problem
- ☐ Investigate something
- ☐ Read scientific books or magazines
- ☐ Use logic and analytics
- ☐ Use a microscope
- ☐ Do complicated calculations
- ☐ Understand physics laws and theories
- ☐ Learn about a new subject area
- ☐ Do lab experiments
- ☐ Create software, websites, or videogames

☐

Total

STEP 2

DOER

CAREER PATHS

Agriculture, Food and Natural Resources

Information Technology

Architecture and Construction

Energy

Manufacturing

Transportation, Distribution and Logistics

CREATOR

CAREER PATHS

Arts, A/V Technology and Communications

Human Services

Marketing, Sales and Service

Education and Training

Architecture and Construction

Science, Technology, Engineering and Mathematics

THINKER

CAREER PATHS

Agriculture, Food and Natural Resources

Business, Management and Administration

Finance

Health Science

Information Technology

Energy

Manufacturing

Science, Technology, Engineering and Mathematics

STEP 1

Check all activities below that interest you. Count the number of marked activities in each group, and write the total in the box provided.

Which group had the highest number of marked activities? Find that group below, and explore the various career paths within that group, located throughout the Career Guide.

STEP 2

HELPER

- ☐ Work as a volunteer for a charity
- ☐ Help others with their personal problems
- ☐ Care for others
- ☐ Teach someone something
- ☐ Lead a group discussion
- ☐ Play a team sport
- ☐ Help others resolve a dispute
- ☐ Participate in a meeting
- ☐ Enjoy talking to people
- ☐ Work with young people
- ☐ Plan and supervise an activity

Total

PERSUADER

- ☐ Operate own business
- ☐ Serve as a group officer
- ☐ Supervise others' work
- ☐ Lead a group to accomplish a goal
- ☐ Meet important people
- ☐ Give a talk or speech
- ☐ Promote an idea
- ☐ Take on responsibility
- ☐ Participate in a political campaign
- ☐ Defend your position through social media or debate
- ☐ Read business publications
- ☐ Sell things

Total

ORGANIZER

- ☐ Operate office machines
- ☐ Compute business figures
- ☐ Take an accounting class
- ☐ Work in an office
- ☐ Write a business letter
- ☐ Use a computer
- ☐ Keep accurate records
- ☐ Be responsible for details
- ☐ Type or use word processing software
- ☐ Be very well organized
- ☐ Set up a system for doing something
- ☐ Work with numbers

Total

HELPER CAREER PATHS

Hospitality and Tourism
Health Science
Education and Training
Government and Public Administration
Human Services
Law, Public Safety, Corrections and Security

PERSUADER CAREER PATHS

Arts, A/V Technology and Communications
Business, Management and Administration
Hospitality and Tourism
Marketing, Sales and Service
Education and Training
Law, Public Service, Corrections and Security

ORGANIZER CAREER PATHS

Business, Management and Administration
Finance
Government and Public Adm.
Information Technology
Architecture and Construction
Transportation, Distribution and Logistics
Agriculture, Food and Natural Resources

AGRICULTURE, FOOD AND NATURAL RESOURCES

AGRICULTURE, FOOD AND NATURAL RESOURCES



DO YOU LIKE USING SCIENCE TO SOLVE REAL WORLD PROBLEMS?
DO YOU LIKE WORKING WITH PEOPLE OR ANIMALS?
Check out careers in Agriculture, Food and Natural Resources.

WHAT IS IT?

Agriculture, Food, and Natural Resources workers produce and sell a variety of products ranging from food to raw materials, and also help manage our environment. Agribusinesses produce livestock, field crops, and fruit and vegetable produce, along with processing these products and marketing them for consumers to purchase. People working in natural resource focus on preserving the soil, water and air as well as maintaining and improving our natural environments. Scientists working in this field are always looking for ways to improve the products and techniques used in modern agriculture.

LEADS TO THESE JOBS:

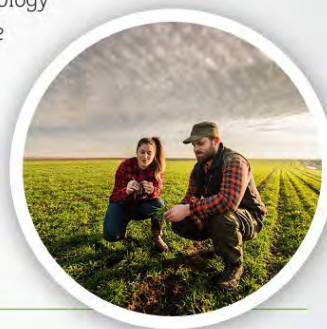
- Agricultural Educator
- Agribusiness Manager
- Agricultural Sales and Service
- Biotechnology Researcher
- Food Scientist
- Plant or Animal Laboratory Technician
- Wildlife/Conservation Agent

WHAT WILL I DO?

Careers can range from working in an innovative scientific laboratory to being outdoors raising plants and animals. Greenhouse workers grow plants, flowers, trees and shrubs for residential or commercial use. Environmental scientists and technicians study and analyze our land and water to maintain a balance between industry growth and sustainability. Agricultural and environmental educators help students apply concepts from math and science to real life problems like water quality, food safety, management of public lands, and wildlife conservation.

IS THIS FOR ME?

- Likes problem-solving
- Enjoys using technology
- Likes to help people
- Wants a high-impact job
- Likes to work with data
- Likes animals or plants



EMPLOYER SPOTLIGHT:

FUTURECEUTICALS, INC.

Momence, IL
www.futureceuticals.com



Based 50 miles south of Chicago, FutureCeuticals, Inc. is an industry leader in the research, development and manufacture of fruit, vegetable, and grain-based products for the functional food, cosmetics, and dietary supplement markets.

We are vertically integrated from field to finished product, with over 1300 conventional and 300 certified organic acres of farmland and over 1,000,000 square feet of manufacturing and research facilities throughout the Midwest, California, and Europe.



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Agricultural Equipment Operator	\$34,063	3%	2,550	Moderate-term On-the-job Training
	Farmer / Greenhouse Worker	\$27,043	1%	11,920	Short-term On-the-job Training
	Food Processor	\$23,508	9%	13,280	Moderate-term On-the-job Training
	Waste Material Collectors	\$52,926	11%	4,910	Short-term On-the-job Training
Associate's Degree	Agricultural and Food Science Technician	\$38,772	4%	810	Associate's Degree
Bachelor's Degree	Environmental Engineer	\$85,400	9%	1,220	Bachelor's Degree
	Soil and Plant Scientist	\$55,070	11%	610	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



AGRICULTURE, FOOD AND NATURAL RESOURCES ENDORSEMENT

By pursuing coursework related to **Agriculture, Food and Natural Resources** careers in high school, you have the opportunity to receive an **Agriculture, Food and Natural Resources Endorsement** with your diploma upon high school graduation.

ARTS AND COMMUNICATIONS

ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS



DO YOU LOVE TO EXPRESS YOURSELF OR COMMAND “THE STAGE”? Take a look at Arts, A/V Technology and Communications.

WHAT IS IT?

Art today is found not just in museums, but in products, advertising, and computer games that we see every day. Audio and video technology is behind the scenes of TV programs, movies, commercials and theater productions watched by billions of people every year. Communications careers can be found delivering and producing the news, creating memorable stories, and contributing to advertising, marketing and public relations.

WHAT WILL I DO?

An artist, graphic designer or photographer might use their skills to help create the latest award-winning commercial. If you're a soundboard technician, you will make sure your audience can perfectly hear the actors or musicians that are performing, or the news anchors who are reporting their stories. Marketing and communication professionals help businesses better sell their products to consumers, and help organizations of all types reach their audiences.

LEADS TO THESE JOBS:

- Actor
- A/V Technician
- Camera Operator
- Graphic Designer
- Marketing Manager
- Photographer
- Political Campaign Manager
- Public Relations Specialist



IS THIS FOR ME?

- Creative
- Good communicator
- Story-teller
- Likes technology
- Team player



EMPLOYER SPOTLIGHT:

NEWSCHANNEL 20

Springfield, IL
www.newschannel20.com



WICS Newschannel 20 provides local news, weather forecasts, traffic updates, sports and entertainment programming for Springfield and nearby towns and communities.

Owned by Sinclair Broadcast Group, we believe people are our most important asset, and that we are the employer of choice in the broadcast industry. Our teams make the critical difference in how we perform and their skills, talents and determination separate us from our competitors.



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Audio and Video Equipment Technician	\$36,407	11%	3,110	Long-term On-the-job Training
	Camera Operators/TV/Video/Motion Picture	\$44,704	3%	640	Moderate-term On-the-job Training
Bachelor's Degree	Graphic Designer	\$52,226	6%	11,330	Bachelor's Degree
	Technical Writer	\$67,135	4%	1,720	Bachelor's Degree
	Multi-Media Artist and Animator	\$56,522	3%	1,850	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



ARTS AND COMMUNICATIONS ENDORSEMENT

By pursuing coursework related to **Arts, A/V Technology and Communications** careers in high school, you have the opportunity to receive an **Arts and Communications Endorsement** with your diploma upon high school graduation.

FINANCE AND BUSINESS SERVICES

BUSINESS, MANAGEMENT AND ADMINISTRATION



**DO YOU THINK YOU'RE AN ENTREPRENEUR?
DO YOU LIKE TO ORGANIZE THINGS?**

Check out Business, Management and Administration

WHAT IS IT?

Business, Management and Administration is responsible for managing the day-to-day operations of business organizations, whether managing the company as an owner, executive or general manager, overseeing administration as an operations manager, or helping to support the business as an administrative assistant or receptionist.

LEADS TO THESE JOBS:

- Administrative Support
- Bookkeeper
- Business Intelligence Management
- Executive / Owner
- General Manager
- Human Resources Specialist
- Operations Management
- Training Supervisor

WHAT WILL I DO?

Managers and owners oversee the business day-to-day, decide what products to make, and how to run the business better. As an accountant or bookkeeper, you keep track of invoices, payments, and revenue. Human resource and training professionals make sure employees are working to their fullest potential. Administrative assistants take on administrative tasks that free-up time and make a company more efficient.

IS THIS FOR ME?

- Decision maker
- Multi-task
- Leader
- Motivator
- Strong communicator
- Good at numbers



EMPLOYER SPOTLIGHT:

WALGREENS

Deerfield, IL
www.walgreens.com

Walgreens

With almost 600 locations in Illinois alone, Walgreens is one of the largest pharmacy stores in the world, with over 9,500 stores throughout the U.S.

We believe stronger communities and careers are everyone's business. A career at Walgreens means joining a company that has been dedicated to our customers and communities we serve for over 100 years.

We employ hundreds of business, management and administration workers at our corporate headquarters outside of Chicago.

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Medical Secretary	\$33,757	9%	17,340	Post-secondary Vocational Award
	Office Support / Administrative	\$37,682	3%	17,520	Short-term On-the-job Training
	Receptionist	\$28,192	3%	54,440	Short-term On-the-job Training
Bachelor's Degree	General and Operations Manager	\$101,706	8%	113,370	Bachelor's or Higher Degree, Plus Work Experience
	Human Resources Specialist	\$56,913	6%	22,290	Bachelor's Degree
	Management Analyst	\$79,236	14%	41,710	Bachelor's or Higher Degree, Plus Work Experience
	Training and Development Specialist	\$57,080	10%	11,150	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



FINANCE AND BUSINESS SERVICES ENDORSEMENT

By pursuing coursework related to **Business, Management and Administration** careers in high school, you have the opportunity to receive a **Finance and Business Services Endorsement** with your diploma upon high school graduation.

FINANCE



DO YOU LIKE TO MAKE AND SAVE YOUR MONEY?

Maybe a career in Finance is for you.

WHAT IS IT?

Finance is in the business of money. Banks loan money to individuals and business, and offer a place for you to keep your money safe and earn interest. Financial service companies help you manage and grow your money. The insurance industry provides families and companies with financial protection in case of accidents or emergencies.

LEADS TO THESE JOBS:

- Bank Teller
- Credit Analyst
- Financial Planner
- Insurance Claims Clerk
- Loan Officer
- Stock Broker
- Tax Specialist



WHAT WILL I DO?

Bankers will loan money to someone wanting to buy a car or house, or to businesses wanting to expand their facilities or buy another company. If you are a Financial Planner, you might help create an investment plan for a family to retire comfortably. Insurance agents sell different types of insurance to help protect someone in case of a car accident, house damage, health emergency, business disruption, or even death.

IS THIS FOR ME?

- Strong math skills
- Good communicator
 - Persuasive
 - Detailed oriented
 - Project management skills



EMPLOYER SPOTLIGHT:

STATE FARM
Bloomington, IL
www.statefarm.com



Proudly headquartered in Bloomington, IL, State Farm is one of the largest insurance and financial services companies in the U.S. with over 70,000 employees. We are the largest auto insurance provider in the county, also providing home, property, and life insurance, as well as financial services.

Working at State Farm takes heart. We help customers protect the things that matter most to them, helping them get back on their feet after an accident.

Start a career with the Good Neighbor.



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Billing Clerk	\$37,698	7%	16,770	Moderate-term On-the-job Training
	Insurance Claims Processing Clerk	\$42,020	10%	10,910	Moderate-term On-the-job Training
	Loan Interviewer and Clerk	\$42,078	5%	8,860	Short-term On-the-job Training
Bachelor's Degree	Accountant and Auditor	\$69,663	8%	55,070	Bachelor's Degree
	Financial Analyst	\$76,063	7%	13,090	Bachelor's Degree
	Financial Manager	\$117,834	17%	34,480	Bachelor's or Higher Degree, Plus Work Experience
	Loan Officer	\$68,246	4%	11,610	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



FINANCE AND BUSINESS SERVICES ENDORSEMENT

By pursuing coursework related to **Finance** careers in high school, you have the opportunity to receive a **Finance and Business Services Endorsement** with your diploma upon high school graduation.

