

Work-Based Learning in Concurrent Enrollment

Overview

[House bill 15-1275](#) clarifies that career and technical education (CTE) course work related to apprenticeship programs and internship programs may be included in [concurrent enrollment programs](#). Below are recommendations for implementing these work-based learning opportunities utilizing current practices, as well as recommendations for further consideration to expand and enhance these opportunities.

Please note that these recommendations are a snapshot in time and are not inclusive of all work-based learning opportunities. This will remain a living document and as appropriate, stakeholders will make updates and incorporate additional guidance in other resources.

Utilizing Current Practices

Partnerships

In order for concurrent enrollment students to earn postsecondary credits for pre-apprenticeship course work or internships there should be a documented partnership between an institution of higher education (IHE), an industry partner, and the local education provider (LEP).

This documented partnership should clearly outline roles and responsibilities of each partner in providing the pre-apprenticeship coursework/program and internship programs, including but not limited to:

- Student qualifications, including determination of readiness
- Instructor qualifications
- Payment of tuition and fees
- Assessment requirements, including any course prerequisites
- Determination of postsecondary and high school credit earned through coursework
- Alignment of credits earned through coursework to high school graduation requirements
- Alignment of credits earned through coursework to a postsecondary degree or certificate program approved by the [State Board for Community Colleges & Occupational Education](#) (SBCCOE)
- [Transferability of credits earned through coursework](#)
- Employer training agreements

Existing Partnerships and Programs:

- Determine availability of coursework related to apprenticeship programs (pre-apprenticeship) and/or internship programs with current institution of higher education partners.
- Identify courses that may be appropriate to prepare for (or as prerequisites for) pre-apprenticeship or internship programs, including any CE remedial education courses.
- Connect with regional [Sector Partnerships](#) to identify local industry that may be interested in partnering to provide pre-apprenticeship or internship opportunities.
- Review articulated credit programs and policies and their alignment with concurrent enrollment programs and policies. Consider how the articulated credit model could be adapted to work within concurrent enrollment policies to increase access to pre-apprenticeship and internship opportunities.

Documentation & Policy Updates:

- Update [cooperative agreements and student application](#) to specifically include language for the inclusion of coursework related to apprenticeship programs (pre-apprenticeship) and internship programs.
- Assess the need for any updates to student ICAPs ([Individual Career and Academic Plans](#)) in order to include coursework related to apprenticeship programs (pre-apprenticeship) or internship programs within concurrent enrollment opportunities that align with student's postsecondary goals.
- Consider how concurrent enrollment participation, including apprenticeship and internship programs, might be included in the local education provider's [graduation guideline](#) options.

Alignment of Pre-Apprenticeship Programs

[Pre-apprenticeship programs](#) provide course work related to apprenticeship programs as described in HB 15-1275. These pre-apprenticeship programs create a pipeline to apprenticeship programs registered with the [US Department of Labor, Office of Apprenticeship and Training](#). They are designed to prepare individuals to enter and succeed in [registered apprenticeship programs](#).

- [Requirements for pre-apprenticeship programs](#) include that programs
 - Are stackable to registered apprenticeships, and must have a documented partnership with at least one Registered Apprenticeship program sponsor and provide industry-based training coupled with classroom instruction.
 - Curriculum be aligned with an existing registered apprenticeship program.
- These programs have increased flexibility from the industry partner providing the training in terms of age and high school credential requirements for participation, making them more accessible to high school students for concurrent enrollment.
 - Registered apprenticeship programs largely require participants to be at least 18 years old and to possess a high school diploma or equivalent, as dictated by the industry partner and the US Department of Labor approval for the program.
- [Colorado Construction Institute \(CCI\) Building Pathways](#): pre-apprenticeship partnership with secondary and community college partners.
- [Emily Griffith Technical College Apprenticeship Training Division](#)

Course Aligned to Postsecondary Program

[Per C.R.S. 22-35-104](#) (13) & (14) a qualified student must NOT concurrently enroll in a course offered by a postsecondary CTE program, including a course that is related to an apprenticeship or internship programs, unless:

- The course is included in a postsecondary degree or certificate program approved by the state board for community colleges and occupational education (SBCCOE); and
- The instructor of the course must possess a current career and technical education teaching credential that has been authorized by the state board for community colleges and occupational education (SBCCOE).

