



## BRIDGING THE GAP BETWEEN EDUCATION & CAREER

**CareerWise Colorado**  
connects industry and  
education to create a modern,  
statewide youth  
apprenticeship system



Apprentices earn a wage  
while gaining valuable  
workplace experience, a  
nationally recognized  
industry certification and  
debt-free college credit

### APPRENTICE



Industry benefits from  
tangible financial ROI as  
it makes the shift from  
being consumers of talent  
to producers of talent

### BUSINESS

### EDUCATION

K-12 and higher  
education institutions  
improve student  
outcomes with  
increased student  
engagement and  
attendance, graduation  
rates and college-credit  
attainment





Middle-skilled positions take 15% longer to fill in Colorado compared to the national average<sup>1</sup>



Recruiting, hiring & training costs Colorado businesses \$24K+ per employee

Colorado's businesses face an ongoing shortage of skilled workers, driving increased recruiting and training costs

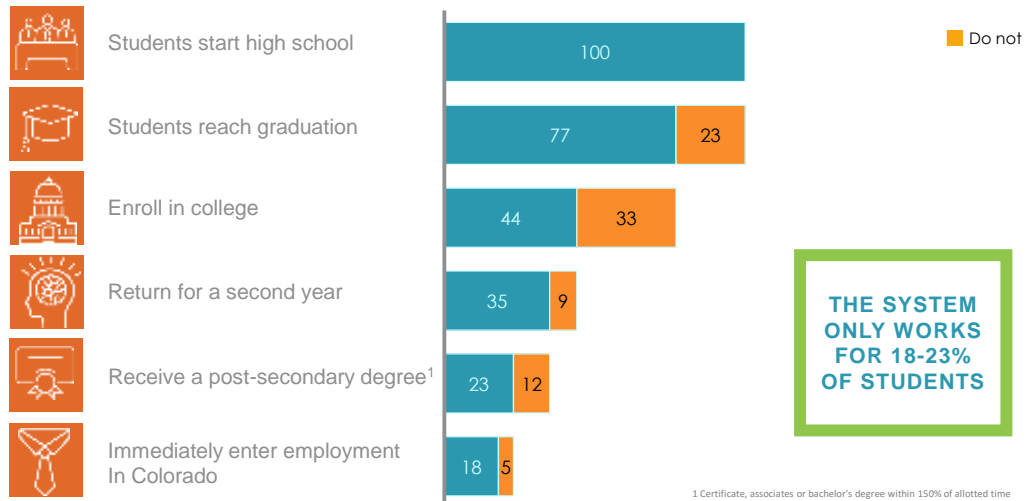
<sup>1</sup> Burning Glass Technologies, Interim Deliverable, "Overview of Colorado's Middle-Skill Job Market", Colorado  
<sup>2</sup> CPR.org, "Colorado Unveils \$9.5M Youth Apprenticeship Program", September 2016



An absence of skilled labor will raise the cost of hiring and training skilled talent by 21% over 5 years

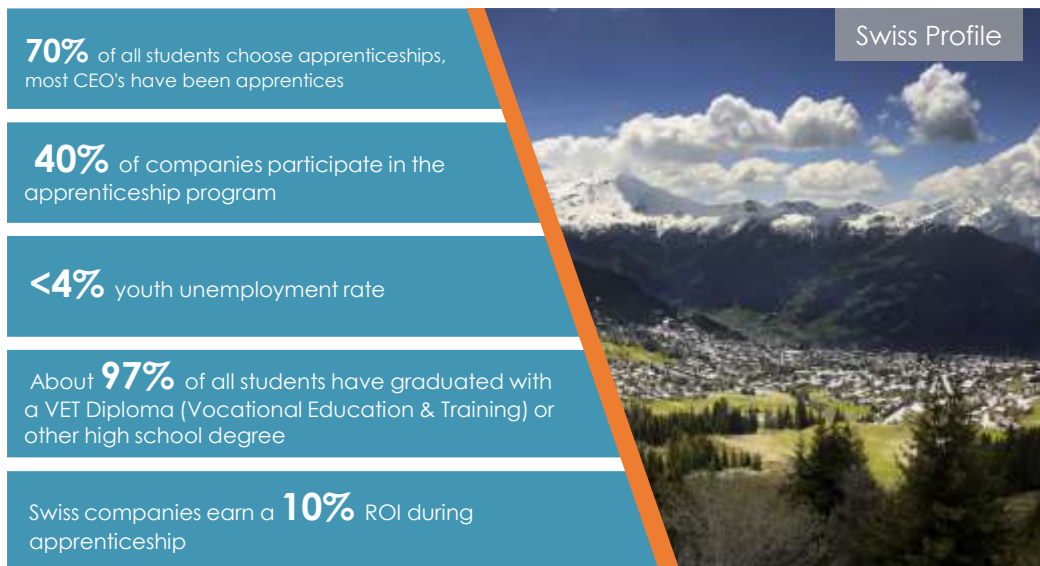


At the same time, our current education system leaves many potentially talented students behind



