



Program to Pathway

Using Apprenticeship to Advance College-Wide Goals

ICCB Apprenticeships at Work Convening
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SESSION OUTCOMES

- Examine how apprenticeship can be aligned with broader institutional goals
- Identify strategies for engaging campus stakeholders and building shared ownership
- Plan your institution's approach to building apprenticeship awareness, growth, and scale

APPRENTICESHIPS AT HEARTLAND

Earn + Learn Model: Flips employment and education to be simultaneous experience

Broad range of occupations (1,300+)

Heartland's 3 Pillars

- Employers pay up front for tuition, books, required materials + 15% administrative fee
- Employers provide release time for apprentices to complete coursework as part of their 40-hour work week
- Apprentices earn regular wages while attending class



BACKGROUND

- Attended '19 Harper National Apprenticeship Conference
- Awarded '19 DCEO Apprenticeship Expansion Grant (AEG)
- Launched 2020 – Based in CTE Division – 1.25 FT Staff
- '21 AEG Funding – Based in Career Center/Student Services
- 2024 AACCC EV Hub Funding – 3.5 FT Staff – Based in Program Development & Apprenticeships/Reporting to Provost
- '25 AEG Funding – Reporting to President
- '27 – Reporting to Future AVP, Workforce

METRICS

	'20	'21	'22	'23	'24	'25
Active Employers	1	2	2	6	5	6
Active Occupations	1	1	2	3	6	6
Total Active Apprentices (RIT and/or OJT)	7	15	29	50	69	89
New Apprentice Starts	7	8	16	30	30	45
Certificates and Degrees	0	0	12	48	78	76
Apprenticeship Completions (RTI and OJT)	0	0	0	12	14	22
Average GPA	3.77	3.52	3.79	3.63	3.56	3.60

PROGRAM OR PATHWAY

- Reaching an inflection point
 - Institutional capacity and access concerns
 - Dept. concerns on institutional ability to follow-through to deliver apprenticeships at scale
- Path forward
 - 2025 ICCB AAW Convening
 - Charge to connect across campus and align with division and department goals
 - AFA & Ed Design Lab Technical Assistance

SHARED OWNERSHIP

Scaling apprenticeship could not depend on one department carrying the work

- Engage divisions and departments around their priorities and goals
- Identify where apprenticeship can advance shared institutional outcomes
- Surface strengths, capacity gaps, and barriers through honest conversation
- Design roles, solutions, and accountability together

CAMPUS ALIGNMENT

Enrollment & Student Services

- Strengthens advising, tutoring, and wraparound services by providing structured employer mentorship alongside campus supports
- Reduces student financial strain, helping services focus on persistence and wellbeing
- Provides a compelling recruitment message: *earn while you learn*
- Expands outreach to adult learners, under-represented students, and employer-sponsored employees

Academic Affairs

- Supports program growth by embedding on-the-job learning into degrees/certificates
- Elevates faculty work by linking instruction directly to industry skill needs

Community Engagement

- Deepens trust with employers who see Heartland as their long-term talent partner
- Builds strong employer partnerships that translate into new resources for the college

ENGAGEMENT PROCESS & TIMELINE

Aug. '25 – Jan. '26	Individual department meetings & summaries
Nov. '25	Presented to Cabinet
Jan. '26	Presented to Campus Forum
Feb. '26	Executive Summary from all department meetings
Feb. – Mar. '26	Compression planning sessions
Apr. '26	Draft Apprenticeship Strategic Plan
Fall '26	Individual dept. follow-up on prioritization and owner
Fall '26	Campus finalizing Campus Strategic and Academic Plans

PLANNING TOOLS AND EXAMPLES

- Engagement chart
- Department Meeting Summary (ex. Enrollment Services)
- All-Campus Executive Summary
- Compression Planning Handout

COMPRESSION PLANNING QUESTIONS

1. By 2031, what student experience and outcomes would make Heartland the top choice for potential students, community members, and employers?
2. How could we all better integrate and align college programs to ensure student satisfaction, persistence, completion, and career progression (e.g. dual-credit, Adult Ed, WEI, etc.)?
3. In order to maintain the College's commitment to access, how could we reduce bottlenecks and build program capacity in order to meet student, community, and employer demand.
4. How might apprenticeships be a strategy used by the College to attract, build, and retain employees?

COMPRESSION PLANNING RESULTS

- **Modernize student systems** for automated planning, registration, and pathway mapping. (18 votes)
- **Expand in-demand program capacity** through faculty recruitment, retention, and flexible scheduling. (17 votes)
- **Improve access and affordability** with accelerated formats and credit for prior learning. (16 votes)
- **Grow instructional capacity** through employer partnerships, space, labs, and equipment. (14 votes)
- **Strengthen workforce alignment** with employer-informed skills and graduate outcome tracking. (12 votes)

DRAFT STRATEGIC PLAN

- **YEAR 1 — Expand by Design**
Build a scale-ready operating model and a clear apprentice pathway.
- **YEAR 2 — Expand Institutional Capacity**
Increase instructional, scheduling, and delivery capacity to improve access and meet employer demand.
- **YEAR 3 — Coordinate Employer Engagement**
Align employer-facing activity through a shared strategy for stronger, more efficient partnerships.
- **YEAR 4 — Institutionalize and Scale**
Embed apprenticeship as a core strategy supported by sustainable funding, measurable outcomes, and continuous improvement.

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LESSONS LEARNED

- Internal engagement matters as much as external partnership building
- Shared ownership grows when departments help shape the work—not simply receive it
- Clear roles, processes, and decision points reduce friction as apprenticeship expands
- Leadership sponsorship creates permission, visibility, and accountability
- Alignment with departmental goals builds stronger and more durable commitment
- Scaling requires institutional capacity—not just additional effort from the apprenticeship team