HOSPITALITY AND TOURISM



DO YOU ENJOY SEEING PEOPLE HAVING A GOOD TIME?

Check out careers in Hospitality and Tourism.

WHAT IS IT?

Hospitality and Tourism is the business of recreation and entertainment. Hotels and resorts house people when they vacation or travel, focusing on their guests' comfort and well-being. People like to go out to eat, and restaurants exist not only to feed people, but to give them a memorable experience. Venues like amusement parks, casinos and sports arenas provide their visitors with entertainment and great customer service.

LEADS TO THESE JOBS:

- Amusement Park Attendant
- Chef and Cook
- Food Service Manager
- Gaming Supervisor
- Hotel Clerk
- Travel Guide
- Waiter and Waitress



WHAT WILL I DO?

As a hotel worker you will greet guests, attend to their needs, and make them feel comfortable away from home. Restaurant workers prepare unique meals, serve food to guests, and provide outstanding customer service. If you work in the entertainment industry, you will provide a special experience to your guests, knowing that they are there to have a good time and forget about their worries at home.

IS THIS FOR ME?

- Strong people skills
- Flexible schedule
- Longer hours
- Passion to make people happy
- Attention to detail



EMPLOYER SPOTLIGHT:

HYATT

Chicago, IL
www.hyatt.com



Based in downtown Chicago, Hyatt is a global hospitality company that manages 777 luxury hotels, resorts, and vacation properties across 54 countries. Fortune magazine named us one of "America's Best Employers" in 2018.

We employ thousands of hospitality workers across hotel management, food and beverage, and corporate administration.

Find your place. When you join the Hyatt family, you are joining a world of possibility.

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Amusement and Recreation Attendant	\$21,456	7%	22,930	Short-term On-the-job Training
	Chef and Head Cook	\$43,640	13%	7,290	Work Experience in a Related Occupation
	Concierge	\$32,412	12%	1,710	Moderate-term On-the-job Training
	Host and Hostess	\$21,376	12%	36,480	Short-term On-the-job Training
	Hotel and Resort Desk Clerk	\$22,463	13%	11,650	Short-term On-the-job Training
	Lodging Manager	\$38,946	9%	1,780	Work Experience in a Related Occupation
Bachelor's Degree	Meeting and Event Planner	\$49,827	7%	6,670	Bachelor's Degree
	Property Manager	\$59,221	7%	8,910	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



FINANCE AND BUSINESS SERVICES ENDORSEMENT

By pursuing coursework related to **Hospitality and Tourism** careers in high school, you have the opportunity to receive a **Finance and Business Services Endorsement** with your diploma upon high school graduation.

FINANCE AND BUSINESS SERVICES

MARKETING, SALES AND SERVICE



ARE YOU PERSUASIVE? ARE YOU A PEOPLE-PLEASER?

Consider a career in Marketing, Sales and Service.

WHAT IS IT?

Careers in Marketing, Sales and Service help businesses of all types help market and sell their products or services. If companies develop a product or service and don't sell it, they will go out of business quickly. Through effective advertising to attract potential buyers, a powerful sales team or online sales website, and superior service to keep customers happy, businesses are able to generate revenue and hopefully make a profit.

LEADS TO THESE JOBS:

- Advertising Manager
- Cashier / Retail Sales
- Customer Support
- Digital Marketing Specialist
- Inside Sales / Telemarketer
- Market Research Analyst
- Merchandiser
- Sales Representative

WHAT WILL I DO?

Marketing professionals create demand for their company's products or services, persuading potential customers that their service will fulfill their need. Sales people build relationships with potential customers, understand their problems, and present their solutions to produce sales. Service workers make sure customers' needs are met and their problems are solved, and are responsible for making sure their customers are happy and purchase repeatedly.

IS THIS FOR ME?

- Strong people skills
- Persuasive
- Goal-oriented
- Creative
- Problem solver
- Self-starter



EMPLOYER SPOTLIGHT:

DOT FOODS

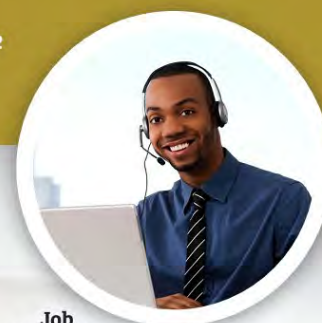
Mt. Sterling, IL
www.dotfoods.com



From its modest headquarters in west-central Illinois, Dot Foods has grown to be the largest foodservice redistribution company in the U.S. Offering over 112,000 products from 830 food manufacturers, Dot is listed as the 67th largest private company in America according to Forbes.

We offer career paths in sales and business development, helping to market our customers' products. We have never had a layoff, and 2/3 of our managers are hired from within.

Dot Foods is a place where everyone matters.



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Customer Service Representative	\$34,138	2%	156,260	Moderate-term On-the-job Training
	Retail Salesperson	\$22,968	3%	277,120	Short-term On-the-job Training
	Sales Representative	\$49,829	8%	93,940	Moderate-term On-the-job Training
Bachelor's Degree	Insurance Sales Agent	\$45,822	8%	43,680	Bachelor's Degree, or Licensure Exam
	Market Research Analyst	\$58,182	22%	29,600	Bachelor's Degree
	Marketing Manager	\$111,814	9%	13,750	Bachelor's or Higher Degree, Plus Work Experience

Source – Illinois Department of Employment Security, 2017



FINANCE AND BUSINESS SERVICES ENDORSEMENT

By pursuing coursework related to **Marketing, Sales and Service** careers in high school, you have the opportunity to receive a **Finance and Business Services Endorsement** with your diploma upon high school graduation.

HEALTH SCIENCES AND TECHNOLOGY

HEALTH SCIENCE



**ARE YOU INTERESTED IN HEALTHCARE OR MEDICINE?
DO YOU LIKE HELPING PEOPLE?**
Explore a career in Health Science.



WHAT IS IT?

Healthcare careers focus on the health and well-being of patients, and advancing the cause of medicine. Work is performed generally in hospitals or clinics, but can also be found in offices, nursing facilities, and increasingly, people's homes. Technology has been transforming healthcare in recent years, allowing patients to receive better care and live longer, more productive lives.

LEADS TO THESE JOBS:

- Certified Nursing Assistant
- Dietician
- Health Information Technician
- Home Health Aide
- Medical Billing Coder
- Pharmacy Technician
- Physician
- Registered Nurse
- Therapist



WHAT WILL I DO?

Physicians, nurses, and therapists work directly with patients to diagnose, treat, and comfort their patients. Researchers, biomedical engineers, and technicians work in the laboratory developing new cures for disease. You might also work as a medical assistant or health information specialist that keeps history of medical records for insurance or future use.

IS THIS FOR ME?

- Like to help people
- Patient
- Work well under stress
- Empathetic
- Flexible
- Interested in the human body
- Enjoy math and science



EMPLOYER SPOTLIGHT:

HEARTLAND REGIONAL MEDICAL CENTER

Marion, IL
www.heartlandregional.
com



HEARTLAND REGIONAL
MEDICAL CENTER

Serving the Southern Illinois community since 1977, Heartland Regional Medical Center is a community medical provider offering a comprehensive range of health and hospital services including diagnostic, medical, surgical and emergency services.

Our partnership with rural Johnston City High School has provided students a variety of job-shadowing, volunteer, work-based learning, scholarship and employment opportunities. Collaboration has allowed secondary students who are CNAs to also complete the clinical skills necessary for phlebotomy certification. Planning continues to provide additional educational, credentialing and career opportunities.

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Emergency Medical Technician	\$31,623	10%	9,160	Postsecondary Vocational Award
	Home Health Aide	\$23,280	25%	59,010	Short-term On-the-job Training
	Nursing Assistant	\$26,521	5%	73,410	Postsecondary Vocational Award
	Pharmacy Technician	\$31,301	5%	16,030	Moderate-term On-the-job Training
Associate's Degree	Dental Hygienist	\$73,531	9%	5,830	Associate's Degree
Bachelor's Degree	Registered Nurse	\$70,189	15%	86,920	Bachelor's Degree
Master's Degree	Physical Therapist	\$89,574	19%	7,400	Master's Degree

Source – Illinois Department of Employment Security, 2017



HEALTH SCIENCES AND TECHNOLOGY ENDORSEMENT

By pursuing coursework related to **Health Science** careers in high school, you have the opportunity to receive a **Health Sciences and Technology Endorsement** with your diploma upon high school graduation.

HUMAN AND PUBLIC SERVICES

EDUCATION AND TRAINING



DO YOU LOVE KIDS? DO YOU ENJOY BABYSITTING?

Consider a career in Education and Training.

WHAT IS IT?

Education is the teaching and training of people, usually younger ages from pre-school through high school or college. Every young person deserves education, which is required in most states through high school, so there will always be demand for teachers. Education workers most frequently work in traditional schools, but can also be found in sports activities, libraries, churches, and after-school activities.

LEADS TO THESE JOBS:

- Administrator
- Career and Technical Education Instructor
- High School Teacher
- Librarian
- Pre-School Teacher
- Principal
- Secondary Teacher
- Teaching Aide

WHAT WILL I DO?

Teachers educate children, guiding them through their early years, serving as mentors, and training them on both traditional skills like writing, math, and science, as well as personal skills like respecting others, time management, and personal responsibility. A background in education can also lead to becoming a counselor, librarian, coach, and even principal.

IS THIS FOR ME?

- Like and relate to children
- Empathetic
- Compassionate
- Strong communication
- Creative
- Flexible and adaptive



2019 ILLINOIS TEACHER OF THE YEAR:

SUSAN CONVERSE

Edwardsville
High School
Edwardsville, IL



Former journalist turned special education teacher, Susan began her teaching career in 1995 and has taught at the elementary, middle school, and high school level.

Susan opened the Tiger Den Coffee Shop in 2016, a self-supported vocational training center within Edwardsville High School. The coffee shop serves as a stepping stone to competitive employment for her students, several of whom are now employed locally within the community.



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Child Care Worker	\$22,409	4%	46,950	Short-term On-the-job Training
	Teacher Assistant	\$25,606	5%	60,770	Short-term On-the-job Training
Bachelor's Degree	Career and Tech Education Teacher	\$59,764	3%	910	Bachelor's or Higher Degree, Plus Work Experience
	Elementary School Teacher	\$58,818	4%	43,190	Bachelor's Degree
	Secondary Teacher	\$63,682	4%	31,070	Bachelor's Degree
	Librarian	\$52,932	3%	6,130	Master's Degree
Doctoral Degree	Postsecondary Teacher	\$56,425	3%	56,450	Doctoral Degree

Source – Illinois Department of Employment Security, 2017



HUMAN AND PUBLIC SERVICES ENDORSEMENT

By pursuing coursework related to **Education and Training** careers in high school, you have the opportunity to receive a **Human and Public Services Endorsement** with your diploma upon high school graduation.

HUMAN AND PUBLIC SERVICES

GOVERNMENT AND PUBLIC ADMINISTRATION



DO YOU LIKE SERVING YOUR LOCAL COMMUNITY?

Check out a career in Government and Public Administration.

WHAT IS IT?

The government is the number one employer in the country, whether at the federal, state, or local level. Government and Public Administration workers are a critical component of our everyday lives, and jobs are plentiful. They help set-up and monitor businesses, keep our roads maintained, safe and clean, create and administer new laws, and provide health services for the well-being of its residents.

LEADS TO THESE JOBS:

- Court Clerk
- Inspector
- Legislator / Elected Official
- Occupational Health and Safety Technician
- Transportation Official
- Urban Planner
- Village Clerk / Manager



WHAT WILL I DO?

Building inspectors make sure that residential and commercial properties are safe, structurally up to code, and accessibly for those with disabilities. Urban planners will create proposals for new real estate development, taking in to account affordable housing and transportation accessibility. Elected local officials will listen to the needs of their constituency and propose laws to improve their communities.

IS THIS FOR ME?

- Willing to serve others
- Community minded
- Detailed-oriented
- Good people skills
- Like to make a difference
- Team-player



EMPLOYER SPOTLIGHT:

OFFICE OF THE ILLINOIS SECRETARY OF STATE

Springfield, IL
cyberdriveillinois.com



The IL Secretary of State manages one of the largest computer databases in Illinois, tracking 8.7 million drivers, 700,000 companies, and 159,000 registered securities sales-persons. We also educate Illinois residents on anti-drunk driving, traffic safety, literacy, and organ donation.

Our official duty is to maintain official state records, performed by 4,000 employees across 20 departments throughout the state. We also generate \$2 billion in annual revenue, with \$1.2 billion designated for state highway construction.

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Municipal and License Clerk	\$38,693	4%	5,090	Short-term on-the-job training
	Compliance Officer	\$69,880	6%	7,270	Long-term On-the-job Training
	Construction and Building Inspector	\$63,191	8%	3,240	Work Experience in a Related Occupation
	Eligibility Interviewer, Gov't Programs	\$50,162	4%	1,870	Moderate-term On-the-job Training
	Police, Fire and Ambulance Dispatcher	\$47,572	5%	3,840	Moderate-term On-the-job Training
Bachelor's Degree	Financial Examiner	\$92,967	5%	1,640	Bachelor's Degree
	Occupational Health and Safety Specialist	\$75,291	5%	1,230	Bachelor's Degree
Master's Degree	Urban and Regional Planner	\$75,019	10%	680	Master's Degree

Source – Illinois Department of Employment Security, 2017



HUMAN AND PUBLIC SERVICES ENDORSEMENT

By pursuing coursework related to **Government and Public Administration** careers in high school, you have the opportunity to receive a **Human and Public Services Endorsement** with your diploma upon high school graduation.