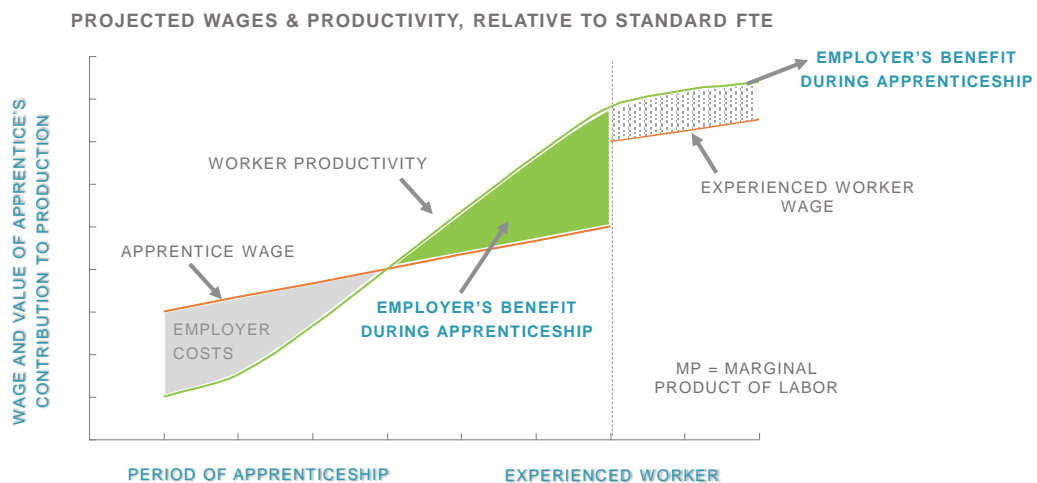
<sup>1</sup> Certificate, associates or bachelor's degree within 150% of allotted time  
 SOURCE: The Colorado Talent Pipeline Report 2015

Our vision is to build a system modeled after the Swiss youth apprenticeship system



COMPANIES ARE PROJECTED TO EARN  
**POSITIVE ROI**  
ON APPRENTICE WORK




Swiss firms saw an ROI of 10% during the training period, and additional ROI once apprentices became full-time employees<sup>1</sup>






<sup>1</sup> Wolter et al (2006)

# HERE'S HOW IT WORKS.

CAREERWISE APPRENTICES SPLIT TIME BETWEEN SCHOOL, TRAINING CENTERS, AND WORK ON A SCHEDULE THAT WORKS FOR STUDENTS AND BUSINESSES

	YEAR 1	YEAR 2	YEAR 3
 <b>AT HIGH SCHOOL</b> Core academic courses at school (e.g., math), some community college coursework	~3 days a week	~2 days a week	NA
 <b>ON-THE-JOB</b> On-the-job training, in form of occupation, rotation or projects	16 hours a week	24 hours a week	32-40 hours a week
 <b>AT TRAINING CENTER</b> Multi-skill training curriculum in pathway-specific skills	~150 hours a year	~175 hours a year	~200 hours a year

## AFTER APPRENTICESHIP

	YEAR 1	YEAR 2	YEAR 3
 <b>AT HIGH SCHOOL</b> Core academic courses at school (e.g., math), some community college coursework	~3 days a week	~2 days a week	NA
 <b>ON-THE-JOB</b> On-the-job training, in form of occupation, rotation or projects	16 hours a week	24 hours a week	32-40 hours a week
 <b>AT TRAINING CENTER</b> Multi-skill training curriculum in pathway-specific skills	~150 hours a year	~175 hours a year	~200 hours a year

Student signs on as full-time  
**EMPLOYEE**



OPTION MULTIPLIER

*Or Both!*



Student continues  
**EDUCATION**  
with 2- or 4-year degree

## EXPECTED IMPACT

### For Businesses

- Positive return on investment (ROI)
- Reduction in hiring costs
- Increased retention
- Loyal, engaged employees
- Increased innovation

### For Students

- Skills and exposure
- Debt-Free College Credit (on average, 30 total)
- Valued industry credential
- ~\$30K earnings over course of apprenticeship

## JUNE 2017

After months of complex systems innovation and business and student recruitment, CareerWise Colorado launched its inaugural class of modern youth-apprentices in June of 2017, with 116 students in four pathways across 40 businesses in three geographies.

**4** **PATHWAYS**  
Manufacturing,  
Technology,  
Business Operations  
& Financial Services

**116**  
Youth  
**APPRENTICES**

**40**  
Confirmed  
**EMPLOYERS**

**1** Statewide  
Youth-  
Apprenticeship  
**MARKETPLACE**

**10**  
Occupational  
**TRAINING** Plans

**3** **COMMUNITIES**  
Front Range,  
Western Slope  
& Northern  
Colorado

**8** **HIGHER ED**  
**PARTNERS**

**2** **CHARTER**  
**SCHOOLS**  
STEM School &  
Academy,  
CEC Fort Collins

**4** **SCHOOL**  
**DISTRICTS**  
Cherry Creek,  
DPS, Jeffco  
and Mesa 51



PRIMARY PATHWAY	ADVANCED MANUFACTURING	INFORMATION TECHNOLOGY	FINANCIAL SERVICES	BUSINESS OPERATIONS	HEALTHCARE	<p>WE OFFER APPRENTICESHIPS IN 5 PRIMARY PATHWAYS</p> <p><b>THESE STARTER PATHWAYS LEAD TO A VARIETY OF OCCUPATIONS</b></p> 
SAMPLE OCCUPATIONS	 Production technician Quality control inspector Maintenance technician Logistics	 Computer Technician Software QA Tester Junior Coder	 Accounting Clerk Insurance Services Expert Financial Coordinator Customer Support	 Project Coordinator Purchasing Coordinator Operations Specialist	 Certified Nursing Assistant (CNA) Licensed Practical Nurse (LPN) LAUNCHING FOR 2018/19 CLASS	
SAMPLE EMPLOYERS	  	 University of Colorado Denver  INTRA WEST 	  COLAVRIA HOSPITALITY	   	  Sava SeniorCare	

