

ILLINOIS COMMUNITY COLLEGE APPRENTICESHIP REPORT

An In-Depth Analysis
December 2025





ABOUT ICCB

In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Today, the Illinois Community College System covers the entire state with 45 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly 600,000 Illinois residents each year in credit and noncredit courses and many more through their public service programs. Illinois' community colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible, and cost-effective programs and services.

Learn more at ICCB.org

The development of this report was led by the Workforce Education division at the Illinois Community College Board who generated these data and findings from a comprehensive survey deployed in May 2025. A special thank you to Katie Velez, Digital Strategy and Creative Services Manager, for the creation and graphic design of this report and Alex Weidenhamer, Director for Workforce Training and Emma Godwin, Assistant Director for Workforce Education for their contributions.

For more information or questions, please contact:

Whitney Thompson, Deputy Director for Workforce Education
whitney.thompson@illinois.gov

Lavon Nelson, Senior Director for Workforce Education
lavon.nelson@illinois.gov

Angela Gerberding, Director for Work-Based Learning
angela.gerberding@illinois.gov

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Created in 2025.

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EXECUTIVE SUMMARY

The 2025 ICCB comprehensive survey on apprenticeships shed light on a multitude of findings related to apprenticeship implementation including the breadth of apprenticeship programming, where responsibilities reside within institutions, what and how data or customer management systems are used, the variation in funding models, and outstanding challenges and opportunities. Lastly, what became extremely clear was there are institutions with thriving apprenticeship programs, in contrast to institutions that are struggling or just starting out with their programs – providing opportunity for these community colleges to learn from their peers.

KEY FINDINGS

Community colleges utilize apprenticeships to address specific employer and student needs in their local communities. One example is the need to keep employees' skills up to date which helps employers remain competitive. Apprenticeships provide opportunities for students to work full-time, while learning the necessary knowledge and skills for their employment.

- Many of the programs **are funded** primarily through grants and employer contributions via a cost recovery model.
- Grants vary by source, including federal, state, and philanthropic entities.
- Institutional leadership and dedicated staffing were essential to successful community college apprenticeship programs.
 - Colleges identified the following as **challenges** to adopting or expanding apprenticeship programming: employer buy-in,
 - Resources, capacity,
 - Cross-campus collaboration,
 - Scheduling,
 - Overall awareness from community, employers, and college staff

- There are **234 unique apprenticeship programs** offered by or provided in partnership with community colleges, with **194 registered with the U.S. Department of Labor**.
 - **219 programs** are credit-bearing, while **15 are offered through noncredit**.
 - Although there is significant variety, the majority of programs are in **manufacturing, healthcare, and information technology**. This type of variation by sector is unmatched by other providers, whereas most programs typically fall in the construction trades. [See full list in Appendix B](#).

- While the primary role of the community college has been to provide **related technical instruction**, a required component of an apprenticeship program, **32% of all colleges reported serving as an intermediary**, acting as a convener, providing outreach and technical assistance to employers and other stakeholders to grow apprenticeships, and **25% reported serving as a program sponsor for U.S. Department of Labor registered apprenticeship programs**, alleviating the administrative burden from employers.

- Apprenticeship program responsibilities are housed in a variety of divisions or units at each of the community colleges, including but not limited to:
 - Academic affairs
 - Workforce development
 - Grants
 - Career and technical education
 - Career services
 - Student services
 - Strategic initiatives

- In terms of impact, colleges reported that **apprentices speak highly of hands-on training, direct connection to employment, reduced costs of training, and increase in wages**. While the colleges identified increased enrollment and retention as well as strengthened community partnerships as the most impactful benefits.

- Lastly, employers note that **apprenticeships are meeting the workforce development needs**, creating a pipeline of skilled workers, and retaining employees.

INTRODUCTION

The Illinois Community College Board (ICCB), advised by a workgroup of community college administrators, conducted a survey in May 2025 to gain an understanding of the challenges, successes, growth opportunities, and technical assistance needs of community colleges who sponsor or partner to implement apprenticeship programs. All 39 community college districts are represented in the survey results. Our goal is to elevate the statewide awareness of the functions of community colleges in apprenticeships and expand and strengthen those apprenticeship roles. As a result of this analysis, the ICCB will identify areas for future focus, expansion, and funding - ultimately to increase the number of apprenticeship programs, and apprentices, through community colleges.

Currently, the ICCB has three goals. Specifically, apprenticeship programming plays a major role in attaining and advancing goals 2 and 3.