HUMAN AND PUBLIC SERVICES

HUMAN SERVICES



DO YOU LIKE HELPING AND SERVING OTHERS?

Consider a career in Human Services.

WHAT IS IT?

Human Services careers involve directly helping individuals or families. This might be through the government, healthcare facility, non-profit agency, school, church, or salon. Careers in the human service field include helping people in time of need, giving people food or shelter, counseling them on improving their lives, or simply making them look and feel their best.

LEADS TO THESE JOBS:

- Cosmetologist
- Counselor
- Fitness Instructor
- Massage Therapist
- Personal Care Aide
- School Counselor
- Social Worker



WHAT WILL I DO?

Cosmetology includes hair stylists trained on cutting, designing and coloring hair, nail technicians that make sure their client's finger and toe nails are healthy and beautiful, and skin care specialists making skin feel smooth, soft, and healthy. As a social worker, you might help a family get through a death in the family or loss of a job. Fitness instructors are in high demand, helping people get in shape and lose weight.

IS THIS FOR ME?

- Willing to serve others
- Good people skills
- Team-player
- Patience
- Empathetic



**2018 NATIONAL ASSN.
OF SOCIAL WORKERS
– ILLINOIS CHAPTER**

**EMERGING LEADER
OF THE YEAR**

CAROLYN WAHLSKOG

360 Youth Services LGBTQ
Transitional Housing
Program

Naperville, IL



Carolyn is a Senior Program Manager at 360, helping youth who are experiencing homelessness in Naperville.

She centers on young people, gender self-determination, and access to systems as she works with youth, families, and communities to find equitable and affirming care in schools, housing, healthcare, and the legal system.

"Carolyn is the best role model for clinicians who strive to provide safe and affirming care to individuals. She makes everyone she encounters feel valued and important."

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Cosmetologist	\$24,618	4%	30,210	Postsecondary Vocational Award
	Personal Care Aide	\$22,516	20%	84,670	Short-term On-the-job Training
	Social Service Assistant	\$29,606	7%	16,490	Moderate-term On-the-job Training
Bachelor's Degree	Social Worker	\$69,382	6%	13,240	Bachelor's Degree
Master's Degree	School Counselor	\$49,947	7%	12,560	Master's Degree
	Clergy	\$46,591	4%	19,340	Master's Degree
Professional Degree	Psychologist	\$72,169	6%	3,370	First Professional Degree

Source – Illinois Department of Employment Security, 2017



HUMAN AND PUBLIC SERVICES ENDORSEMENT

By pursuing coursework related to **Human Services** careers in high school, you have the opportunity to receive a **Human and Public Services Endorsement** with your diploma upon high school graduation.

HUMAN AND PUBLIC SERVICES

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY



HAVE YOU ALWAYS WANTED TO BE A POLICE OFFICER OR FIREFIGHTER? Explore careers in Law, Public Safety, Corrections and Security.

WHAT IS IT?

Law, Public Safety, Corrections and Security careers are responsible for serving and protecting their communities and enforcing laws. The judicial system is responsible for upholding the law and punishing those who break the law. Public safety jobs keep people safe from crime and danger. Security careers are often found in the private sector, providing additional safety and security at businesses, schools, and larger events.

LEADS TO THESE JOBS:

- Corrections Officer
- Emergency Medical Technician
- Firefighter
- Judge
- Paralegal
- Police Officer
- Security Guard



WHAT WILL I DO?

You might be a lawyer, providing legal services to an individual charged with a crime or breaking the law. A corrections officer is responsible for monitoring prisoners or those recently released from jail. Police officers keep their local community safe, many times pro-actively preventing crimes and danger before it happens. Firefighters not only put out fires, but also recommend safety tips to local households and businesses.

IS THIS FOR ME?

- Strong character and integrity
- Sense of community
- Courage
- Time flexibility
- Compassion
- Physical strength



EMPLOYER SPOTLIGHT:

DEKALB FIRE DEPARTMENT

DeKalb, IL
<https://www.cityofdekalb.com/148/Fire-Department>



The DeKalb Fire Department consists of 52 sworn employees, supporting 3 fire stations. We protect over 50,000 people, serving 55 square miles including the City of DeKalb and Northern Illinois University.

Employing firefighters, paramedics, emergency medical technicians, and administration, we value all employees, strive to develop mutual respect and trust, while treating each other with dignity and fairness.



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Firefighters	\$51,849	4%	12,700	Long-term On-the-job Training
	Police Officer	\$79,923	4%	23,760	Long-term On-the-job Training
	Security Guard	\$29,130	5%	73,820	Short-term On-the-job Training
Associate's Degree	Paralegal	\$54,674	16%	12,980	Associate's Degree
Professional Degree	Lawyer	\$115,533	8%	18,710	First Professional Degree

Source – Illinois Department of Employment Security, 2017



HUMAN AND PUBLIC SERVICES ENDORSEMENT

By pursuing coursework related to **Law, Public Safety, Corrections and Security** careers in high school, you have the opportunity to receive a **Human and Public Services Endorsement** with your diploma upon high school graduation.

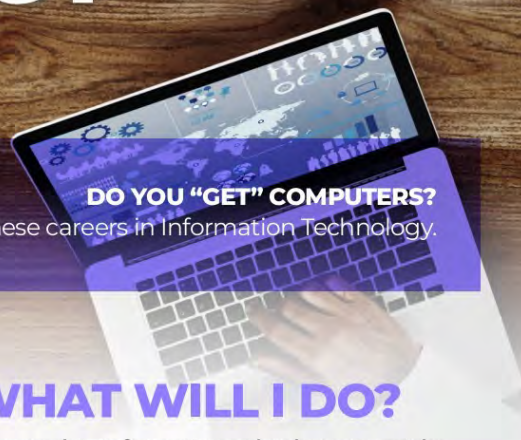
INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY



DO YOU “GET” COMPUTERS?

Check out these careers in Information Technology.



WHAT IS IT?

Computers can be found today in almost every home, business, and industry. The demand for people with information technology is very high. Information technology involves developing and maintaining computer systems and applications for individuals and organizations to conduct their everyday business. It also includes installing, trouble-shooting, fixing, and repairing computers or similar devices so that they run smoothly and efficiently.

LEADS TO THESE JOBS:

- Business Intelligence Analyst
- Computer Programmer
- Computer Support Specialist
- Database Administrator
- Information Security Analyst
- Network Support Specialist
- Software Engineer
- Systems Administrator
- Web Developer

WHAT WILL I DO?

If you work in information technology, you might be a network administrator, responsible for a company's entire computer network system. As a computer programmer, you will work on developing code that creates an application used by businesses to perform certain tasks. A business intelligence analyst might analyze data that helps an organization make better strategic business decisions.

IS THIS FOR ME?

- Computer skills
- Good at math
- Attention to detail
- Patience and persistence
- Customer service
- Focused



EMPLOYER SPOTLIGHT:

LEVI, RAY AND SHOUP, INC.

Springfield, IL
www.LRS.com



A privately held multinational corporation based in Springfield, IL, Levi, Ray and Shoup, Inc. develops and sells computer software and provides a wide-range of IT services.

With offices located in dozens of cities worldwide, LRS is consistently listed in the top 200 software companies in Software Magazine's annual "Software 500" survey.

We've built a solid reputation for dealing with our clients and employees with honesty, integrity, and respect. We are interested in hiring candidates who can help us maintain that reputation every day.



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
Associate's Degree	Computer User Support Specialist	\$50,722	11%	22,180	Associate's Degree
Bachelor's Degree	Computer Systems Analyst	\$89,335	9%	22,320	Bachelor's Degree
	Information Security Analyst	\$94,134	23%	4,260	Bachelor's Degree
	Network Systems Administrator	\$84,387	5%	9,660	Bachelor's Degree
	Software Developer	\$93,509	28%	26,940	Bachelor's Degree
	Web Developer	\$72,537	15%	5,470	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



INFORMATION TECHNOLOGY ENDORSEMENT

By pursuing coursework related to **Information Technology** careers in high school, you have the opportunity to receive an **Information Technology Endorsement** with your diploma upon high school graduation.

MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES

ARCHITECTURE AND CONSTRUCTION



LOVE TO BUILD THINGS WITH YOUR HANDS?
Check out a career in Architecture and Construction.

WHAT IS IT?

Construction workers helped build the house you live in, the school you attend, the buildings where people work, and the roads you drive on. Essentially most any home, building, or structure is built by construction workers involved in a variety of tasks, from designing the blueprints, to putting up the frame of a house or building, to making sure that all the details like plumbing, electrical, heating and air conditioning, and siding is installed properly.

LEADS TO THESE JOBS:

- Architect
- Carpenter
- Construction Worker
- Electrician
- HVAC Technician
- Pipefitter
- Plumber
- Roofer



WHAT WILL I DO?

Architects design the blueprints of the house, building, or structure that the construction workers will follow. Carpenters put up the framework of the building, create cabinets, and build out the framing for doors and windows. Skilled workers like electricians, plumbers, and HVAC technicians, each contribute the finishing details to make sure the home or building is ready to move into.

IS THIS FOR ME?

- Like working with your hands
- Attention to detail
- Quality work
- Manual labor
- Like to work outside
- Good at math



EMPLOYER SPOTLIGHT:

FARNSWORTH GROUP

Bloomington, IL
www.f-w.com



We are a national architecture and engineering firm of 500 professionals, providing design services across commercial, industrial, federal, renewables, healthcare, and higher education industries.

Farnsworth employees have consistently designated us as a "Great Place to Work" in 2018, 2017, and 2016. They are deeply connected to the places they work, improving day-to-day lives in their communities, and building solutions that work as promised for our clients.

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Carpenter	\$62,144	6%	32,500	Long-term On-the-job Training
	Electrician	\$77,353	7%	25,800	Long-term On-the-job Training
	Highway Maintenance Worker	\$48,344	4%	7,350	Moderate-term On-the-job Training
	HVAC Installer	\$60,137	13%	7,970	Long-term On-the-job Training
	Mechanical Drafter	\$55,502	6%	3,360	Postsecondary Vocational Award
	Plumbers and Pipefitters	\$82,375	14%	21,580	Long-term On-the-job Training
Associate's Degree	Civil Engineering Technician	\$59,885	9%	1,870	Associate's Degree
Bachelor's Degree	Architect	\$72,836	5%	2,400	Bachelor's Degree
	Construction Manager	\$91,284	7%	9,560	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES ENDORSEMENT

By pursuing coursework related to **Architecture and Construction** careers in high school, you have the opportunity to receive a **Manufacturing, Engineering, Technology and Trades Endorsement** with your diploma upon high school graduation.

MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES

ENERGY



DO YOU LIKE TO “POWER” THINGS?

Explore new careers in Energy.

WHAT IS IT?

Energy careers involve creating and supplying power that enables our society to survive. We are completely dependent on energy today, from electricity in our homes, heat in our schools, gas in our cars, and powering our phones. Traditional energy sources like oil and natural gas are still predominant, but alternative energy sources continue to grow like solar, wind, hydro, geothermal, and biothermal.

LEADS TO THESE JOBS:

- Field Service Technician
- Green Building Designer
- Nuclear Engineer
- Petroleum Engineer
- Pipeline Operator
- Solar Manufacturing Technician
- Solar Panel Installer
- Wind Turbine Technician



WHAT WILL I DO?

A pipeline operator is responsible for making sure natural gas is safely and efficiently distributed from the refinery to local sources. Residential solar panel installers allow homes and to run on solar power by installing solar panels on the roofs of homes. Wind turbine technicians make sure the wind turbines operate properly, delivering energy to local distribution systems.

IS THIS FOR ME?

- Good at math and science
- Manual labor
- Problem solving
- Attention to detail
- Like to work outdoors



EMPLOYER SPOTLIGHT:

AMEREN ILLINOIS

Collinsville, IL
www.ameren.com/illinois



Serving 3.3 million electric and natural gas customers across Illinois and Missouri, Ameren is a power company with over 8,600 employees and \$6 billion in annual revenue.

Our customers count on us for dependable energy. We deliver on that promise because our co-workers foster innovation, care about each other and our customers, and understand that transforming the energy industry starts with all of us.

For the 4th year in a row, Ameren has been recognized first among utilities for creating an inclusive workplace by *DiversityInc.*

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Electrical Power-Line Installer	\$69,886	11%	3,090	Long-term On-the-job Training
	Oil and Gas Operator	\$38,958	12%	370	Moderate-term On-the-job Training
	Oil Rigger	\$46,523	10%	420	Moderate-term On-the-job Training
	Oil Field Technician	\$34,595	11%	260	Moderate-term On-the-job Training
	Power Plant Operator	\$78,933	1%	1,270	Long-term On-the-job Training
	Wind Turbine Service Technicians	\$63,430	47%	14,750	Moderate-term On-the-job Training
	Solar Panel Installers (national data)	\$42,680	10%	20,423	Post-secondary Vocational Award

Source – Illinois Department of Employment Security, 2017



MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES ENDORSEMENT

By pursuing coursework related to **Energy** careers in high school, you have the opportunity to receive a **Manufacturing, Engineering, Technology and Trades Endorsement** with your diploma upon high school graduation.

MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES

MANUFACTURING



ARE YOU CURIOUS HOW PRODUCTS ARE CREATED?

Consider a career in Manufacturing.

WHAT WILL I DO?

Manufacturing careers vary depending on the industry and skill level. Automotive and medical products are more automated, where automation technicians are leveraging computers to manage the assembly line. Installers are performing more manual work, assembling products directly with their hands as they move through the assembly line. A fabricator might be using tools to join two pieces of metal together to create a large piece of machinery.

WHAT IS IT?

Manufacturing is the process of designing, making, installing and maintaining various products, whether cars or medical devices, furniture or electronics, or even food. Manufacturing has become much more automated today because of advancements in technology. Career paths now require more technology and computer skills, but are in very high-demand.

LEADS TO THESE JOBS:

- Assembler
- Fabricator
- Installer
- Machine Operator
- Maintenance and Repair
- Manufacturing Technician
- Tool and Die Maker
- Welder



IS THIS FOR ME?

- Attention to detail
- Critical thinker
- Technology-minded
- Good at math and science
- Dependable



EMPLOYER SPOTLIGHT:

US CONVEYOR

Mackinaw, IL
www.usconveyor.net



We are a leading equipment manufacturing and fabrication company, designing systems for the recycling industry.

Based out of our 40,000-sq. foot factory in Mackinaw, IL near Peoria, US Conveyor Technologies uses the latest in technology and design concepts to deliver cutting edge material handling equipment to our customers.

Our staff is experienced and growing!



IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	CNC Operator	\$54,404	18%	1,610	Moderate-term On-the-job Training
	Machinist	\$37,206	4%	36,250	Long-term On-the-job Training
	Packaging Machine Operator	\$30,795	8%	25,700	Short-term On-the-job Training
	Production Worker	\$29,615	12%	26,610	Moderate-term On-the-job Training
	Welder and Fabricator	\$39,271	5%	15,370	Long-term On-the-job Training
	Industrial Machinery Mechanic	\$54,491	10%	12,360	Long-term On-the-job Training

Source – Illinois Department of Employment Security, 2017



MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES ENDORSEMENT

By pursuing coursework related to **Manufacturing** careers in high school, you have the opportunity to receive a **Manufacturing, Engineering, Technology and Trades Endorsement** with your diploma upon high school graduation.

MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS



DO YOU LOVE ROBOTS? CURIOUS ABOUT SCIENCE?

Look at careers in Science, Technology,
Engineering and Mathematics.

WHAT IS IT?

Science, Technology, Engineering and Mathematics careers (commonly known as STEM) heavily draw from math and science. These careers help shape our future, solve our problems, and innovate new products or systems. Technology is rapidly changing almost every industry – from driverless cars and package-delivering drones, to automated bank tellers and cashier-free grocery stores – and STEM workers are driving these advancements.

LEADS TO THESE JOBS:

- Biochemical Engineer
- Civil Engineer
- Computer Scientist
- Electrical Engineer
- Industrial Engineer
- Mathematician
- Mechatronics Technician
- Scientist
- Statistician

WHAT WILL I DO?

As a computer scientist, you might develop the latest artificial intelligence (AI) application that changes a new industry. Biochemical engineers are working on new chemical materials, like a plastic that is biodegradable. Mechatronic technicians work on automated, robotic manufacturing systems that make manufacturing more efficient. As a civil engineer, you might design new bridges that last 3 times longer than today's outdated bridges.

IS THIS FOR ME?

- Excellent math and science skills
- Detailed-oriented
- Curious
- Problem solver
- Creative



EMPLOYER SPOTLIGHT:

HANSON PROFESSIONAL SERVICES

Springfield, IL
www.hanson-inc.com



Hanson is a nationally recognized, award-winning consulting firm specialized in engineering, planning, and a range of allied services. We work on challenging projects – bridges, airports, transportation systems, power and industry projects – all around the world.

If you're looking for an employee-owned company that encourages innovative thinking, puts people at the center of its work, and offers a sense of ownership, look no further than Hanson.

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
Associate's Degree	Chemical Technician	\$48,107	3%	2,080	Associate's Degree
	Industrial Engineering Technician	\$55,597	5%	1,730	Associate's Degree
	Mechanical Engineering Technician	\$58,320	4%	1,930	Associate's Degree
Bachelor's Degree	Chemist	\$68,252	7%	3,340	Bachelor's Degree
	Civil Engineer	\$85,593	9%	9,080	Bachelor's Degree
	Electrical Engineer	\$89,232	8%	4,060	Bachelor's Degree
	Industrial Engineer	\$80,895	12%	10,510	Bachelor's Degree
	Mechanical Engineer	\$88,924	6%	10,010	Bachelor's Degree
Master's Degree	Statistician	\$78,443	32%	1,570	Master's Degree

Source – Illinois Department of Employment Security, 2017



MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES ENDORSEMENT

By pursuing coursework related to **Science, Technology, Engineering and Mathematics** careers in high school, you have the opportunity to receive a **Manufacturing, Engineering, Technology and Trades Endorsement** with your diploma upon high school graduation.

MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

DO YOU LOVE CARS? LIKE TO DRIVE?

Check out a career in Transportation,
Distribution and Logistics.



WHAT IS IT?

Transportation, Distribution and Logistics careers focus on moving products and people by roads, air, railways and water. Transportation of goods is the lifeblood of our economy; without truck drivers, there would be no food on the shelves of the grocery store or packages delivered to your door. Logistics careers manage the network of trucks, planes, buses and ships to make sure products and people safely get to the right place on time.

LEADS TO THESE JOBS:

- Automotive Service Technician
- Automotive Body Technician
- Cargo and Freight Agent
- Forklift Operator
- Logistician
- Motorboat Mechanic
- Railroad Worker
- Truck Driver
- Warehouse Worker



WHAT WILL I DO?

Automotive service technicians are in high-demand, maintaining the millions of cars and trucks on the highway. Bus drivers transport students or commuters locally across town, while long-distance truck drivers transport goods across the country, spending many days away from home. Freight agents and logisticians make sure that the right products get to where they're going and that their cargo-load is full.

IS THIS FOR ME?

- Customer service
- Technical aptitude
- Likes to work with hands
- Problem solver
- Detailed-oriented



EMPLOYER SPOTLIGHT:

UNITED FACILITIES

Peoria, IL
www.unifac.com



United Facilities is a third-party logistics company based in Peoria, IL, offering transportation, warehousing, fulfillment, packaging, and IT logistics services to our customers.

Expansion and innovation is what drives us, growing to over 5 million square feet with operations in 11 cities.

By joining our team, you'll work on challenging projects, constantly learn, and be part of a process that delivers millions of products to consumers every day.

IN-DEMAND OCCUPATIONS IN ILLINOIS

Education Level	Career Path	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years	Training Time Needed
High School	Automotive Body Repairer	\$46,047	4%	7,180	Long-term On-the-job Training
	Automotive Service Technician	\$41,626	4%	30,050	Postsecondary Vocational Award
	Cargo and Freight Agent	\$39,333	11%	5,240	Moderate-term On-the-job Training
	Flight Attendant	\$46,652	20%	16,170	Long-term On-the-job Training
	Heavy Truck and Tractor Driver	\$47,034	7%	81,840	Moderate-term On-the-job Training
	School Bus Driver	\$33,384	7%	28,210	Short-term On-the-job Training
Bachelor's Degree	Airline Pilot	\$124,452	13%	8,300	Bachelor's Degree
	Logistician	\$63,702	9%	6,890	Bachelor's Degree

Source – Illinois Department of Employment Security, 2017



MANUFACTURING, ENGINEERING, TECHNOLOGY AND TRADES ENDORSEMENT

By pursuing coursework related to **Transportation, Distribution and Logistics** careers in high school, you have the opportunity to receive a **Manufacturing, Engineering, Technology and Trades Endorsement** with your diploma upon high school graduation.



TOP 10 REASONS YOU SHOULD CONSIDER CAREER AND TECHNICAL EDUCATION

1. Career Exploration
2. College Credit
3. College and Career Readiness
4. Work-Based Learning
5. Business Partnerships
6. State-of-the-Art Technology
7. Career / Technical Student Organizations
8. Industry Certifications
9. Academic Integration
10. Hands-on Learning

WHAT IS CTE IN ILLINOIS?

Career and Technical Education (CTE) prepares individuals for high-skill, high-wage, in-demand employment that furthers Illinois' global competitiveness. CTE programs provide learners with the skills, knowledge, and confidence they need to thrive in college and careers.

All students benefit from career-connected learning that emphasizes real-world skills within a selected career focus. Students gain practical knowledge while discovering and preparing for success in potential careers.

For additional career information please visit:

Illinois Department of Commerce & Economic Opportunity - WWW.ILLINOISWORKNET.COM/EXPLORE

Illinois Community College Board - WWW.ICCB.ORG/CTE

Illinois Department of Employment Security - WWW.ILCIS.INTOCAREERS.ORG



Visit us at: WWW.ISBE.NET/CTE

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Manufacturing Report to Career Pathways for Targeted Population

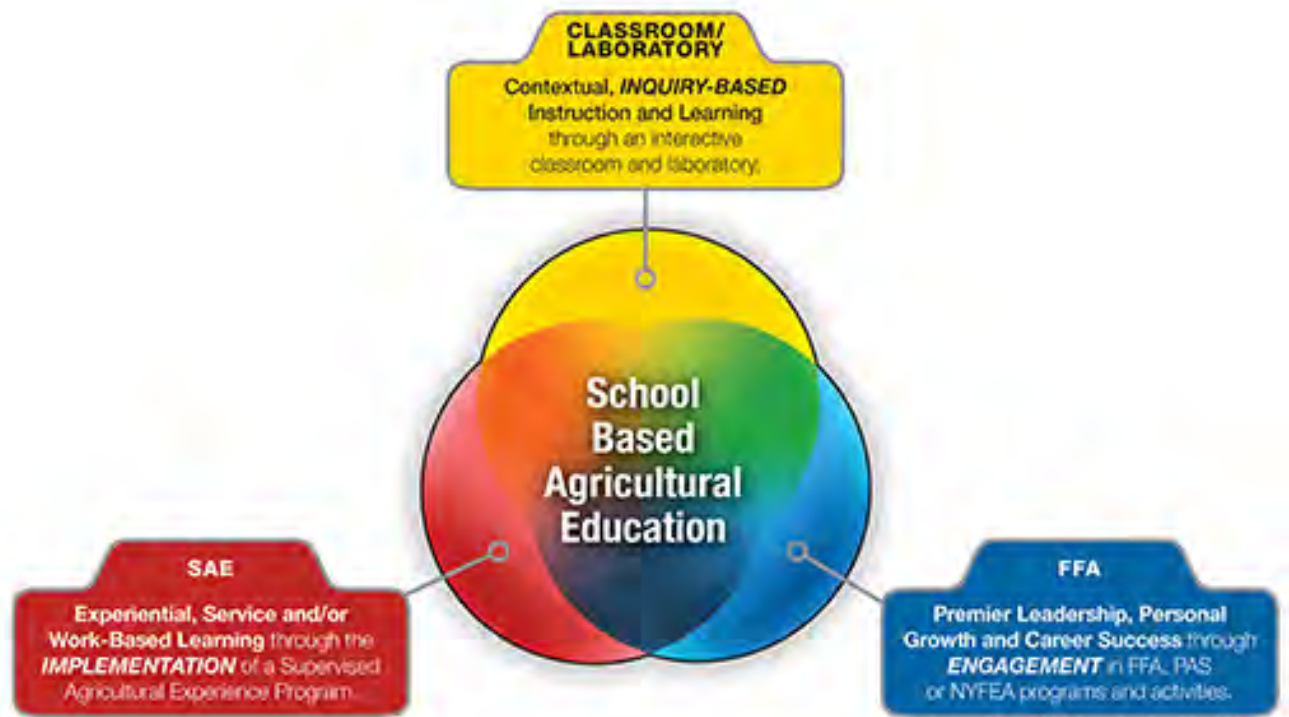
A trip to LWIA 24 East St Louis in August, enlightened me on opportunities to engage manufacturing businesses. Jeff Reese, Apprenticeship Navigator in that region, found that the most effective way to find business partners was to attend Chamber of Commerce Meetings, and networking. 10-20 years ago I was a board member on the Oak Park Chamber and member of the Glen Ellyn Chamber. I was skeptical of this approach, as I found the scope of Chamber membership in those towns at that time, somewhat limited.

In the last 10 days I met with the Ex Directors of the Oak Brook Chamber (400 members), Chamber 630 which covers the middle of DuPage County (700 members), the West Chicago Chamber (80 members) and the President of Choose DuPage, the Public/Private economic development body for DuPage County. All four leaders agreed to help me engage their business members. Chamber630 has 85 manufacturing members... a surprise to me. The Director of Chamber630 is also active in the National Association of Manufactures, another fruitful lead. She will help me make contact with that group.

I am confident that these chamber and business organizations are the place to start with creating business sector cluster engagement that can be turned into scalable career pathways in important economic sectors. The first step is to identify cluster members and then convene initial meetings by cluster. That is how to measure interest and create a collaborative of the willing to participate to start the career pathway effort.