## CURRENTLY, CAREERWISE OPERATES IN **FOUR** GEOGRAPHIES ACROSS THE STATE

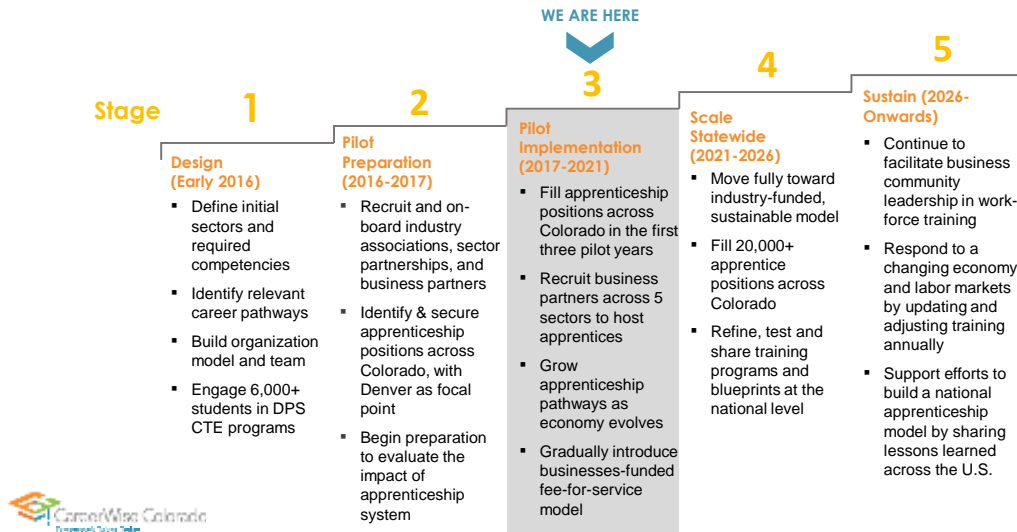


- In **2017**, we launched in the Denver Metro Area, Fort Collins & Mesa County
- In **2018**, we are expanding to Eagle County, our first rural community partner



# OVER THE NEXT 10 YEARS

CAREERWISE WILL EVOLVE FROM THE PILOT PHASE TO NATIONAL LEADERSHIP IN TALENT DEVELOPMENT, SERVING 20,000 APPRENTICES



So far, businesses have found the apprentices to be fast learners who add a productive and energizing presence to the workplace



“ We have had a great experience with apprentice hitting the ground running....**The apprentice has been like a sponge picking up the details from our [college] interns.....**even challenging the senior testers as he's learned; exhibiting a tactful approach in how to engage others.

**Our current apprentice is absolutely a star.**

– ProStar Geocorp

“ One apprentice started doing robotic welding – **after just a few weeks, producing more parts in a shift than others.**

– REO

“ [We are getting] great feedback from the team. **They feel they've found long term employees, even if they go off to college, they'll come back.**

– CoorsTek

“ **The productivity that the apprentice has shown in the short amount of time that she has been here has been great...**The team underestimated her productivity but are glad to see how much they can improve for her learning.



– HomeAdvisor

“ I think that from a general standpoint what we are seeing is that **the vast majority of our apprentices are picking up the concepts and industry knowledge at a rate that surpasses our expectations.** What we are seeing is that, like learning a foreign language, both curriculum and immersion are key. Continuing the analogy, we are seeing the fluency of our apprentices grow weekly and our confidence in their capacity to truly support the functions of our organization is at an all-time high.

One of the Underwriting Leads shared with me last week that she, in her 28 years of work in the field, had never seen a young person as excited about insurance as her apprentice. After spending an hour with him she was blown away by the knowledge base he has already amassed as it relates to the industry. Her direct quote was, **“he is going to be someone's CEO someday!”** Because of his understanding and competency with the material, she was actually able to turn over some underwriting tasks to him and let him “drive” through a portion of the underwriting process.

– Pinnacol

“ **“We have a couple of amazing apprentices that are already more than earning their keep.**

– Intertech

“ **The thirst for knowledge that the apprentice brings to the company is a breath of fresh air.** The team is enjoying helping the apprentice learn through the lessons of work and life.

– Western States Fire Protection

“ **“Our apprentices are productive and profitable already.”** [further elaborated that hosting apprentices was making a noticeable impact on their work product and the morale of the department].

– Arrow

At the same time, apprentices have found their apprenticeships personally and professionally rewarding



“ They leveled with me on a teenage level ... they are like the coolest people I've ever met. They are beyond my expectations for a first job. ... I can't even tell you how blessed I am to have this job.