Goal 2: *to support a seamless transition for students into and through postsecondary education and the workforce by fostering the development of robust career pathways aligned to the needs of business and industry, strong engagement at all levels of the community college system, and with a focus on meeting students where they begin their educational journey, resulting in equitable access and outcomes for all students.*

Goal 3: *to contribute to economic and workforce development by supporting the Illinois community college system's effort to provide high-quality, dynamic workforce training opportunities that build essential skills for high-value work through apprenticeships, work-based learning opportunities, and competency-based instructional models that result in equitable economic mobility through increased credential attainment.*

**THE ILLINOIS
COMMUNITY
COLLEGE
APPRENTICESHIP
LANDSCAPE**

NATIONAL AND STATE CONTEXT

According to the U.S. Department of Labor (USDOL), apprenticeships combine paid on-the-job training with classroom instruction to prepare workers for highly skilled careers. High-quality apprenticeships have seven key elements:

- 1) Industry led
- 2) A paid job
- 3) Structured on-the-job learning and mentorship
- 4) Related technical instruction
- 5) Equal employment opportunity
- 6) Quality and safety is provided
- 7) Credentials are earned by apprentices¹

Illinois recognizes registered and unregistered apprenticeship programs. As a state without an official state apprenticeship office, leadership for apprenticeship lies with the business-led Illinois workforce innovation board, its work-based learning committee and state workforce and education agencies. Critical federal and state funding flows through the Department of Commerce and Economic Opportunity that funds the [apprenticeship Illinois](#) framework. The framework was designed to guide and align state and federal funding investments in apprenticeship and work-based learning, ensuring resources are directed toward strategies that strengthen both employer engagement and equitable access to programs.

Community colleges utilize apprenticeships to address specific employer and student needs in their local communities. One example is the need to keep employees' skills up to date which helps employers remain competitive. Apprenticeships provide opportunities for students to work full-time, while learning the necessary skills and information for their employment. Learn more about registered apprenticeships at [apprenticeship.gov](#).

As of July 2025, AFA reported that while apprenticeship programs in the United States have experienced steady growth since 2020, the nation is still behind other leading countries in the proportion of apprentices within the labor force². Nationally, Illinois

¹ [Apprenticeship.gov](#)

² [Apprenticeships for America](#)

ILLINOIS COMMUNITY COLLEGE APPRENTICESHIP IMPLEMENTATION

ranks in the middle for the overall number of active apprenticeships and growth in new programs. However, Illinois is among the top states in engaging young people, placing in the top half for the proportion of new apprentices under the age of 25. These data reflect all apprenticeship programs in Illinois, which includes, but are not limited to those supported or sponsored by employers, labor unions, community colleges, four-year institutions, community-based organizations, and other training providers.

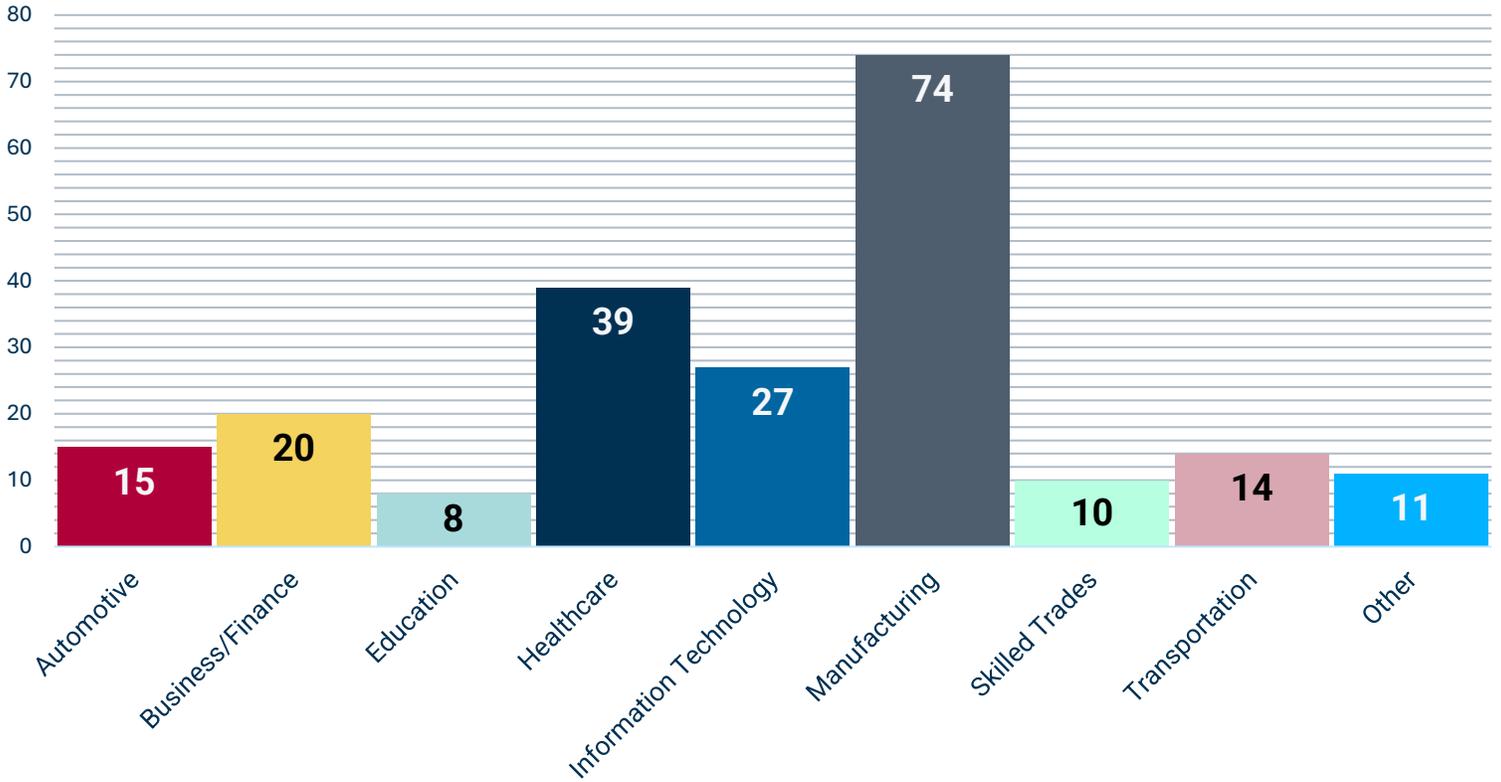
In a recent publication, Apprenticeships For America (AFA)³ claimed that in order to scale apprenticeships to levels experienced by other countries, the United States would need to significantly rethink its apprenticeship strategy and make substantial investments. Further, AFA recommends that community colleges are the right choice for this strategic investment, and are “well-positioned as a rare bit of low-hanging fruit... geographically wide-spread and already operating at scale, the American community college offers considerable assets as a partner, incubator, and manager of apprenticeship programs” (p. 3).