My belief is that most of the business engagement people in the LWIA system and the mandated partners are not active participants in chambers as a source of business leads in most of the state. This is an assumption, unproven by data, so I may be incorrect.

Illinois Agriculture Food and Natural Resources(AFNR) Educational Model



- **664,534** pre-K-8 grade students gained knowledge about food and agriculture with classroom lessons
- **34,285** 6-12 grade students enrolled in agriculture courses
- **19,099** students are members of FFA
- **\$12,205,787** net earnings by students involved in work-based learning projects
- **354** middle/high school agricultural education programs
- **442** middle/high school agricultural education teachers
- **62%** of agricultural teachers have a 12-month contract beyond the school day
- **1200** curriculum resources (lesson plans, E-units, PowerPoint presentations)
- **121** point quality indicator middle/high grant system
- **\$4279** average maintenance grant per middle/high school
- **75%** of schools allow an agriculture course to fulfill academic graduation requirements
- **27** community colleges offer agriculture degree programs
- **3044** students enrolled in college degree programs
- **7** universities (4 public and 3 private) offer agriculture degree programs
- **3737** students enrolled in university agriculture degree programs
- **28** students graduated licensed to teach AFNR education

Summary of LWIB by Sectors

Agriculture, Food and Natural Resources – 17

Architecture and Construction – 18

Art, Audio Visual Technology and Communication – 3

Business Management and Administration – 39

Education and Training – 6

Finance – 39

Government and Public Administration – 3

Health Science – 37

Information Technology – 10

Law, Public Safety, Corrections and Security – 6

Marketing, Sales and Service – 39

Manufacturing – 68

Transportation, Distribution and Logistics – 24

Energy

Location	Job Title	Comp Frequency
Hyatt Regency McCormick Place	A/P Clerk	H - Hourly
Hyatt Regency McCormick Place	Accounting Clerk	H - Hourly
Hyatt Regency McCormick Place	Administrative Assistant	H - Hourly
Hyatt Regency McCormick Place	Area Dir of Human Resources	A - Annual
Hyatt Regency McCormick Place	Area Recruiting Manager	A - Annual
Hyatt Regency McCormick Place	Assistant Chief Engineer	H - Hourly
Hyatt Regency McCormick Place	Assistant Director of Finance	A - Annual
Hyatt Regency McCormick Place	Assistant Exec Housekeeper	A - Annual
Hyatt Regency McCormick Place	Assistant F&B Director	A - Annual
Hyatt Regency McCormick Place	Assistant F&B Manager	A - Annual
Hyatt Regency McCormick Place	Assistant Front Office Manager	A - Annual
Hyatt Regency McCormick Place	Assistant Human Resources Dir	A - Annual
Hyatt Regency McCormick Place	Assistant Reservations Manager	A - Annual
Hyatt Regency McCormick Place	Assistant Rooms Executive	A - Annual
Hyatt Regency McCormick Place	Associate Director of Events	A - Annual
Hyatt Regency McCormick Place	Associate Sales Director	A - Annual
Hyatt Regency McCormick Place	Asst Event Services Manager	A - Annual
Hyatt Regency McCormick Place	Attendant	H - Hourly
Hyatt Regency McCormick Place	Bar Attendant	H - Hourly
Hyatt Regency McCormick Place	Bartender	H - Hourly
Hyatt Regency McCormick Place	Bell Attendant	H - Hourly
Hyatt Regency McCormick Place	Buffet Attendant	H - Hourly
Hyatt Regency McCormick Place	Chief Accountant	H - Hourly
Hyatt Regency McCormick Place	Chief Engineer	H - Hourly
Hyatt Regency McCormick Place	Concierge	H - Hourly
Hyatt Regency McCormick Place	Cook 1- Entry	H - Hourly
Hyatt Regency McCormick Place	Cook 2	H - Hourly
Hyatt Regency McCormick Place	Cook 3	H - Hourly
Hyatt Regency McCormick Place	Cook 4	H - Hourly
Hyatt Regency McCormick Place	Coordinator	H - Hourly
Hyatt Regency McCormick Place	Director of Engineering	A - Annual
Hyatt Regency McCormick Place	Director of Events	A - Annual
Hyatt Regency McCormick Place	Director of Finance	A - Annual
Hyatt Regency McCormick Place	Director of Food And Beverage	A - Annual
Hyatt Regency McCormick Place	Director of Revenue Management	A - Annual
Hyatt Regency McCormick Place	Director of Rooms	A - Annual
Hyatt Regency McCormick Place	Director of Sales	A - Annual
Hyatt Regency McCormick Place	Door Attendant	H - Hourly
Hyatt Regency McCormick Place	Engineering Apprentice	H - Hourly
Hyatt Regency McCormick Place	Event Concierge	H - Hourly
Hyatt Regency McCormick Place	Event Planning Manager	A - Annual
Hyatt Regency McCormick Place	Event Sales Manager	A - Annual
Hyatt Regency McCormick Place	Event Services - Lead	H - Hourly
Hyatt Regency McCormick Place	Event Set Up Supervisor	H - Hourly
Hyatt Regency McCormick Place	Executive Chef	A - Annual
Hyatt Regency McCormick Place	Executive Housekeeper	A - Annual

Hyatt Regency McCormick Place	Executive Sous Chef	A - Annual
Hyatt Regency McCormick Place	F&B Supervisor	H - Hourly
Hyatt Regency McCormick Place	Front Office - Lead	H - Hourly
Hyatt Regency McCormick Place	Front Office Manager	A - Annual
Hyatt Regency McCormick Place	Front Office Supervisor	H - Hourly
Hyatt Regency McCormick Place	General Manager	A - Annual
Hyatt Regency McCormick Place	Gnrl Maint Engineer B	H - Hourly
Hyatt Regency McCormick Place	Gnrl Maint Engineer Lead	H - Hourly
Hyatt Regency McCormick Place	Greeter	H - Hourly
Hyatt Regency McCormick Place	Host	H - Hourly
Hyatt Regency McCormick Place	Housekeeping Supervisor	H - Hourly
Hyatt Regency McCormick Place	Houseperson - Events	H - Hourly
Hyatt Regency McCormick Place	Houseperson - Housekeeping	H - Hourly
Hyatt Regency McCormick Place	HR Coordinator	H - Hourly
Hyatt Regency McCormick Place	HR Manager	A - Annual
Hyatt Regency McCormick Place	Information Technology Manager	H - Hourly
Hyatt Regency McCormick Place	Linen Attendant	H - Hourly
Hyatt Regency McCormick Place	Marketing Manager	A - Annual
Hyatt Regency McCormick Place	Night Cleaner - F&B	H - Hourly
Hyatt Regency McCormick Place	Night Cleaner - Housekeeping	H - Hourly
Hyatt Regency McCormick Place	Operator	H - Hourly
Hyatt Regency McCormick Place	Outlets Director	A - Annual
Hyatt Regency McCormick Place	PBX Supervisor	H - Hourly
Hyatt Regency McCormick Place	Productivity Manager	A - Annual
Hyatt Regency McCormick Place	Public Areas Attendant	H - Hourly
Hyatt Regency McCormick Place	Purchasing Director	A - Annual
Hyatt Regency McCormick Place	Reservationist-Group	H - Hourly
Hyatt Regency McCormick Place	Reservations Manager	A - Annual
Hyatt Regency McCormick Place	Revenue Analyst	H - Hourly
Hyatt Regency McCormick Place	Room Attendant	H - Hourly
Hyatt Regency McCormick Place	Sales Coordinator	H - Hourly
Hyatt Regency McCormick Place	Sales Manager-Group	A - Annual
Hyatt Regency McCormick Place	Sales Mgr-Group And Transient	A - Annual
Hyatt Regency McCormick Place	Senior Event Planning Manager	A - Annual
Hyatt Regency McCormick Place	Server Assistant	H - Hourly
Hyatt Regency McCormick Place	Server-Beverage	H - Hourly
Hyatt Regency McCormick Place	Server-Events	H - Hourly
Hyatt Regency McCormick Place	Server-Restaurant	H - Hourly
Hyatt Regency McCormick Place	Shift Engineer	H - Hourly
Hyatt Regency McCormick Place	Sous Chef	A - Annual
Hyatt Regency McCormick Place	Sr Sales Mgr-Grp And Transient	A - Annual
Hyatt Regency McCormick Place	Staff Accountant	H - Hourly
Hyatt Regency McCormick Place	Steward	H - Hourly
Hyatt Regency McCormick Place	Steward-Events	H - Hourly
Hyatt Regency McCormick Place	Stewarding Manager	A - Annual
Hyatt Regency McCormick Place	Storeroom Attendant	H - Hourly
Hyatt Regency McCormick Place	Turndown Attendant	H - Hourly

Hyatt Regency McCormick Place
Hyatt Regency McCormick Place

Utility Engineer
Wardrobe Attendant

H - Hourly
H - Hourly

Illinois Department of Corrections (IDOC) Career Pathway Initiative

1. Individual Career Plan / Lifelong Learning Perspective
2. Career Pathway Elements Include:



3. Sectors
 - a. Agriculture, Food & Natural Resources
 - b. Architecture & Construction
 - c. Energy
 - d. Health
 - e. Information Technology
 - f. Manufacturing
 - g. Transportation, Distribution & Logistics
 - h. Other

4. Career Pathway Opportunities While in Prison Include:

Years



What
Life Skills & Re-entry Protocol

- Cognitive Behavior
- Financial Literacy
- Computer Skills
- Other

How
Illinois funded through IDOC



Academic & Career Education & Training

Federally funded through REAL Act by utilization of Pell funds

Last 2 Years



Apprenticeship Earn & Learn

Self-sustainability
Utilize Federal "PIE" protocol for wages & allocation of earnings to make as self-sustaining as possible

REAL Act

Schatz, Lee, Durbin Introduce Bipartisan Legislation to Restore Educational Opportunities For Those Incarcerated And Improve Public Safety

The REAL Act Would Save Taxpayer Dollars and Give Millions A Chance to Rebuild Their Lives

WASHINGTON – Today, U.S. Senators Brian Schatz (D-Hawai'i), Mike Lee (R-Utah), and Dick Durbin (D-Ill.) introduced the Restoring Education and Learning (REAL) Act, a bill that would restore Pell Grant eligibility for incarcerated individuals. The bipartisan legislation would cut the cycle of recidivism, save taxpayer money, and improve safety.

“When we give people in prison an opportunity to earn an education, our communities are safer, taxpayers save money, and we can end the cycle of recidivism,” Senator Schatz said. “The REAL Act would restore a program we know already works and give people a real chance to rebuild their lives.”

“The REAL Act is an important part of providing opportunity to federal offenders and reducing recidivism,” Senator Lee said. “I’m proud to be an original cosponsor.”

“The REAL Act is about breaking the cycle of recidivism by increasing access to education for incarcerated individuals. By restoring Pell Grant assistance that can fund educational programs in federal prisons, we will empower individuals to better themselves through education and find career paths once they reenter society,” Senator Durbin said.

In 1994, incarcerated individuals lost access to Pell Grant assistance, causing a significant drop in the number of education programs in prisons. The REAL Act would restore access to these grants, which would reduce recidivism and incarceration costs by increasing access to higher education.

The national recidivism rate is 43.3 percent within three years, but higher education can have a dramatic impact on reducing that rate. A report found that people who participate in correctional education while in prison were 43 percent less likely to recidivate than non-participants, and 13 percent more likely to obtain employment.

In addition, studies have shown that each dollar spent on secondary education programs for prisoners reduces incarceration costs by \$4 to \$5 during the first three years after an individual is released. A recent study found that states would save an average of \$7.6 million in incarceration costs each year in which people in prison had access to Pell Grants while incarcerated.

Companion legislation in House of Representatives is being led by U.S. Representatives Danny Davis (D-Ill.), Jim Banks (R-Ind.), Barbara Lee (D-Calif.), and French Hill (R-Ark.).

The REAL Act has been endorsed by a diverse group of stakeholders, including the Association of State Correctional Administrators, Association of State and Federal Directors of Correctional Education, American Correctional Association, Correctional Education Association, American Council on Education, Association of American Colleges and Universities, National Association of Independent Colleges and Universities, American Association of Community Colleges, Association of Community College Trustees, National Association for College Admission Counseling, Institute for Higher Education Policy, The Education Trust, Justice Action Network, FreedomWorks, FAMM, R Street, Prison Fellowship, Faith & Freedom Coalition, Equal Justice Initiative, Sentencing Project, Coalition for Juvenile Justice, NAACP Legal Defense and Education Fund, The Leadership Conference on Civil and Human Rights, ACLU, Drug Policy Alliance, Law Enforcement Leaders to Reduce Crime & Incarceration, and The Law Enforcement Action Partnership.

A full list of endorsing organizations is enclosed.