– Apprentice, CEC Ft. Collins

“ I learned so much more than I ever had. I didn't think I could learn that much. I learned a ridiculous amount.

– Apprentice, CEC Ft. Collins



“ This idea of doing something vocationally, hands-on, and learning on the job and then getting certifications that I can take anywhere ... it's somewhere that I fit in and feel appreciated ... Learning how to run a machine while you're learning how a company works, that's so much more applicable than just a textbook.

– Apprentice, Reata

“ I think it's one of the more valuable things I'll ever do in my educational career. I've learned more in the past five months than I have in the past three years.

–Apprentice, EKS&H

“ I love the community. It's very welcoming and fun, and of course it's a serious work place, but it feels like home.

– Apprentice, Pinnacol



“ This opportunity is amazing and I wouldn't trade it for anything. Thank you for accepting this amazing group of students to come and work with you and this company. This has so far been a successful experience, and I am so excited to be starting work in the company.

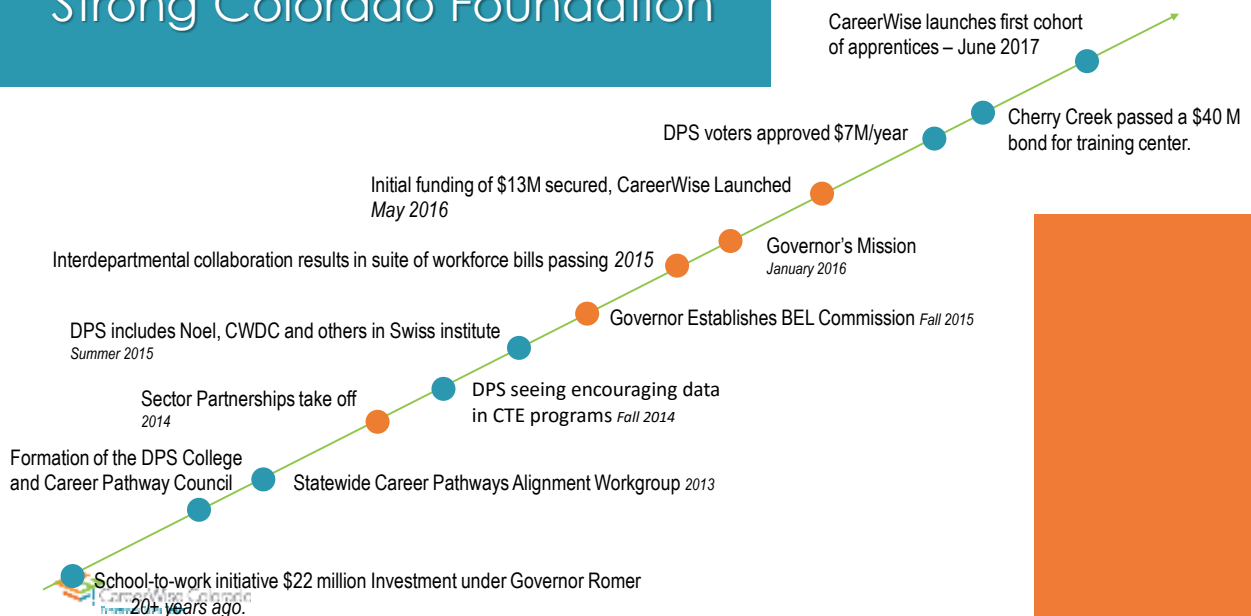
– Apprentice, Pinnacol

“ As an apprentice and a youth advisor at DHS, I have real responsibilities, I am doing work that matters and my co-workers really value my opinion. I am treated like an adult and I am truly part of this team.