Results from the comprehensive survey indicate that 80% of community colleges (36) in Illinois offer apprenticeship programming ([Appendix A](#)). This has grown significantly in the last five years. In 2019, just over half of community colleges reported apprenticeship program offerings. As of May 2025, a total of 234 community college apprenticeship programs were reported. Of those, 194 programs are registered with the U.S. Department of Labor.

The majority of programs are credit bearing, while 15 are offered as non-credit. In terms of sector or industry, Illinois community colleges offer a vast array of apprenticeship programs, mirroring the diversity of training programs offered. Manufacturing had the most programs (74) with Industrial Maintenance (17) being the most commonly offered apprenticeship program across the system. Healthcare and Information Technology were also popular across the system with 39 and 27 programs, respectively. This is in line with and in response to labor market need, as these three sectors face growth and critical shortages in the state. Other programs offered across the system include Certified Nursing Assistant (6), Tool and Die/Precision Machinist (10), Early Childhood Educator (5), Emergency Medical Technician (5), CNC Operator (11), Computer Programmer (3), and Automotive Technician (4). This type of variation by sector is unmatched by other providers, whereas most programs typically fall in the construction trades. [See Appendix B for the full list.](#)

³ [How Community Colleges Can Help Scale US Apprenticeships](#)

PROGRAMS OFFERED BY SECTOR



The comprehensive survey did not result in useable student outcome data, although completion rates reported did mirror national data on program completions at or above 80%. The table below, from the ICCB centralized data system, details the number of participating students in registered or unregistered programs across the most recent three years in which data are available, FY2022-2024.

APPRENTICES PARTICIPATING IN ILLINOIS COMMUNITY COLLEGE PROGRAMS ⁴	FY22	FY23	FY24
Participated In USDOL Registered Apprenticeship In Reporting Year	1,486	1,185	1,608
Participated In Nonregistered Apprenticeship Training Model In Reporting Year	136	135	121
TOTAL	1,622	1,320	1,729

⁴ [Research and Analytics: Annual Enrollment and Completion \(A1\) Data](#)

STAGES AND STATISTICS OF APPRENTICESHIP DEVELOPMENT IN ILLINOIS



Over half of the community college districts report having offered apprenticeships for five or more years. All programs started small (1-2 programs) and matured from there. Many of these colleges have developed strong apprenticeship programs over time and maintained vital employer relationships.

Community colleges are at various stages of apprenticeship development with most in the institutionalization stage, which means these colleges are looking to identify other industry sectors to develop employer partners in order to add new apprenticeship opportunities.

Approximately one third of the colleges are in the mature phase, which means they are currently running and scaling apprenticeships and as such shared and collaborating with other institutions.

When asked about the various roles our community colleges play in the apprenticeship space, the survey illustrated that several have taken on multiple functions which overlap. Of the responses:

- **100% of the community college districts** offering apprenticeships provide the apprenticeship classroom instruction (related technical instruction).

Note: 30 (of 39) districts reported offering apprenticeships.

- **19** are **intermediaries** that offer expertise to employers and labor organizations to successfully launch, promote, and expand registered apprenticeship programs in growing industries.
- **17** community colleges are **sponsors** designing and executing registered apprenticeship programs, providing jobs to apprentices, overseeing training development, and providing hands-on learning and technical instruction. These multiple functions allow for more in-depth support for students and employers.