The REAL Act (S. 1074) has been endorsed by the following organizations:

National Organizations

#cut50

American Association of Community Colleges (AACC)
American Bar Association (ABA)
American Civil Liberties Union (ACLU)
American Correctional Association (ACA)
American Council on Education (ACE)
Association of American Colleges & Universities (AAC&U)
Association of Benedictine Colleges and Universities
Association of Catholic Colleges and Universities
Association of Community College Trustees
Association of Independent Colleges of Art & Design
Association of Jesuit Colleges & Universities
Association of State and Federal Directors of Correctional Education
Association of State Correctional Administrators (ASCA)
Brennan Center for Justice
Campaign for Youth Justice
CAN-DO Foundation
Catholic Charities USA
Center for American Progress (CAP)
Center for Law and Social Policy (CLASP)
Church of Scientology, National Affairs Office
Citizens United for Rehabilitation of Errants (CURE)
Coalition for Juvenile Justice (CJJ)
College and Community Fellowship
Correctional Education Association
Council for Christian Colleges and Universities (CCCCU)
Drug Policy Alliance
Due Process Institute
The Education Trust
Equal Justice Initiative (EJI)
FAMM
Faith & Freedom Coalition
FedCURE
Formerly Incarcerated College Graduates Network
FreedomWorks
Friends Committee on National Legislation (FCNL)
From Prison Cells to PhD
Generation Progress
Higher Learning Advocates (HLA)
Human Rights Defense Center (HRDC)
Innocence Project
Institute for Higher Education Policy (IHEP)
Interfaith Action for Human Rights (IAHR)

Jesuit Conference, Office of Justice and Ecology
Justice Action Network
Justice for Families
JustLeadershipUSA
The Law Enforcement Action Partnership (LEAP)
Law Enforcement Leaders to Reduce Crime & Incarceration
The Leadership Conference on Civil and Human Rights
Legal Action Center
NAACP
NAACP Legal Defense and Education Fund (LDF)
National Alliance of Faith and Justice (NAFJ)
National Association for College Admission Counseling (NACAC)
National Association of Criminal Defense Lawyers (NACDL)
National Association of Independent Colleges and Universities (NAICU)
National Council on Independent Living (NCIL)
National Employment Law Project (NELP)
National Urban League
NETWORK Lobby for Catholic Social Justice
Operation Restoration
Prison Fellowship
R Street
Safer Foundation
The Sentencing Project
Southeast Asia Resource Action Center (SEARAC)
Students for Sensible Drug Policy (SSDP)
T'ruah: The Rabbinic Call for Human Rights
United Negro College Fund (UNCF)
Unlock Higher Ed Coalition
U.S. Chamber of Commerce
Vera Institute of Justice
Young Invincibles

State Organizations

Center for Community Alternatives (New York)
Middle Ground Prison Reform (Arizona)
The Prison Scholar Fund (Washington)
Root & Rebound (California)
W. Hayward Burns Institute (California)
Women Against Registry (Missouri)

Federal “PIE” Program

PROGRAM BRIEF

PRISON INDUSTRY ENHANCEMENT CERTIFICATION PROGRAM

The Prison Industry Enhancement Certification Program (PIECP) is an effective inmate employment program that enables prisoners to repay their debt to society, reduce incarceration costs, and prepare for release with improved work prospects. In the process, PIECP supports victims' families, decreases recidivism, generates products and tax income for local economies, and uses free-market principles and private-sector participation to improve efficiency in the corrections industry.

How PIECP Works

PIECP enables private industry to establish joint ventures with federal, state, local, and tribal corrections agencies to produce goods using prison labor. Inmates are placed in realistic work environments that approximate private-sector jobs and are paid a prevailing local wage. In doing so, they acquire marketable skills that improve their chances for successful rehabilitation and meaningful employment upon reentry.

At the same time, the goods they produce help to offset the cost of their incarceration, compensate crime victims, and support inmates' families. Research shows that parties other than the inmates themselves are the first beneficiaries of PIECP inmate incomes: 30 percent is returned in the form of taxpayer savings (through room and board deductions); 11 percent to Social Security and Medicare, and 8 percent to victims of crime (Petersik, T., T. Nayak, and M.K. Foreman, *Identifying Beneficiaries of PIE Inmate Incomes*, The National Correctional Industries Association, July 31, 2003. Available at www.nationalcia.org/wp-content/uploads/researchfullrpt1.pdf).

Up to 50 jurisdictions around the country may be certified under PIECP. Certification in the program exempts the corrections agency from normal restrictions on the sale of inmate-made goods in interstate commerce, which is prohibited by 18 U.S.C. 1761(a). As of July 2018,

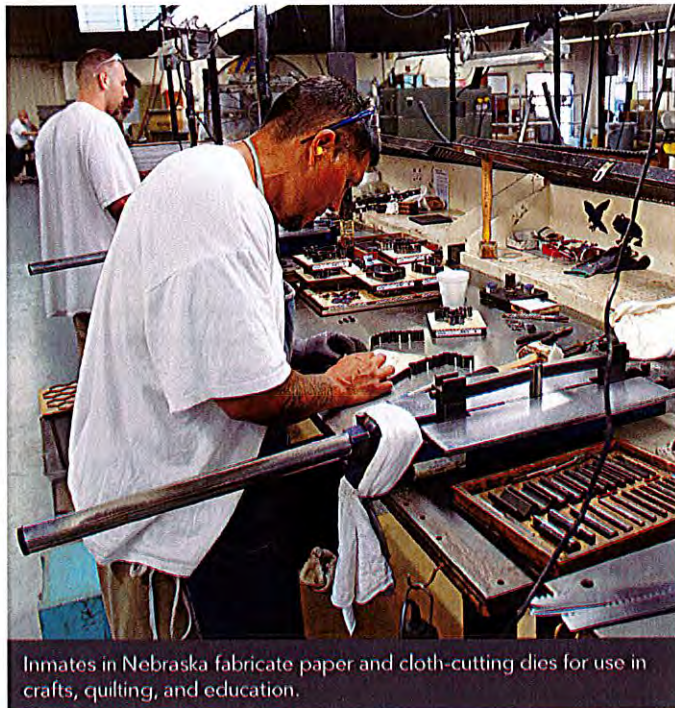


An inmate solders a circuit board in California.

44 jurisdictions are participating in the program. To become certified, a program must demonstrate to the Bureau of Justice Assistance that it meets statutory and guideline requirements outlined in the Criteria for Program Participation (see page 3).

A Record of Success

A major 2006 study found that inmates who worked in PIECP jobs were significantly more successful in post-release employment: they became tax-paying citizens more quickly and remained so longer than workers in traditional industries. PIECP participants also had



Inmates in Nebraska fabricate paper and cloth-cutting dies for use in crafts, quilting, and education.

less recidivism, as measured by arrest, conviction, and incarceration (Smith, C.J., J. Bechtel, A. Patrick, R.R. Smith, and L. Wilson-Gentry, *Correctional Industries Preparing Inmates for Re-entry: Recidivism and Post-release Employment*, final report submitted to the National Institute of Justice, Washington, DC: June 2006 (NCJ 214608). Available at www.ncjrs.gov/pdffiles1/nij/grants/214608.pdf.

PIECP has proven to be a positive experience for prison administrators, who recognize its value in covering some of the costs of corrections, lending inmates a sense of normalcy that comes from introducing private-sector activity to prison, and increasing positive behavior among inmates.

From the program's inception in 1979, PIECP workers have contributed approximately \$85 million to victims' compensation funds, \$272 million to cover costs of incarceration, \$48 million in family support, and \$103 million in taxes (PIECP Quarterly Statistical Report - Cumulative Data, 1st Quarter 2018).

Background

PIECP was created by Congress in 1979 to encourage state and local governments to establish employment opportunities for prisoners that approximate private-sector work opportunities. It was initially authorized under the Justice System Improvement Act of 1979 and later expanded under the Justice Assistance Act of 1984. The Crime Control Act of 1990 authorizes continuation of the program indefinitely, and in 2012 Congress expanded PIECP to allow federal agency participation.

Primary Objectives of PIECP

- Provide inmates with marketable job skills, reduce prison idleness, and improve the prospects for post-release employment and ultimately successful inmate reentry.
- Generate products that enable inmates to make a contribution to society, help offset the cost of their incarceration, compensate crime victims, and support their own families.

Program Benefits

PIECP enables private industry to establish joint ventures with federal, state, local, and tribal correctional agencies to produce goods using prison labor. The program benefits:

- **Corrections Administrators** – PIECP is not only a cost-effective way to offer job skills training to a portion of the inmate population; it also enhances institutional safety by improving inmate behavior during incarceration.
- **Crime Victims** – PIECP provides a means of partial repayment to crime victims.
- **Families** – PIECP allows deductions from inmate wages for family support.
- **Inmates** – Through voluntary participation in the program, inmates are offered the opportunity to work, meet financial obligations, increase job skills, and

increase the likelihood of meaningful employment upon release from incarceration.

- **Private-Sector Companies** – PIECP provides a stable and readily available workforce that does not displace employed workers in the community. In addition, many correctional agencies provide manufacturing space to private-sector companies involved in the program.
- **The Public** – Through inmate contributions to room and board, family support, victim compensation, and taxes, the program provides a way to offset the cost of incarceration.

Criteria for Program Participation

Corrections departments that apply to participate in PIECP must meet all of the following criteria:

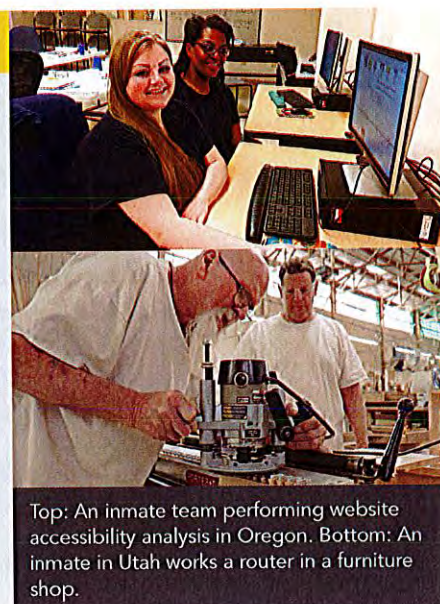
1. Legislative authority to pay wages at a rate not less than that paid for similar work in the same locality's private sector.
2. Written assurances that the program will not result in the displacement of workers employed in the community before program implementation.
3. Authority to provide worker benefits, including workers' compensation or its equivalent.
4. Authority to involve the private sector in the production and sale of prisoner-made goods.
5. Written assurances that inmate participation is voluntary.
6. Legislative or administrative authority to collect and provide financial contributions of not less than 5 percent and not more than 20 percent of gross wages to crime victim compensation/assistance programs.
7. Written proof of consultation with organized labor and local private industry before program startup.
8. Compliance with the National Environmental Policy Act and related federal environmental review requirements.

PIECP at Work

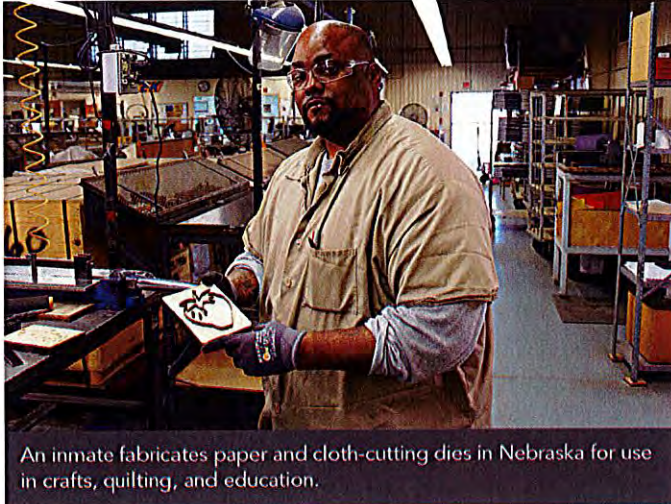
California launched a cost accounting center (CAC) where inmates learn HTML coding, a very marketable job skill. The CAC's private partner either hires or helps place released inmates in a job with another technology company. Released inmates are hired as web developers and software engineers.

Kansas has two CACs (wire harness assembly and transportation seating) where both private partners hire inmates after release to work in a variety of production jobs.

Iowa operates a CAC that has hired inmates after release, with some of these former inmates working their way up to positions such as plant manager and supervisor.



Top: An inmate team performing website accessibility analysis in Oregon. Bottom: An inmate in Utah works a router in a furniture shop.



An inmate fabricates paper and cloth-cutting dies in Nebraska for use in crafts, quilting, and education.

Allowable Wage Deductions

Corrections departments may take a series of deductions from wages earned by inmates. Permissible deductions are limited to room and board, taxes (such as federal, state, and FICA), family support, and crime victim compensation/assistance. Deductions must not total more than 80 percent of gross wages.

Program Certification Process

Interested corrections departments may request a PIECP Certification Application from BJA or the National Correctional Industries Association. Applicants must provide written proof that they meet all mandatory program criteria (including copies of legislation and/or administrative rulings, as appropriate). After reviewing an application, BJA will formally notify the jurisdiction that it has been certified to participate in the program. Certified jurisdictions must agree to enforce program requirements. Certification may be terminated if a jurisdiction is found to be out of compliance with any of the mandatory program criteria or if the certification is unused for 6 months or longer.

ABOUT BJA

BJA helps to make American communities safer by strengthening the nation's criminal justice system: Its grants, training and technical assistance, and policy development services provide state, local, and tribal governments with the cutting edge tools and best practices they need to reduce violent and drug-related crime, support law enforcement, and combat victimization. To learn more about BJA, visit www.bja.gov, or follow us on Facebook (www.facebook.com/DOJBJA) and Twitter (@DOJBJA). BJA is part of the Department of Justice's Office of Justice Programs.

For Further Information

For inquiries from governmental agencies, media, and the general public:

Bureau of Justice Assistance
(202) 616-6500
AskBJA@usdoj.gov
www.bja.gov

For program assistance requests from current and prospective program participants:

National Correctional Industries Association
PIECP Training and Technical Assistance
(410) 230-3972
www.nationalcia.org

The National Correctional Industries Association (NCIA), the association for correctional industries professionals, provides training and technical assistance to current and prospective program participants. Under a cooperative agreement from BJA, NCIA coordinates annual PIECP assessments to ensure program participants meet the requirements for program compliance.