– Apprentice, Department of Human Services

15

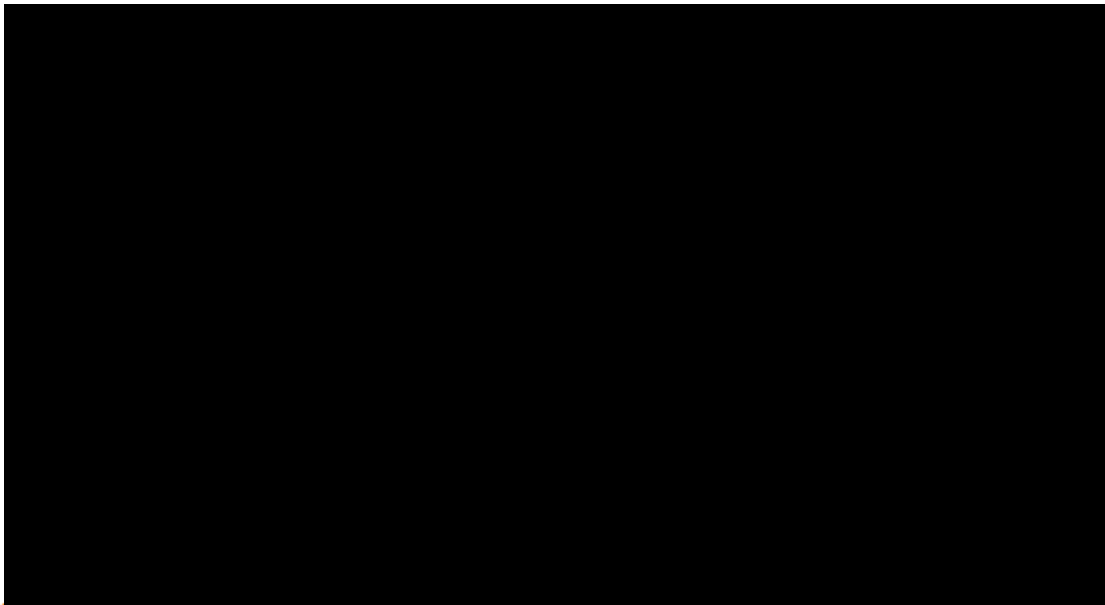
## Strong Colorado Foundation





# Partnership

VARIOUS STATE AGENCIES ENSURE SYSTEMIC ALIGNMENT AND STATEWIDE SCALE



Learn more

[www.CareerWiseColorado.org](http://www.CareerWiseColorado.org)

**Ashley Carter**

Chief Strategy Officer

[ashley.carter@careerwisecolorado.org](mailto:ashley.carter@careerwisecolorado.org)



# Learning from the Swiss



	Element	Apprenticeship Design Parameter	Rationale	Employer Options
Pathway design	Pathway development	Pathways selected for apprenticeship are linked to a post-apprenticeship career that begins with at least a living wage (varies by community), but often more, depending on the field. Additionally, pathways are linked to high-demand, high-growth occupations with persistent talent development needs.	Post apprenticeship, students will have access to careers that lead to sustainability and upward mobility. At the same time, apprenticeships address real workforce needs for participating employers.	Employers choose the apprenticeship occupation they would like to pursue.
	Apprenticeship Duration	Apprenticeships last 3 or 4 years depending on the occupation.	Employers need sufficient time to achieve return on investment (ROI). Students need time to complete comprehensive industry training plans and earn marketable credentials.	Employers choose the apprenticeship occupation they would like to pursue.
	Pay	Students are paid a wage of minimum wage or higher.	Pay for productive work ensures businesses task apprentices with productive work, maximizing student learning and employer ROI. Pay also helps ensure equity of access for all students, thereby increasing the available talent pool, increases student retention and loyalty, and ensures compliance with labor laws.	Employers develop their wage scale.
Apprentice training	Training Plans	Training plans are occupation-specific documents that outline the structure and objectives of the apprenticeship. They include three components: a competency map, a coursework map, and an on-the-job training plan.	Training plans encourage quality apprenticeships and enable consistency and transferability of training across businesses. Plans can be cross-walked to college credit.	Employers collectively determine the competency map and the coursework map. Employers individually determine their on-the-job training plan.
	Training Center	A training center is the provider of the classroom training component of the apprenticeship. Training centers can be high schools, technical schools, community colleges, or online training programs.	Companies may not want to bear the entire burden of training, especially when it comes to necessary, but general skills.	Employers will collectively make a training center selection.

	Element	Apprenticeship Design Parameter	Rationale	Employer Options
Apprentice training (continued)	Industry Credentials	Training plans will include the acquisition of at least one high-value industry credential.	Industry credentials encourage quality apprenticeships. They also heighten student employability industry-wide and nationwide.	Employers will collectively make an industry credential selection.
	College Credit	All training plans will include a minimum of eight college courses over the course of the apprenticeship with four guaranteed transfer courses in core academic areas.	This enables apprentices to have a clear & more affordable path to obtaining a 2- or 4-year degree following the completion of their apprenticeship, ensuring that apprenticeships are options multipliers for any student participating.	Employers will collectively make a training center selection.
	Training Cost	Businesses are asked to fund the cost of training for apprentices. Where K-12 courses and concurrent enrollment can be used, training costs to employers will be reduced. Cost of training will not exceed \$5,000 per year per apprentice.	This provides a predictable cost for employers, makes good use of existing public education dollars, and provides some sustainability to the system.	Employers will collectively make a training center selection based on cost and other factors.
Apprenticeship schedule	School-year Work Schedule	Apprenticeship time in the workplace is as follows: <ul style="list-style-type: none"> <li>Year 1: approximately 16 hours per week</li> <li>Year 2: approximately 24 hours per week</li> <li>Year 3: approximately 32 hours per week</li> <li>Year 4: TBD, if applicable</li> </ul>	As students advance in high school, they will fulfill more graduation requirements and have more time to participate in workplace learning. Employers need sufficient time with apprentices in order to achieve a return on investment.	Employers confer with apprentices to determine the workplace schedule within these parameters.
	Summer Work Schedule	Apprenticeship time in the workplace is as follows: <ul style="list-style-type: none"> <li>Year 1: 0-40 hours per week</li> <li>Year 2: 24-40 hours per week</li> <li>Year 3: 32-40 hours per week</li> <li>Year 4: TBD, if applicable</li> </ul>	Over the summer, apprentices have more availability for workplace learning.	Employers confer with apprentices to determine the workplace schedule within these parameters.