PRE-APPRENTICESHIPS

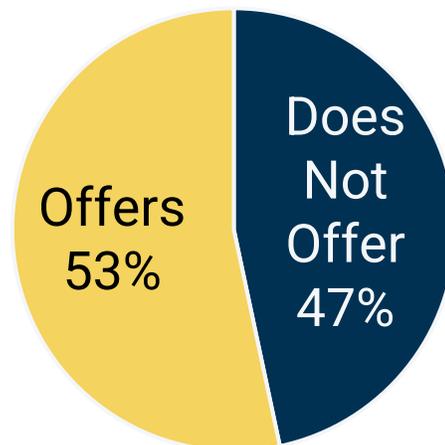
Pre-apprenticeships are an integral part of the work-based learning ecosystem and a way to increase apprenticeship preparation and participation. According to the [Illinois Career Pathways Dictionary](#), “Pre-Apprenticeship programs are designed to prepare individuals to enter and succeed in apprenticeship programs or in another career pathway approach. Pre-apprenticeship programs have 6 core elements.”

The six core elements of pre-apprenticeship programs include:

- Inclusive recruitment of underrepresented individuals
- Industry-focused curriculum and training
- Hands-on learning/work-based learning
- Retention services for successful participation and completion
- Partnerships with employers and connections to apprenticeship programs
- Strive for credential acquisition

Pre-apprenticeship takes on a variety of forms and implements various strategies designed to serve the community and prepare students for apprenticeships. Of the 30 community college districts who offer apprenticeships, approximately half offer pre-apprenticeship programs. Over the last few years, the implementation of pre-apprenticeships has grown and has been found to be an important path toward apprenticeship programs. From the survey results, we can see that this is an area for further exploration and continued growth in Illinois.

NUMBER OF COLLEGES OFFERING PRE-APPRENTICESHIPS



INFRASTRUCTURE

WHOSE RESPONSIBILITY IS IT?

How, or better yet who started apprenticeship programming, has driven where apprenticeship staffing and responsibilities live. As a result, there was an array of answers to the survey question: where does leadership and oversight of apprenticeships reside within your program's organizational structure, and why are they located there?

Over half of the colleges (19) reported that apprenticeships are situated in their workforce development area, while others live in Academic Affairs, CTE, Career Services, Continuing Education, and other departments several (5) explained that their programs are in the Workforce Development department because their Community Education Departments have close connections with employers, therefore they are included in the apprenticeship structure. A few stated apprenticeship work is housed in the Academic Affairs division due to the proximity of faculty and staff working within the space. Other areas identified were Student Services, CTE Deans, Business and Industry, and Career Services. From this, it can be determined that apprenticeships require input from many sectors at a community college and as a result the oversight is incorporated into the area that is the best fit for that institution and its structure.

Additionally, it was reported that 88 community college staff directly advance apprenticeships at community colleges across the state of Illinois. This is a mixture of both full-time and part-time positions. There are a variety of reasons for this response, including funding (either lack of or utilization of), size of institution, size of program, or stage of development. This means that on average, each college has only 2.5 FTE devoted to apprenticeship work, with many reporting less than 1 FTE.



PHOTO BY TERRY FARMER
LINCOLN LAND COMMUNITY COLLEGE

FUNDING

Outside of how apprentices are supported in the arrangement with the employer, we set out to understand what funding looks like at the institution-level to support the infrastructure of apprenticeship planning and implementation. For community colleges with apprenticeship programs funding sources vary; however, most are financially supported by the partner employer and/or grants.

The type of grants reported to fund apprenticeships are vast, including but not limited to the following:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Training and Economic Development
- Department of Energy, Commercial Property, Assessed Clean Energy, Monetary Award Program (DOE PACE MAP Grant)
- ICCB - Taking Back The Trades! Grant
- Department of Commerce and Economic Opportunity – Apprenticeship Expansion
- Partnership To Advance Youth Apprenticeships (PAYA)
- Jobs For the Future (JFF) Grants
- Urban Institute-Dell Family
- IT Workforce Accelerator



PHOTO BY ALLISON SHELLEY
COMPLETE COLLEGE PHOTO LIBRARY

CUSTOMER RELATIONSHIP MANAGEMENT SYSTEMS (CRMS)

The community colleges have much to share, both in data and in the successes of the employers, students and their own institutions. However, without quality systems that can collect this information and share the apprenticeship impact – much of the story goes untold.

A CRM system is a software designed to collect, organize, and analyze data on people, customers, and/or organizations – such as apprentices, employers, mentors, and sponsors, all while managing interactions over time. In Illinois, community colleges can utilize, adapt, and customize CRMs to track key information and streamline program operations efficiently.