Eligibility

All departments of corrections and juvenile justice agencies authorized by law to administer correctional industry programs are eligible to apply for PIECP certification.

Federal Ohio “PIE” Program

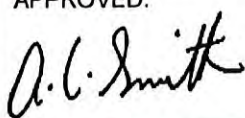
5120.01 Director of rehabilitation and correction - powers and duties.

The director of rehabilitation and correction is the executive head of the department of rehabilitation and correction. All duties conferred on the various divisions and institutions of the department by law or by order of the director shall be performed under the rules and regulations that the director prescribes and shall be under the director's control. Inmates committed to the department of rehabilitation and correction shall be under the legal custody of the director or the director's designee, and the director or the director's designee shall have power to control transfers of inmates between the several state institutions included under section 5120.05 of the Revised Code.

Effective Date: 03-31-2003.



Department of
Rehabilitation & Correction

SUBJECT: Prison Industry Enhancement Certification Program	PAGE <u>1</u> OF <u>8</u>
	NUMBER: 25-OPI-06
RULE/CODE REFERENCE:	SUPERSEDES: 25-OPI-06 dated 05/20/15
RELATED ACA STANDARDS: 2-CI-6G-1; 2-CI-6G-2	EFFECTIVE DATE: April 29, 2019
	APPROVED: 

I. AUTHORITY

Ohio Revised Code 5120.01 authorizes the Director of the Department of Rehabilitation and Correction, as the executive head of the department, to direct the total operations and management of the department by establishing procedures as set forth in this policy.

II. PURPOSE

The purpose of this policy is to comply with the mandatory program criteria for the Prison Industry Enhancement Certification Program participation.

III. APPLICABILITY

This policy applies to all employees and those under contract as full and/or part-time employees with Ohio Penal Industries (OPI) that are involved in the Prison Industry Enhancement Certification Program.

IV. DEFINITIONS

Cost Accounting Center (CAC) - A specific Prison Industry Enhancement Certification Program (PIECP) unit of OPI that is managed as a separate accounting entity under OPI authority. All PIECP production activities are conducted and related to the designated CAC.

Customer Model - The private sector partner purchases all or a significant portion of the finished product. The partner has no major role in the industry operation, does not direct production and has no control over inmate labor.

Employer Model - The private sector owns and operates the CAC by controlling the hiring, firing, training, supervision and compensation for inmate labor. OPI has no direct role with production and minimal control over inmate labor.

Locality - The geographic area impacted by the presence of a PIECP CAC operation.

Minimum Wage - The lowest possible wage that can be paid to a private sector employee. The requirement of paying an inmate assigned to a PIECP operation does not imply that the inmate is an employee of the State of Ohio, OPI or the private sector partner. NEPA – National Environmental Policy Act. Pub. L. 91-190,83 Stat.852 (1970) (Modified as amended at 42 U.S.C. 4321-4347; implemented under 40 C.F.R. pt. 1500).

PIECP - Prison Industry Enhancement Certification Program.

Prevailing Wage - A wage rate that mirrors or matches a rate being paid for similar work in the locality in which the PIECP work will be performed.

V. POLICY

It is the policy of the Ohio Department of Rehabilitation and Correction (ODRC) to ensure OPI establishes a practice of maintaining relations with industry, labor, state and community organizations. This allows OPI to participate in the Prison Industry Enhancement Certification Program (PIECP). OPI will follow the guidelines set by the Bureau of Justice Assistance (BJA) and will comply with National Environmental Policy Act (NEPA) and other related Federal environmental requirements, as well as State or local environment laws or regulations, prior to any CAC start-up.

VI. PROCEDURES

A. Inmate Wages

1. OPI shall pay PIECP inmate worker's wages at a rate that mirrors or matches a rate being paid for similar work in the locality in which the PIECP work will be performed. OPI will contact the Ohio Department of Commerce (ODC), Division of Labor and Worker Safety, Wage and Hour Bureau to obtain the information to meet this requirement.
2. OPI shall annually update the wage rate with ODC. Any wage change shall be implemented not less than one (1) year after the anniversary date of the last update. The wage determination must be based only on a comparable non-inmate worker wage for performing work of a similar nature.
3. If ODC cannot determine the wage, then OPI shall pay a reasonable prevailing wage, which will be at least the Federal minimum wage and reflect a realist community wage rate. In such circumstances, OPI shall retain on file for the Bureau of Justice Assistance review:
 - a. Relevant wage data from at least two (2) competitors, if available, in the locality;
 - b. Data analysis for determining a reasonable prevailing wage result;
 - c. If possible, a written assessment of the reasonableness of the resulting prevailing wages determination by ODC.

4. Overtime shall be paid at time and a half for PIECP inmate workers for hours worked in excess of forty (40) hours per week.
5. PIECP inmate workers may receive wage increases due to experience, seniority and performance.

B. Non-Inmate Worker Displacement

1. Prior to CAC start-up, OPI must obtain a written projection from the Ohio Department of Job and Family Services (ODJFS) that the CAC will not result in the displacement of non-inmate workers performing the same work, regardless of wage rate. The ODJFS non-displacement projection must be tied to the private sector wage requirement, such that the non-displacement determination reflects a realistic community wage rate for similar work performed in the locality.
2. In cases where ODJFS cannot make a non-displacement determination, the OPI should propose and confer with BJA on a case-by-case basis, as an alternative to address this requirement.
3. Prior to CAC start-up, OPI must obtain written documentation reflecting the private sector partner's agreement not to displace its non-inmate workers with PIECP inmate labor within the identified locality, if applicable.
4. Private sector jobs may not be transferred to a PIECP CAC.

C. Benefits

1. PIECP operations must provide inmate workers with benefits comparable to those made available by the Federal or State government to similarly situated private sector employees, including work-related injury insurance and social security for Employer Model industry operations. The Employer Model operations must deduct for FICA unless a written exemption is obtained from the Internal Revenue Service and the Social Security Administration for the PIECP operation.
2. Customer Model operations are not required to offer Social Security coverage to inmate workers.

D. Deductions

1. The CAC shall take deductions from the PIECP inmate worker's gross wages for the following authorized purposes:
 - a. Taxes: Federal, State, and Local, including Social Security under the Employer Model.
 - b. Cost of incarceration as approved by the Director of the Ohio Department of Rehabilitation and Correction (ODRC).
 - c. Family support pursuant to state statute, court order, or agreement by inmate.

- d. Compensation to Ohio Victims of Crime Fund, pursuant to state statute, court order, or agreement by inmate.
2. Such deductions, in aggregate, cannot exceed eighty percent (80%) of gross wages.
3. PIECP inmate workers must be paid and credited the remaining twenty percent (20%). OPI may direct the twenty percent (20%) to an institutional inmate account. These funds can be used but not limited to, payment of fines, restitution, medical co-pays, Rules Infraction Board dispositions and court costs.
4. Each PIECP inmate worker must indicate in writing, that he/she agreed voluntarily and in advance to specific deductions from their gross wages, as well as all other financial arrangements made as to the earned PIECP wages.

E. Voluntary Participation

Each PIECP inmate worker must indicate in writing that he/she agrees voluntarily to participate in the PIECP operation.

F. Consultation and Organized Labor

1. OPI shall consult with representatives of local unions or similar labor-union organizations prior to the start-up of a PIECP CAC. OPI should consult all such organizations that may have an interest in the trade or skill to be performed by the PIECP inmates. If there are no local unions or labor organizations, notification and consultation must be made with statewide unions and/or labor organizations.
2. In the consultation, the following information shall be provided, but not limited to:
 - a. Scope of work of operation;
 - b. Projected Start date;
 - c. Local of Operation;
 - d. Consultation is required;
 - e. Comments are invited.
3. OPI shall retain documentation reflecting provision of adequate consultation. Copies of public notices or minutes from the Office of Enterprise Development Advisory Board meetings may serve as alternative forms of consultation per ODRC policy.

G. Consultation with Local Private Industries

1. OPI shall consult with representatives of local business that may be economically impacted by the CAC operation prior to the start-up of the PIECP CAC.

2. In the consultation the following information shall be provided, but not limited to:
 - a. Scope of work of operation;
 - b. Projected Start date;
 - c. Local of Operation;
 - d. Consultation is required;
 - e. Comments are invited.
3. OPI shall retain documentation reflecting provision of adequate consultation. Copies of public notices or minutes from the Office of Enterprise Development Advisory Board meetings may serve as alternative forms of consultation.

H. National Environmental Policy Act Requirements

1. Prior to any CAC start-up, OPI shall submit for BJA review, environmental data and information regarding its proposed activities and, if necessary environmental assessments are needed. If an environmental impact statement is required, OPI will assist BJA in developing the statement. OPI may be eligible for Categorical Exclusion to NEPA requirements. BJA shall decide based upon OPI's submitted Notice of CAC Designation and Certificate of Compliance form and NEPA form, regarding this exclusion.
2. Operations that involve minor renovation or remodeling to physically implement a CAC will not normally require an environmental impact statement or an environmental assessment. However, if the renovations could potentially affect the following sites:
 - a. Flood Plain;
 - b. Wetland;
 - c. Listed Species;
 - d. Habitat of Endangered Species;
 - e. Property listed on or Eligible for listing on the National Register of Historic Places
3. Operations that normally require an environmental assessment, but not necessarily an environmental impact statement include:
 - a. Renovation and expansion that changes basic prior use of facility;
 - b. Change in size to facility;
 - c. Change to facility that increases production of liquid, gaseous, or solid waste;
 - d. New construction;
 - e. Anticipated and Future application could influence the environment;
 - f. New operation use of odorous, toxic, radioactive or hazardous materials.

I. OPI Monitoring Responsibilities

OPI shall be responsible for all reporting and evaluation of activities necessary to ensure continuing compliance for the designated CAC. OPI shall respond to all BJA requests for information to ensure PIECP compliance.

J. Cost Accounting Center Responsibilities

The CAC must comply with all PIECP participation requirements to OPI and BJA, including:

1. Maintaining continuous compliance with the requirements set forth in 18 U.S.C. 1761(C) AND BJA's PIECP Guidelines
2. Respond to all monitoring requests from BJA, National Correctional Industries Association (NCIA), and or OPI for information to ensure continued compliance of all mandatory requirements.

K. Quarterly Financial Reports

Within thirty (30) days following the close of each calendar quarter, each CAC must submit a PIECP Quarterly Consolidated Statistical Report, with an attached copy of the quarterly report to BJA and NCIA.

L. On-Site Monitoring Reviews

BJA and NCIA are authorized to perform a paper or on-site review of OPI CACs as deemed necessary. Immediate corrective actions must be taken to address non-compliance and / or to respond to issues that raise compliance related concerns from BJA.

M. Notice of CAC Designation, Certificate of Compliance, and NEPA Categorical Exclusion

The Notice of CAC Designation and Certificate of Compliance form and NEPA for identify the information that OPI must provide to BJA prior to any CAC start-up.

N. Work-Related Injury Insurance

1. Coverage
 - a. Under the Employer Model, the private sector employer shall purchase and be solely responsible for providing a policy of insurance to cover the PIECP inmate worker. The private sector employer shall provide proof of coverage to the Office of Enterprise Development Advisory Board prior to the start-up of PIECP CAC.

- b. The policy of insurance shall provide benefit payments for any PIECP inmate worker who sustains a compensable injury while participating in PIECP. Such benefit payments shall not be awarded until the inmate's release from prison by parole or expiration of definite sentence.

2. Eligibility

- a. Any PIECP inmate worker is eligible if he/she would have temporary or permanent loss of earning capacity resulting from a diagnosable injury occurring during work activities while assigned to a PIECP operation. If the disability is present at the time of inmate's release from prison by parole or expiration of definite sentence, the inmate is eligible to apply for liability insurance benefits under the policy coverage of the private sector employer.
- b. The PIECP inmate worker shall not be eligible to apply for insurance benefits for injuries occurring as a result of:
 - i. Fight, assault or horseplay;
 - ii. Purposely self-inflicted injury;
 - iii. Use of alcohol, illegal drugs or misuse of a prescription drug;
 - iv. Any other activity that is prohibited by the ODRC inmate conduct rules or the private employer's work rules.

3. PIECP inmate workers covered under this policy are not employees of the ODRC or the private sector employer. Nothing in this policy shall be construed as creating a contract between the inmate worker and any other entity. PIECP inmate workers are not eligible to receive compensation or benefits under the state workers' compensation system for any injury, death or occupational disease sustained during participation in a PIECP operation. Any claim for an injury arising from an inmate's participation in PIECP is statutorily excluded from the jurisdiction of the Ohio Bureau of Workers Compensation and the Industrial Commission of Ohio.

4. Reporting of Injuries

- a. The PIECP inmate worker will immediately report any injury to his/her immediate supervisor of the CAC. The inmate shall complete and sign the PIECP Inmate Injury/Illness Report by the end of the shift in which the injury occurred. An ODRC Inmate Accident form (DRC4198) shall also be completed.
- b. The inmate's failure to timely report the injury may result in termination from the PIECP operation and any other disciplinary measures of the ODRC.