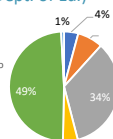
	Element	Apprenticeship Design Parameter	Rationale	Employer Options
Student eligibility & preparation	Student Eligibility	School counselors approve student applications for apprenticeships. In order to apply, students must be: <ul style="list-style-type: none"> <li>Academically on-track to graduate</li> <li>16 years of age or older by the start of the apprenticeship</li> </ul>	Students who are not on track to graduate from high school need to focus on academics before they take on the additional responsibilities of an apprenticeship. Youth labor law inhibits individuals 15 years of age and younger from working the hours and performing the duties of an apprenticeship.	Employers interview student applicants and select which student(s) to hire.
	Apprenticeship Bootcamp	Apprentices begin their program with a 1 week long "Apprenticeship Bootcamp" in June. The Apprenticeship Bootcamp focuses on Career Ready Competencies (i.e., soft skills) and some industry-specific training.	Bootcamp ensures students are ready for success in the workplace.	Employers are welcome to attend Bootcamp and/or participate.
Employer commitments	Business Supervisor	Participating companies will assign a supervisor to each apprentice. In addition to standard supervisory responsibilities, supervisors track the apprentice's progress relative to the training plan. The supervisors will be required to participate in approximately 8-12 hours of training.	Students need a dedicated supervisor to assign and manage day-to-day work tasks, track training plan progression, and to evaluate student performance.	Employer selects supervisor.
	Business Coach	Participating companies will assign a coach to each apprentice. The coach can expect to spend approximately 2 hour per month fulfilling coaching responsibilities and will be required to participate in 8 hours of training.	Students need an adult to help acclimate them to the company, troubleshoot any personal or professional issues that impact their work performance, and coach them as they master training plan competencies.	Employer selects coach.
	Registered Apprenticeship (RA)	Registered Apprenticeship (RA) is the U.S. Department of Labor's framework for apprenticeships. CareerWise business partners can opt in to Registered Apprenticeship. CareerWise Colorado serves as the "sponsor" for our business partners' programs, which minimizes the employer's administrative burden.	Registered Apprenticeship is an indicator of a program quality. RA also confers additional benefits to students and employers. Students who complete RA's received a Certificate of Completion from the U.S. Department of Labor, which enhances their employability and access to college credit. Employers' participation in RA enhances their access to public and private grant dollars.	Employer decides whether to opt into Registered Apprenticeship.



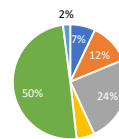
## Pilot Demographics

Sample Population  
Composition  
(Colo. Dept. of Ed.)

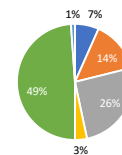
- Asian
- Black or Af-Am
- Hispanic/Latino
- Multiracial
- White
- Other



CWC Applicant  
Composition



CWC Apprentice  
Composition



*Demographic data on applicants was collected through optional EEOC Surveys attached to the student's application for apprenticeship. Therefore, the numbers shown here for CareerWise are not reflective of all students, only those who completed the survey. However, more than 80 percent of applicants completed the survey.*

## Current and Future Enabling Policy

### Current

#### Blending public funding

- Concurrent Enrollment
- Ptech
- Early College
- ASCENT

#### Creating Higher Education Permeability

- Guaranteed Transfer (GT) Courses

#### Policies that Enable Alignment and Efficiency

- Competency-based graduation
- Competency-based learning
- Competency-based work at community colleges

### Future

- Removing seat time from school funding formula
- Apprenticeship-specific ASCENT Fund
- Expansion of GT courses
- Redefinition of Endorsed Diploma





1

RECRUITING

2

TRAINING  
PLAN  
DEVELOPMENT

3

APPRENTICE  
TRAINING

4

EDUCATION  
LIAISON

5

EMPLOYER  
TRAINING

6

ONGOING  
PROGRAM  
SUPPORT

## CareerWise SUPPORTS

At the same time as we are supporting expansion within Colorado, we are providing the same tools and materials to other states across the country interested in learning from our model

Career Wise helps support other states and communities interested in developing youth apprenticeship systems

**CareerWise is interested in supporting other states that have requested guidance as they create similar programs. We are making ourselves available to support other states because:**

- We are eager to share the business-led approach to youth apprenticeships that we have developed so that we can support the ongoing success and sustainability of the growing youth apprenticeship movement in the U.S.
- If we can help cultivate standardized practices and integrated systems across states, we can help provide youth apprenticeships with greater currency and value across the country
- We will have the opportunity to learn from other states and communities engaging in similar work, thereby strengthening our system in Colorado

We currently offer a range of supports to other states communities

**At the same time, we are a small organization that must operate efficiently. We have therefore developed a targeted set of offerings we can provide other states interested in this work, including:**

- ① Free, open source licensing of key materials and tools developed and used by CareerWise Colorado
- ② Consultation and trainings on key topics relevant for developing and implementing youth apprenticeship systems
- ③ Regularly-scheduled site visits for those interested in seeing youth apprenticeships in action
- ④ TBD: A conference for practitioners to share best practices (likely in 2019)





# APPRENTICESHIP PROGRAMS

HAVE PROVEN TO HELP BUSINESSES  
RECRUIT, TRAIN, AND RETAIN THE BEST  
TALENT



40-50%

Rate of return on apprenticeship programs for rural health centers and urban manufacturers<sup>1</sup>