CRMs can support the following (but not limited to):

- Recruitment and enrollment tracking
- Competency and time management
- Provide automated communications to employers, apprentices, and others involved in the apprenticeship program
- Reporting and analytics
- Provide quality control

There are a variety of CRMs used by community colleges to track student and employer engagement and outcomes across apprenticeship program(s). Reported CRMs include:

- Salesforce
- Navigate360
- Power BI
- Zoho
- Illinois Worknet
- Apprentiscope
- Access Database
- Banner

EMPLOYER ENGAGEMENT

Apprenticeships do not happen without strong employer relationships. Developing healthy apprenticeship programs requires a commitment of time and effort on the part of both the employer and the community college. Many community colleges have longstanding employer partnerships, either already focused on apprenticeships or are prime candidates for apprenticeship programs.

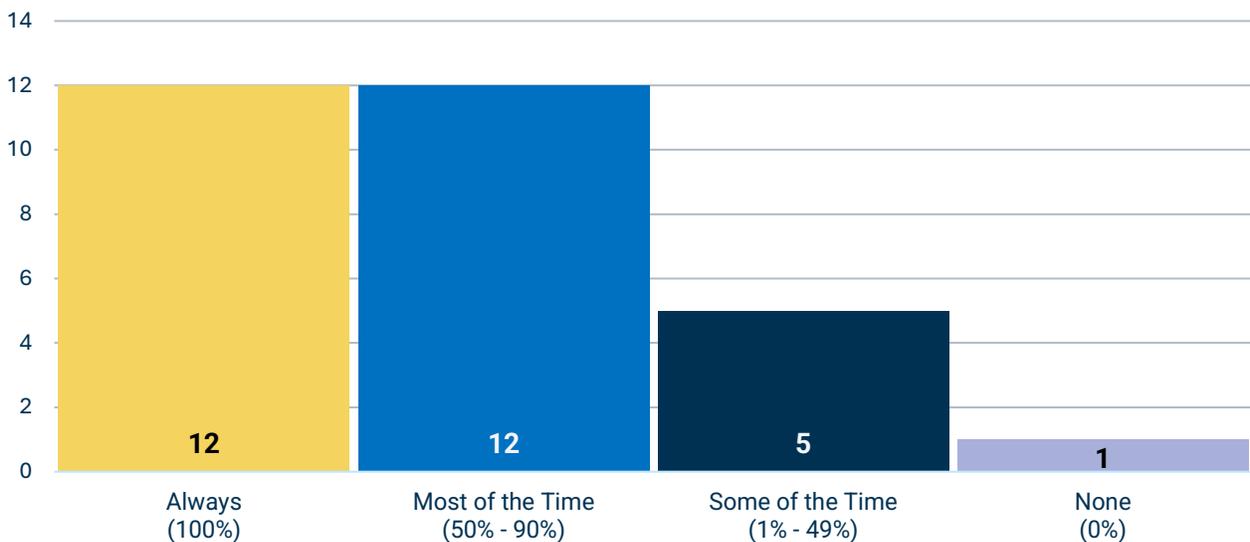
FUNDING ARRANGEMENTS

There is significant literature on employer engagement, ranging from how to engage employers and reduce reticence to the varying roles employers play in registered apprenticeship programming. However, this analysis focused on examining the funding arrangements between employers and community colleges.

Survey results yielded that the majority of employers cover tuition and fees. Additionally, over one-third of the community colleges reported that they have at least one employer that pays directly to the community college instead of reimbursing the student.

When asked about employers providing release time for apprentices to attend class, it was reported that most employers do, in fact, provide some sort of release time for coursework during the work week, with 6 responding “always”, 15 “most of the time”, and 8 “some of the time”.

EMPLOYERS COVERING TUITION AND FEES



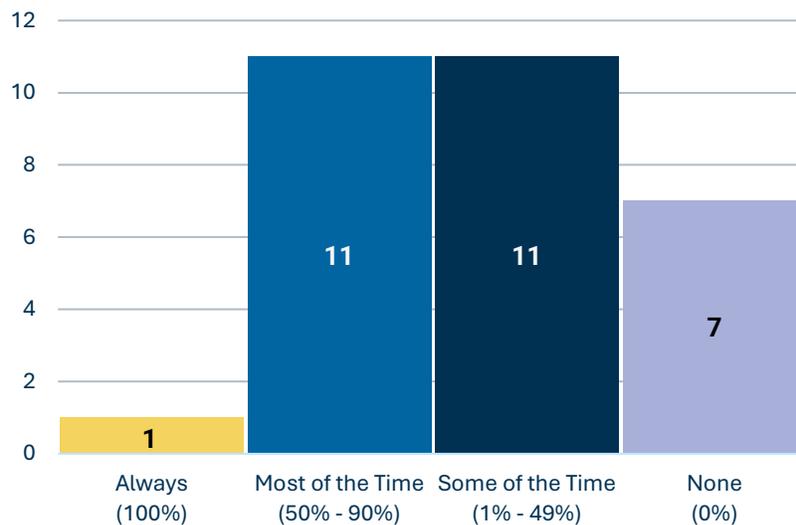
Employers understand the benefit of the student gaining both the knowledge and skills while keeping them employed.

Additionally, employers are not required to pay students for class time. However, we have found that most employers (2/3) choose to pay the apprentices wages for class time.