Pre-apprenticeship courses:

- Pre-apprenticeship programs have a specific curriculum providing industry-based training and classroom instruction.
- This curriculum can be used to align the pre-apprenticeship course with existing postsecondary courses (most likely postsecondary CTE courses) to provide postsecondary credit for successful completion.
- Final determination of the postsecondary course credit earned for successful completion of the pre-apprenticeship course work is made by the partnering IHE.
- The postsecondary course credit(s) earned for the pre-apprenticeship course work determines the postsecondary degree or certificate program in which the course is included.

Internships:

- Per [Colorado Community College System](#) (CCCS) instructional course type guidelines, internships provide applied and supervised field-based learning experience where students gain practical experience following a negotiated and/or directed plan of study. Internship may or may not relate directly to a CTE program
- Training plans, Memorandum of Agreement, Individualized Education Program (IEP) development, and situational assessments, along with employer based training and evaluation should be a coordinated effort by the special education staff, work based learning coordinator, and employer.
- Fair Labor Standards Act (FLSA) requirements and all federal, state, and local labor requirements must be met for both paid and unpaid work based learning programs.
- Student may or may not be paid for internship.
- Suggested Minimum Guidelines per CCCS for weekly contact/hours for the semester expected to receive 1 credit:
 - 3 Hours/week/per semester = 1 credit (3:1 Contact Ratio)
- LEPs should consider evaluating current board policies around work study to align internship opportunities, including contact hours and credits issued.

Recommendations to Expand and Enhance

Broadening Opportunities

- Expand to include all work based learning opportunities generally, with a focus on connecting these opportunities to postsecondary credit.
- Request that IHEs provide additional guidance on use of [Credit for Prior Learning](#) policies
 - Consider how policies for Credit for Prior Learning can be utilized to determine how credit can be provided for coursework related to apprenticeship programs or internship programs as utilized in concurrent enrollment.

Student Participation

- Utilize pre-apprenticeship programs as course work related to apprenticeship programs.
 - US Department of Labor (USDOL) Requirements: Per USDOL, there are age requirements (18+ years old) for most apprenticeship programs, in addition to requirements for participants to have a high school diploma or equivalent, which must be followed to participate in a registered apprenticeship program.

- Align policies & responsibilities regarding insurance/liability for students for each partner (LEP, IHE, industry) as it pertains to liability and/or insurance coverage for students in these programs.
 - Example: For some LEP & employer partnerships for work-study, liability varies dependent on paid or unpaid opportunity.
 - Unpaid – liability to district
 - Paid – liability to employer
- Align policies & responsibilities for each partner in determining and delivering any needed accommodations for students participating in these programs.

Costs

- Consider options minimizing or eliminating any additional costs (fees, materials, transportation, etc.) for students to participate in pre-apprenticeship courses and/or internships.
 - Per [C.R.S. 22-35-105](#) the LEP is responsible for paying the student portion of the tuition for concurrent enrollment courses, including coursework related to apprenticeship programs (pre-apprenticeship) and internships.
- Consider if and how funding from [CCCS approved CTE programs](#) (Perkins &/or Colorado Technology Association) can be used to reimburse costs associated with providing pre-apprenticeship programs and internship programs.
- Explore availability/accessibility of workforce development funds, including [Workforce Innovation & Opportunity Act](#) (WIOA) funding, for in school youth. Twenty-five percent (25%) of WIOA funds can be used for in school youth meeting WIOA requirements.
- Include specific information in partnership agreements outlining what costs will be covered by each partner and any cost that are the responsibility of the students/family.
- Provide clear and specific information to students and families prior to enrollment regarding any costs/fees for which they will be responsible, including potential payment options and timeline.

Industry Partnerships

- Leverage regional [sector partnerships](#) and/or [other workforce development regional work](#) to expand connections with potential industry partners.
 - Availability & types of industry partners potentially able to support pre-apprenticeship programs or internship programs [varies greatly by region](#).
 - Partners able to support programs accessible on high school campuses would greatly enhance access to these opportunities.

Marketing & Messaging

- Highlight importance and improve perception of how these opportunities provide students skills needed to fill [in-demand jobs in Colorado](#).
 - Promote as an opportunity that is valuable for students, fits needs of the community and state, and is an opportunity for securing in-demand jobs.
 - Getting buy-in from local education providers, institutions of higher education, industry partners, students, parents, and community will support participation, development and needed resources for these programs.