30-50%

Conversion to full-time employees based on cohort size<sup>2</sup>



20-40%

Reduction in long-term hiring costs<sup>2</sup>



<sup>1</sup> U.S. Dept. of Commerce case studies of Siemens USA in Charlotte NC and Dartmouth-Hitchcock in Lebanon NH  
<sup>2</sup> Data from comparable Swiss and Canadian Apprenticeship programs

Detail: Many employers and students have expressed excitement about the launch of our healthcare pathway in 2018





New CareerWise communities need active participation from:

- ✓ The business community, including local business-support organizations
- ✓ The education community, including K12 and higher education/training partners
- ✓ Community leadership interested in fostering a supportive ecosystem and infrastructure

NEW COMMUNITIES READINESS

✓ ✓ ✓

## HOW CAREERWISE DEFINES READINESS

Because youth apprenticeships bring both businesses and schools into close collaboration, both parts of the community need to be separately ready and well coordinated. Additionally, there are needs across all aspects of the community that must be supportive in this work. The following outlines the various components of community readiness.

- First and foremost, the **business community**, including local business support organizations, needs to be ready. (See slide 23 for detail on readiness indicators.)
- Second, the **education community**, including K-12 and higher education/training partners, need to be ready. (See slide 24-25 for detail on readiness indicators.)
- And to ensure sustainability, there needs to be **community leadership** interested in fostering a supportive ecosystem and infrastructure. (See slide 26-27 for detail.)

**It is essential to the initial and sustained success of this endeavor that it be very clearly business-driven.** This cannot be an initiative that businesses participate in as an act of philanthropy. When times are hard, charitable activities are the first to be cut. We want to ensure that having youth apprentices makes sustained business sense for all partner companies. This is the best way to ensure that students who begin apprenticeships have the time, support and financial investment required to complete their full apprenticeship experience.

## BUSINESS PARTNERS READINESS INDICATORS

To sustain youth apprenticeships over time, a community must have a range of businesses with genuine workforce needs that youth apprenticeships can address. To evaluate the level of need in your community, gather this information:

CATEGORY	KEY QUESTIONS	SUPPORT AVAILABLE FROM CWC PARTNERS
<b>WORKFORCE NEEDS</b>	<p>Which sectors project economic growth and workforce needs in your community? Which sectors have large numbers of open or unfilled, entry-level job postings in your community?</p> <p>Are there large numbers of open or unfilled, entry-level job postings for cross sector functions (like IT support or business operations support)?</p> <p>Which of the most pronounced occupational needs align with current CareerWise Colorado pathways? If other labor demands are prevalent, what are they?</p>	Your local economic development office can provide you with economic growth data. They may also have workforce need projections. The Colorado Workforce Development Council and CareerWise Colorado both have current job posting data.
<b>BUSINESS ENGAGEMENT</b>	<p>In sectors with projected growth and workforce needs, are there prominent business owners who could rally community engagement and ensure multiple businesses in the same sector are willing to work together toward common competency standards? Has the community lead organization engaged those prominent business leaders?</p> <p>Have employers engaged in sector-specific discussions or roundtables to determine if there are commonalities in workforce needs that can be addressed by youth apprenticeships?</p> <p>If so, how did employers respond to the basic structure and cost model of the youth apprenticeship? And, which specific occupations emerged as being in high demand?</p>	CareerWise Colorado can help facilitate a meeting of possible lead organizations to gauge interest and help them identify a lead. CWDC can connect you to sector partnerships in your area.
<b>INDIVIDUAL COMPANY COMMITMENTS</b>	Has the community lead organization followed up with individual companies to gauge their interest? If so, in those conversations, how many businesses are interested and in what numbers of apprentices in which occupations? Can those business provide letters of support indicating their commitments?	CareerWise Colorado can provide background materials to share with interested businesses.

## EDUCATION PARTNERS READINESS INDICATORS

In order to ensure robust student participation, district and school partners must make a certain set of commitments in order for a community to receive a greenlight to begin preparation for launch.