Charging employer an apprenticeship specific overhead/administrative fee above and beyond the cost of tuition, fees, books, and materials for participation was cited as a tool used to support the overall infrastructure. The majority of the community colleges do not charge overhead costs and fees. However, of the eight community colleges who did respond, we have found that they charge in a variety of ways:

- Billed directly for each semester
- Direct institutional costs
- Actual cost
- Third-party billing agreements

FREQUENCY WAGES ARE PAID FOR IN-CLASS TIME



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Apprenticeships cannot happen without employer buy-in. The data shared through this survey illustrates how employers across Illinois in various industry sectors understand the need for collaboration. Employers are looking for candidates that are willing to come to work, learn the job, and stay long-term, to reduce turnover. This means many of them are willing to help pay for tuition, textbooks, and/or fees. The minimum requirement for an apprenticeship is that students must be hired from the outset. Once employers see their return on investment, the data show they are often more willing to invest in the individual. They understand it helps their business as much as it helps the student stay engaged and learning.

There are many strategies used by community colleges to get or keep employers engaged in apprenticeship programs. Common strategies reported include, but are not limited to, the following:

- **Recurring meetings for professional development and partnerships** – when working with employers, one meeting is not enough. Employers have multiple priorities that may create a need for different meeting structures and timeframes, (e.g. many employers prefer early morning meetings before their day is in full swing). For successful partnerships with employers, it is critical to find a cadence that works for the employer for either check-ins or full discussions.
- **Fostering employer relationships for employer engagement** – stay in contact with the employer. Everyone gets busy but be sure to follow up as promised. Find a reason to reach out to an employer to stay on their radar.
- **Engaging faculty** – many times faculty have personal contacts with employers from their careers prior to the community college, and some have developed relationships while at the college. Those personal touches can make all the difference in getting in the door for a meeting. Involving faculty in planning also enables them to see how apprenticeships can build their program and provide job security.
- **Career fairs and events** – these occasions can open new doors to apprenticeship opportunities at the community college. For new events, utilize the local chamber of commerce for potential businesses to invite. For continuing events, ask past supporters to invite a friend.
- **Advisory boards** – employers want to be heard and have their pain points resolved. Employers on advisory boards can help update curriculum, possibly donate new equipment so students can learn the latest skills, provide mock interviews, or offer location tours for students to see a real look into a particular industry sector.
- **Cold calls and direct employer outreach** – community colleges develop a strategic plan to call new potential local and statewide businesses with which to partner.
- **Marketing campaigns** – review marketing campaigns – are colleges reaching the right audience, are they in the right media – social, print, verbal, is marketing reflecting what is really needed?

CHALLENGES

While the most common obstacle for employers signing on for apprenticeships seems to be financial burdens, below is a list of other obstacles reported by many community college districts:

- **Time constraints** –apprentices often struggle with full-time work and academic course work. Employers struggle with finding time to meet, on-board new employees, and do necessary paperwork. College staff struggle with time for paperwork, time to meet with employers and apprentices.
- **Lack of trained staff** – employers are often unsure as to what is involved in an apprenticeship and as such many of their staff are unaware as well. So, that requires training from the community college. As community colleges scale up their own apprenticeship teams, it takes time to on-board new staff and help them learn the necessary information around apprenticeships or the community colleges system.
- **Employee turnover** – when an apprenticeship business champion leaves or is promoted, often work must start over by either identifying a new champion or “selling” apprenticeships to the new person in this position so students can continue to benefit. With a new staff member, comes new priorities and a shift in focus may occur.
- **Employer buy-in** – often employers initially view apprentices in one of two ways: apprenticeship is for the trades and will lead to unionization; or apprenticeship means the government is going to be in the middle of their business. Community colleges reported they work diligently to dispel both myths when working with new employers.

- **Commitment** – employers are pulled many directions both internally and externally. Several colleges reported that employers are interested in apprenticeships and understand they are beneficial but are still hesitant to sign on the line. Many factors may play into this (e.g. national, state and local economic and workforce issues).
- **Awareness** – there is a great deal of information about apprenticeships in the world right now and it can be very confusing determining what is accurate or not. Additionally, the employer might not be aware of the information. Community colleges combat various myths around apprenticeships on a regular basis and inform the employers of apprenticeship truths.
- **Engagement** – getting all the right people to the table for the discussion and decision making can be a complicated process. Institutional engagement has been a struggle for some colleges. As stated previously, employer engagement has been an obstacle for other colleges.
- **Capacity and resources** – limited staff, funding, support, and knowledge are obstacles.

As a result of the obstacles listed above, scaling apprenticeships becomes its own problem - how to build without funding or staff, how to expand opportunities without local labor market support, how to recruit more students without the right marketing strategies.

OTHER CRITICAL PARTNERS

Beyond working with employers, community colleges partner with many entities such as community-based organizations, state agencies, local workforce partners, associations, and economic development partners to develop strong partnerships. Each community college has a system or process in place to foster these strong relationships.