5. Investigating the Injury

The private sector employer is responsible for:

- a. Have inmate and staff complete the PIECP Inmate Injury/Illness Report on the day of injury;
- b. Inspect work area and remove any hazards;
- c. Investigating and / or verifying any allegation of work injuries, death or occupational disease;
- d. Obtaining written statements from any witness having knowledge of the work injuries, death or occupational disease;
- e. Complying with any ODRC and institution policy and procedure that applies to such investigation.

6. Fraudulent Claims

A PIECP inmate worker shall not knowingly make any false or misleading statement, alter, falsify, destroy or conceal any document in order to be eligible to receive insurance benefits. Any PIECP inmate found to have made a claim resulting from fraudulent behavior or conduct shall be terminated from the PIECP operation and shall be subject to all other disciplinary measures of ODRC.

Related Department Forms:

Inmate Accident

DRC4198

IDOC Apprenticeships



Illinois Workforce Innovation Board
Bruce Rauner, Governor

John Rico, Co-Chair
Sean McCarthy, Co-Chair

Thursday, January 11, 2018
1:30 p.m. – 2:30 p.m.

Conference Call: 888-494-4032
Code: 6983989178

Illinois Department of Corrections (IDOC)
Public & Private Partnerships

- I. Participants – *See Page 2*
- II. Public & Private Partnerships – MTM Site
 - a. Grants
 - b. Apprenticeships and other Work-Based Opportunities – *Apprenticeship Plus Attachment*
 - i. *Subpart B: Day Release Attachment*
 - c. Social Enterprise
 - i. Capital
 - ii. Assets
 - iii. Management
 - iv. Earnings
 - v. Liquidity (Transfer)
 - d. Kewanee Life Skills Re-Entry Center
 - i. Overview
 - ii. Physical Facility – *Aerial Overview Attachment*
- III. IDOC Career Pathways Initiative – *Attachment*
- IV. Lifelong Learning Center – *Lifelong Learning Center MTM Site Attachment*
- V. Next Steps
 - a. Short Term
 - b. Intermediate
 - c. Long Term

SUBPART B: DAY RELEASE

Section 530.100 Applicability

This Subpart applies to the Adult Division.

Section 530.110 Granting of Day Release

The Chief Administrative Officer or his designee may grant approval for selected committed persons to leave their places of confinement for purposes of work, attending educational or vocational programs, medical treatment or other purposes directly related to departmental programs.

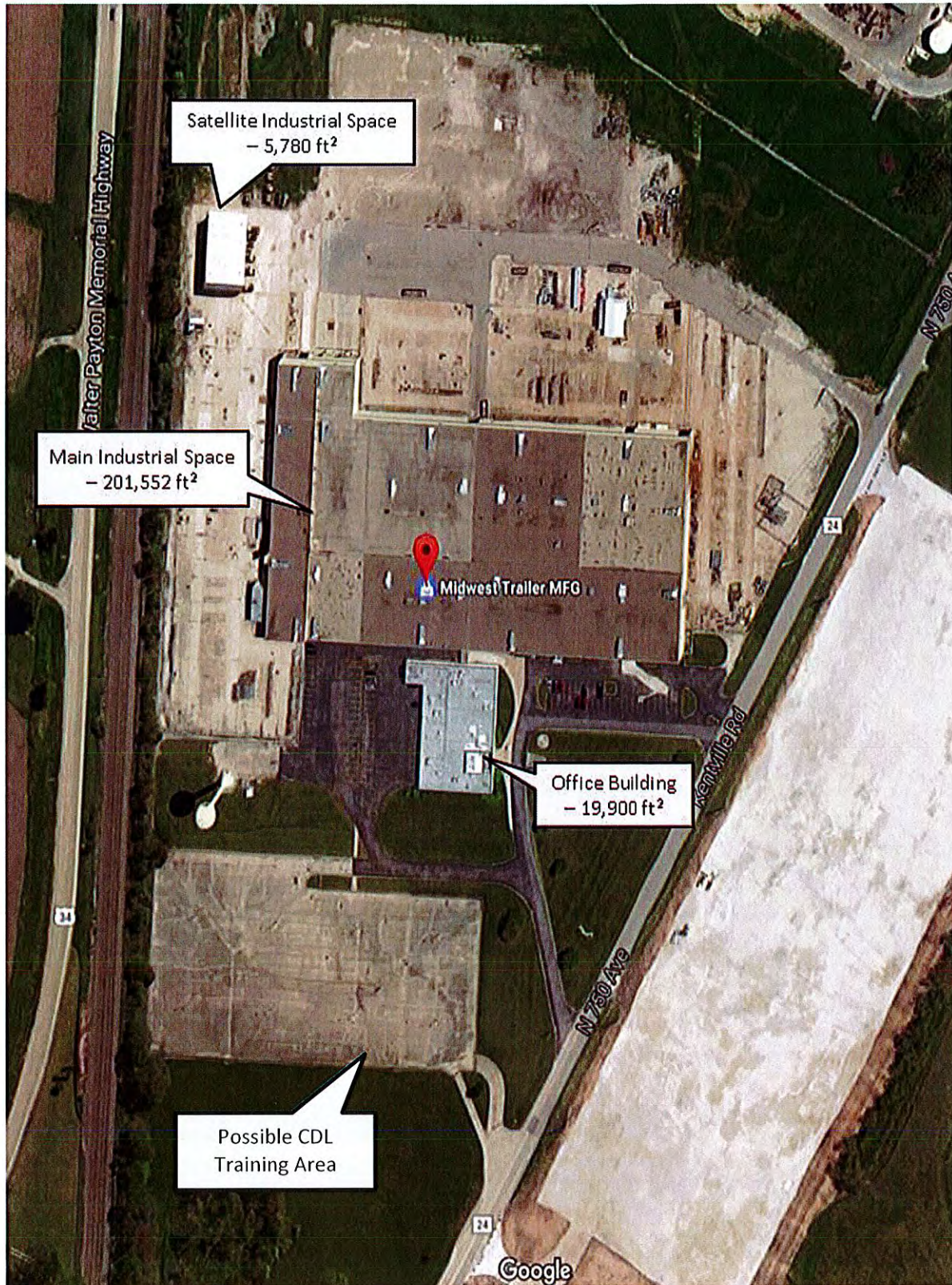
Section 530.120 Eligibility for Day Release

- a) Requests to participate in day release programs shall be submitted to the committed person's counselor, who shall refer the request and his recommendation to the Assignment Committee.
- b) In determining the eligibility of a committed person for day release, the Assignment Committee shall consider, among other matters, the following:
 - 1) Criminal history;
 - 2) Record of social stability while in the community;
 - 3) Disciplinary record and institutional adjustment;
 - 4) Previous actions by the Prisoner Review Board;
 - 5) Evidence of alcoholism or drug addiction;
 - 6) Educational, program and vocational accomplishments and future goals;
 - 7) History of escapes, unauthorized absences, outstanding warrants or detainers;
 - 8) Availability of staff; and
 - 9) Any other pertinent information.
- c) The Assignment Committee shall submit a recommendation to the Chief Administrative Officer who shall approve or deny the request.

- d) Committed persons who are serving a sentence for murder, Class X or Class 1 felony, armed violence, forcible detention, aggravated incest, arson, incest, or committed persons who have been adjudged habitual criminals or who have been determined to have been involved in large-scale organized crime shall be eligible for participation in day release programs only upon the approval of the Chief Administrative Officer and the Director or his designee.

Section 530.130 Limitations of Day Release

- a) Prior to day release, the committed person and his counselor shall establish a written schedule of activities during time away from the facility.
- b) Day release shall be limited only to the time which is necessary for the committed person to complete his work, attend class or obtain required treatment.
- c) Day release shall not exceed a 24 hour period at any one time.
- d) Committed persons permitted to participate in day release programs shall be escorted by appropriate Department personnel at all times.
- e) The committed person should be in "A" grade.



WHAT ARE THE BENEFITS OF APPRENTICESHIP TO EMPLOYERS?

Employers are the foundation of apprenticeship programs. Research conducted by Case Western University revealed many benefits to participating employers: apprenticeships help recruit and develop a highly skilled workforce; they improve productivity and the bottom-line; and they reduce turnover costs and increase employee retention. Apprenticeships are industry driven training solutions that meet the local employers' needs.

Apprenticeships are Good for Business!



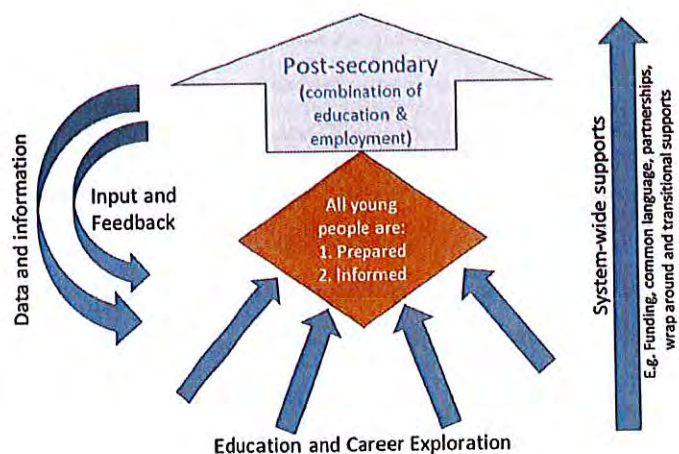
APPRENTICESHIP IN ILLINOIS

According to the U.S. Department of Labor 2017 data, Illinois has approximately 412 Registered Apprenticeship programs with approximately 14,663 apprentices. These programs have been vetted by industry and are registered with the U.S. Department of Labor.

The State of Illinois also fosters and promotes Pre-Apprenticeship, Youth Apprenticeship, and Non-Registered Apprenticeship. A Pre-Apprenticeship program is designed to prepare individuals to enter and succeed in a Registered Apprenticeship or Non-Registered Apprenticeship program. A Youth Apprenticeship is a program for in-school or out-of-school youth that provides a career development experience with financial compensation paid to participants. Finally, a Non-Registered Apprenticeship is very much like a Registered Apprenticeship, only it is not registered with the U.S. Department of Labor.

As Illinois coordinates and aligns the strategy of apprenticeship with the K-12 system, we are integrating a shared vision and language around Career Pathways. We are building a cohesive system to ensure that all Illinois young people reach adulthood having completed workforce readiness programs that prepare them for college and career, while equipping them with the information they need to choose the best career pathway for themselves.

Apprenticeships are part of a larger strategy to help employers develop their talent pipeline.



Find more information on the Apprenticeship Plus website:

<https://www.illinoisworknet.com/ApprenticeshipPlus>

WHAT IS AN APPRENTICESHIP?

Apprenticeship is a workforce strategy to help individuals connect to a career pathway for many different occupations. It is a work-based learning model, commonly referred to as a “learn and earn” model, where on-the-job training is combined with relevant classroom instruction. The apprentice progressively acquires new skills and applies these learned skills on the job under the supervision of a mentor. Upon completion of the program, the apprentice receives an industry recognized credential.

Apprenticeships are one solution to meet employers’ talent needs, while allowing apprentices to begin a solid career and grow their skills without taking on large amounts of college debt. Although apprenticeships have been traditionally associated with construction and the trades, apprenticeship programs are now within all industries, including healthcare, IT, advanced manufacturing, banking, insurance, and transportation, distribution, and logistics.

Employer Involvement

Employers are the foundation of Apprenticeship Programs.

Structured On-the-Job Training

Apprentices receive on-the-job training from an experienced mentor for typically not less than one year.

Related Training and Instruction

Apprenticeships combine on-the-job training with related classroom instruction provided by schools, at employer sites, or even online.

Progressive Wage Increase with Skill Gains

Apprentices receive increases in wages as they gain higher level skills.

Nationally Recognized Credential

Apprenticeship programs result in a nationally-recognized credential.

WHAT DOES AN APPRENTICESHIP PROGRAM LOOK LIKE?

The apprenticeship model of learning is flexible; therefore, all programs are different. The length of an apprenticeship varies depending on the employer’s needs and the occupation. Apprenticeships can be time-based, competency-based, or a hybrid of time and competency-based. The related instruction piece can take place during work or after work hours and can be provided at a school, at the employer site, or even online. This related instruction can be “front-loaded”

MYTH

APPRENTICESHIPS
TAKE 4 YEARS TO
COMPLETE.

ONE SIZE FITS ALL.

FACTS:

- Apprenticeships can take anywhere between 1-5 years.
- Apprenticeships can be time-based, competency, or a hybrid.
- Registered Apprenticeship is flexible and can be customized to meet the needs of every type of business.
- The training and education delivery, as well as the length of the program, can all be customized.
- Existing time-based programs can be increased/decreased by 25%
- Minimum 2,000 hours to meet competencies
- Credit for previous experience

meaning most or all is provided at the beginning of the program before on-the-job training begins, or it can be segmented or spread out over the life of the program as needed. Many apprenticeships follow a 2:3 ratio of classroom to on-the-job training that helps put knowledge to work right away.

The apprenticeship program can be “sponsored” by an employer, an Industry association, a community college, a labor union, or other entity. The sponsor can be an intermediary and ensures the apprentices are progressing through the program and meeting all of the requirements.

MYTH

ONLY UNIONS OR
LARGE SINGLE
EMPLOYERS CAN BE
SPONSORS

Facts:

Examples of sponsors include community based organizations, individual employers both small and large, colleges & universities, workforce development boards, industry associations, committees, municipalities, prison systems, and the military.