CATEGORY	KEY QUESTIONS	SUPPORT AVAILABLE FROM CWC PARTNERS
<b>HISTORY OF COLLABORATION</b>	What are some examples of positive current or recent partnerships between businesses and schools in your community? For example, in some communities, Sector Partnerships facilitate career exploration tours or workforce centers provide bootcamps to prepare new talent for existing jobs.	
<b>CONCURRENT ENROLLMENT</b>	Do youth in your community already have access to concurrent enrollment courses that can be used for training purposes? Do districts have capacity to expand that access?	For help with concurrent enrollment, contact the postsecondary workforce readiness (PWR) unit at CDE or the Colorado Community College system.
<b>GRADUATION REQUIREMENTS &amp; SCHEDULING FLEXIBILITY</b>	Do local graduation requirements make room for accelerated credit attainment through competency-based evaluations? If not, can school districts create alternative methods for creating flexibility in school schedules and coursework to ensure time for apprenticeships?	For help with graduation requirements, contact the PWR unit at CDE.
<b>PARTNERSHIPS</b>	Does your school or district already have partnerships with other local training providers beyond those you work with using concurrent enrollment? Can those training providers support training for apprenticeships?	For help identifying additional training providers, contact your local workforce center.
<b>CAREER EXPLORATION</b>	Is career exploration beginning in middle school robust enough for students and families to feel good about choosing a career pathway in the 11th grade? Do you have CTE or other K-12 programming that aligns, or could align, to the competencies of target occupations?	For support with enhanced career exploration contact CareerWise Colorado and CDE's PWR Unit & the Colorado Community College System.
<b>GOALS</b>	What would the district (and community's) likely goals be for initial apprenticeship cohort (size, diversity, etc.)?	Contact CareerWise for information about cohorts in other communities.
<b>UNDERSTANDING OF COMMITMENT</b>	<p>Has the school district reviewed the K-12 Partner Commitment Overview if must execute agreement if the community is selected as a partner? Have the district superintendent and/or school principals written letters of support indicating their commitment?</p> <p>Has the school district leadership reviewed key CareerWise documents (e.g., MOU, apprenticeship agreement, data sharing agreement) and indicated willingness to use those documents if selected?</p>	<p>See commitment checklist on next slide.</p> <p>CareerWise can provide key documents.</p>



## K-12 PARTNER COMMITMENT OVERVIEW

DISTRICT COMMITMENT	CWC SUPPORTS AVAILABLE
Designate District Project Lead, Central District Coordination team, and School-Based Implementation teams	Guidance on best practices for assembling teams; kick-off facilitation
Participate in regular check-in meetings with CareerWise team	Facilitated movement through implementation checklist, connection to state and other district resources
Enter into district MOU	MOU template, assistance with reviews from district Legal and Risk Management teams (if needed)
Enter into data privacy and third-party research agreements with CareerWise	Data privacy agreement template; expertise on relevant data privacy laws (FERPA and COPPA)
Develop plan for student recruitment (to include parent nights, classroom pitches, coordinated apprenticeship fair with community, CareerWise supported mass marketing tools, events for teachers and counselors, etc.)	Recruitment plan templates, mass marketing tools (program information, posters, event flyer templates, social media templates and guidance), coordination of apprenticeship fair events
Allocate adequate staff to support student recruitment, including those who will staff events and provide hands-on support to student completing applications	Hand-on assistance and event staffing upon request during start-up years
Communicate with students and families during student recruitment and placement process	Consulting assistance as needed; staffed phone line at CareerWise for questions
Provide concurrent enrollment (four Guaranteed Transfer courses) and high-school level options to meet Foundational competencies	Consulting assistance; coordination with college partners
Work with CareerWise and Training Provider(s) to provide relevant training for Technical competencies for each apprenticeship type	Consulting assistance; coordination with college and/or partners
Develop plan for apprentice support (to include development of academic plans and appointment of student support specialists like a counselor or similar advisor)	Apprentice support plan template; student support plan template; consulting assistance to complete
Allocate adequate staff to support students throughout apprenticeship	Consulting assistance as needed
Participate in regular data reviews and third-party research projects	Data reports and facilitated third-party research process

## COMMUNITY LEADERSHIP & INFRASTRUCTURE READINESS INDICATORS

To sustain youth apprenticeships over time, a community must have a range of businesses with genuine workforce needs that youth apprenticeships can address. To evaluate the level of need in your community, gather this information:

CATEGORY	KEY QUESTIONS	SUPPORT AVAILABLE FROM CWC PARTNERS
<b>PROJECT LEAD</b>	<p>Is there a local community leader interested in and available to spend 25-50% of their time leading the development and implementation of this work? See commitment overview on next slide for what is required of the selected Project Lead. Does the Project Lead either come from the business community or is he/she strongly respected by the business community?</p> <p>Has the Project Lead coordinated with the local Economic Development Office to ensure only one Project Lead is applying on behalf of the community, and to review the application together?</p> <p>Has the Project Lead reviewed the commitment overview on the next slide? Has the Project Lead written a letter of support indicating his or her commitment to executing those commitments?</p>	For insights about which individuals in your community participate in state-wide business leadership activities, reach out to the Colorado Workforce Development Council.
<b>LOCAL CHAMPIONS</b>	Is there a local government or community leader interested enough to spend some of their time championing this work? This includes but is not limited to business recruitment, fundraising, becoming a spokesperson to audiences including parents, teachers, business members, legislators, etc. Some examples include: Mayors, Chamber of Commerce leadership, CEOs, Legislators, County Commissioners.	
<b>TRANSPORTATION</b>	Will transportation for youth in your community be a barrier? How will you engage the right community leaders to solve for this barrier? This could be public transportation officials, education officials, or other public partners.	
<b>LOCAL FUNDERS</b>	Are there local funders committed to supporting the launch of youth apprenticeships in your community? If so, how have you engaged them to date and what is their commitment level? Are they interested in supporting the entire ecosystem or just specific aspects of the program? What other resources exist to support this work? For example, does the local Workforce Center offer training or transportation resources? Does the local economic development office offer business resources for talent recruitment and training?	Reach out to your local Chamber of Commerce and workforce center for leads on foundations interested in workforce development. Ask K-12 and higher education partners about foundations interested in youth development.