The data further solidifies that partnerships with entities other than employers are also critical to the success of apprenticeships. Almost 75% of the community colleges with apprenticeship programs, work with their local workforce innovation area. These partners provide funding, administrative support, employer referrals, and support services to apprentices. Other partners include:

- **Other Government Agencies** – Illinois Department of Commerce and Economic Opportunity (DCEO), Illinois Department of Employment Security (IDES), Division of Rehabilitation Services (DRS), Department of Labor (DOL), Apprenticeship Training Representative (ATR), Department of Human Services (DHS), Youthbuild Department of Labor (DOL)
- **Community Based Organizations (CBOs)** – Workforce Associations (E.G. Rock River Valley Tooling And Machining Association), Hire 360, Chicago Apprenticeship Network, German American Chamber of Commerce
- **Other** – Union partnerships such as International Brotherhood of Electrical Workers (IBEW), local school districts, Industry Consortium for Advanced Technical Training (ICATT), SkillsUSA Illinois



STUDENTS AND TEACHERS IN LAB
HEARTLAND COMMUNITY COLLEGE

**IMPACT &
OUTCOMES**

The overall value and impact of apprenticeship programs are well known within the workforce development community. In the United States, nearly 91% of apprentices retain employment after finishing, often starting with average wages above \$60,000⁵. Earnings growth has been significant; participants in apprenticeships saw their quarterly earnings rise by 43% over 2.5 years—compared to a 16% increase for matched peers—and women’s earnings growth exceeded men’s by 26 percent during that period, as demonstrated through a multi-year evaluation by the U.S. Department of Labor ⁶. Through the ICCB survey, the colleges were asked to report on perceived benefits and impact of apprenticeship programs from the perspective of the apprentice, institution, and the employer community.

REPORTED IMPACT & OUTCOMES

Apprentices	Community Colleges	Employers And Local Communities
<ul style="list-style-type: none"> • Hands on experience • Industry connections • Structured pathway to develop in-demand skills and experiences 	<ul style="list-style-type: none"> • Retention and enrollment tool • Strengthening community partnerships • Enhancing reputation • Supports workforce development in the region 	<ul style="list-style-type: none"> • Satisfied employers • Connections to the community colleges • Support workforce development in the region • Meets employer needs

⁵ [The Benefits and Costs of Apprenticeships: A Business Perspective](#)

⁶ [Did Apprentices Achieve Faster Earnings Growth Than Comparable Workers? Findings from the American Apprenticeship Initiative Evaluation \(Issue Brief\)](#)

STRATEGIES



SUPPORT FOR

FUTURE

GROWTH

INSTITUTIONAL SUPPORT AND POLICY REFINEMENT

Many community colleges are seeing strong growth in their apprenticeship programs, while others continue to face challenges in launching or expanding them. With apprenticeships receiving renewed national attention, the next five years present significant opportunities for scaling and innovation. Colleges consistently reported a need to strengthen partnerships with employers and communities to support this growth.

Most colleges indicated plans to expand programming, and those that have reached scale describe apprenticeships as becoming self-sustaining. This suggests that funding is especially critical in the early stages—to establish institutional infrastructure, develop programs, and build initial capacity. Additional investments are also needed to encourage employer participation. To ensure long-term scale and sustainability, colleges emphasized the importance of ongoing collaboration and called for a more intentional statewide apprenticeship ecosystem.

Outside of grant or dedicated funding for the colleges, the colleges recommended several policy enhancements that could play out at both the state and federal level. These suggestions included prioritization of pre-apprenticeships, expanding the Illinois apprenticeship education expense tax credit, expansion of federal tax credits, and streamlining the registration process.

The Illinois Community College Board (ICCB) can play a key role by fostering collaboration, supporting the exchange of best practices, and continuing to grow apprenticeship learning communities. Tailoring these communities to address specific institutional needs—and investing in strategic marketing—will be essential to accelerating program growth and advancing the state’s apprenticeship goals.

While there is significant promise for growth in this area, apprentices face various challenges as they navigate their way through their apprenticeship program. Consistently, it was that there are many life constraints that hinder the success of the apprentices throughout the life of their program. The most common was work-life balance.

Examples include but are not limited to:

- Academic performance
- Commitment to the program
- Completing coursework
- Demands for employment
- Economic distress
- Lack of wrap-around supports
- Time

Colleges may benefit from adopting student service models, like those implemented in the workforce empowerment initiative and pipeline for the advancement of the healthcare workforce programs, and closer relationships with those programs and their mentors and coaches.

In sum, apprenticeships hold tremendous potential to strengthen Illinois' workforce, but realizing that potential requires both institutional and individual support. By investing in early program development, incentivizing employer engagement, and fostering a statewide ecosystem of collaboration, community colleges can continue to expand apprenticeship opportunities. Equally important, addressing the real-life barriers apprentices face—through wraparound services, mentorship, and student-centered support models—will be essential to ensuring that these programs not only grow but also deliver equitable, long-term success for both students and employers.

APPENDICES

APPENDIX A

COMMUNITY COLLEGE	Offer Apprenticeships	
	Yes	No
Black Hawk College		x
Carl Sandburg College	x	
City Colleges of Chicago	x	
College Of DuPage	x	
College Of Lake County	x	
Danville Area Community College	x	
Elgin Community College	x	
Harper College	x	
Heartland Community College	x	
Highland Community College	x	
Illinois Central College	x	
Illinois Eastern Community Colleges	x	
Illinois Valley Community College	x	
John A. Logan College		
John Wood Community College		x
Joliet Junior College	x	
Kankakee Community College		x
Kaskaskia College	x	
Kishwaukee College	x	

COMMUNITY COLLEGE	Offer Apprenticeships	
	Yes	No
Lake Land College	x	
Lewis & Clark Community College	x	
Lincoln Land Community College	x	
McHenry County College	x	
Moraine Valley Community College		x
Morton College		x
Oakton College	x	
Parkland College	x	
Prairie State College	x	
Rend Lake College	x	
Richland Community College	x	
Rock Valley College	x	
Sauk Valley Community College	x	
Shawnee Community College		x
South Suburban College		x
Southeastern Illinois College		x
Southwestern Illinois College	x	
Spoon River College		x
Triton College	x	
Waubonsee Community College	x	

APPENDIX B – THE NUMBER OF REPORTED APPRENTICESHIP PROGRAMS BY SECTOR

AUTOMOTIVE

AGCO Service Technician– 1
 Auto Collision Repair– 1
 Auto Technician – 4
 Automotive Services– 1
 Aviation Maintenance Technician– 1
 Diesel Technician– 1
 Electric Vehicle Supply –1
 Electric Vehicle Technician – 1
 GM ASEP– 1
 Honda PACT– 1
 Industrial Truck– 1
 Multi Craft– 1

BUSINESS/FINANCE

Award Management– 1
 Banking And Finance – 1
 Business – 1
 Customer Interaction – 1
 Financial Analyst – 1
 Human Resources – 2
 Insurance – 3
 Legal Administrative Assistant – 1
 Marketing And Sales – 2
 Paralegal – 1
 Peer Specialist – 1
 Property Management – 1
 Public Relations – 1
 Workers Compensation – 1

EDUCATION/CHILDCARE

Child Care Development – 2
 Early Childhood Educator – 5
 Paraprofessional – 1

HEALTHCARE

Certified Nursing Assistant – 6
 Community Health Worker– 1
 Diagnostic Imaging–1
 Emergency Medical Technician – 5
 Health Information Technician – 1
 Home Health Aide– 1
 Licensed Practical Nurse – 2
 Medical Assisting – 6
 Medical Laboratory Technician – 1
 Pharmacist Assistant –2
 Phlebotomist – 1
 Practical Nurse –1
 Radiography Technician –1
 Registered Nurse – 4
 Sterile Processing Technicians –2
 Surgical Technician – 4

INFORMATION TECHNOLOGY

Application Developer – 1
 Cloud Architect – 1
 Computer Programmer – 3
 Computer Support Specialist –2
 Computer System Analyst – 1
 Cyber Security Specialist – 3
 Cyber Security Support Technician– 3
 Desktop Support –1
 Digital Marketer – 1
 Fiberoptics Technician – 1
 IT Generalist –5
 Network And Computer System Analyst – 1
 Networking – 3
 Software Developer – 1

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MANUFACTURING

Advanced Manufacturing – 1
Auto CAD Technician – 1
Building Maintenance – 1
CNC Operator – 13
Construction Management – 2
Electrician– 1
Electromechanical Technician –2
HVAC –4
ICATT – 1
Industrial Maintenance –17
Industrial Technology – 1
Machine Maintenance Technician –1
Manufacturing – 2
Mechanical Line Technician – 1
Mechatronics –5
MFT Production Certificate – 1
Mold Maker – 3
Tool And Die/Precision Machinist – 10
Welding –7

OTHER

Basic Operations Fire – 1
Baker – 1
Baking And Pastry Chef– 1
Cook – 2
Culinary – 2
Elevator Repair– 1

Embalmer – 1
Graphic Arts – 1
Horticulture – 1

SKILLED TRADES

Agriculture Service Worker – 1
Concrete Laborer – 1
Construction Driver – 1
Electrical Technician – 2
Fitter–Fabricator– 1
General Farmer – 1
Landscape Management – 1
Landscape Technician – 1
Plumber And Pipe Fitter– 1

**TRANSPORTATION/DISTRIBUTION/
LOGISTICS**

Ag Construction Equipment Technician – 1
Bus And Truck Maintenance – 1
Commercial Fleet Driver – 1
Dock Worker – 1
Forklift Driver – 1
Heavy Rail Car Repair – 1
Supply Chain – 2
Transit Bus Technician – 2
Truck Driver – 4

