2019

State of Alabama Work-Based Learning State Report

Governor Kay Ivey's initiative is part of the National Governors Association (NGA) Center for Best Practices Work-based Learning Policy Academy and funded by the Siemens Corporation

Alabama Aviation Center in Mobile trains students for careers in our growing aerospace industry.

The report covers the following objectives:

- *Overview of WBL programs in Alabama*

- *Workforce and economic impact of WBL programs in Alabama*

- *Overview of state WBL funding in Alabama*

- *Industry and education leader's responses to the present and future needs of work-based learning programs in Alabama*

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TABLE OF CONTENTS

Preface

In 2017 the State of Alabama was awarded a grant from the National Governors Association (NGA) and funded by the Siemens Corporation to improve and enhance work-based learning (WBL) opportunities for students in Alabama both at the high school and postsecondary level.

Governor Ivey appointed a core WBL workgroup, Mr. Nicholas Moore, Education Policy Advisor – Office of the Governor; Ms. Lori Frazier Bearden, Assistant Director of Federal Workforce Programs – Alabama Department of Commerce – Alabama Industrial Development Training (AIDT); Ed Castile, Deputy Secretary- Alabama Department of Commerce – Alabama Industrial Development Training (AIDT); Dr. Jim Purcell, Executive Director – Alabama Commission on Higher Education; Mr. Fitzgerald Washington, Alabama Secretary of Labor; Mr. Tommy Glasscock Assistant State Superintendent of Education, Career and Technical Education/Workforce Development Division; Josh Laney, Education, Career and Technical Education/Workforce Development Division; and Jeff Lynn, Vice Chancellor of Workforce and Economic Development – Alabama Community College System, and developed a strategy and time line intended to gather data and insight from business leaders, faculty, student participants and key stakeholders.   The core WBL team wanted to ascertain the view of Alabama's current WBL efforts and understandings from these same individuals and groups as to how we might expand and build out our WBL programs and opportunities.

The core WBL team received staff assistance from the Office of the Governor; Alabama Council on Higher Education; The Department of Commerce; The Department of Labor; The Alabama State Department of Education and the Alabama Community College System.

In January of 2019, the "Pathways to Careers Governor's Summit was convened and included surveys conducted to ascertain a current perception of WBL in Alabama. Summit participants were provided with two surveys in their packets. One for all participants to complete (WBL Survey) and another directly related to educators (Survey for Education Sector).

We wish to thank all individuals who participated in taking the time to share their valuable experiences, insight, and recommendations.

We also wish to thank the following for their hard work, coordination, and contributions in the development; survey analysis; drafting; and writing of this report:

- Ms. Kristan White – Program and Research Analyst – Alabama Commission on Higher Education, Dr. Michael Walker-Jones - Community and Policy - Outreach Coordinator – Alabama Commission on Higher Education, Dr. Nicholas Bolden – The Bolden Group and Dr. Cal Clark, Professor Emeritus – Department of Political Science Auburn University.

- Ms. Faye May - Executive Assistant Regional Workforce Councils, Ms. Cesalie Norsworthy - Assistant to Workforce Initiatives – Alabama Department of Commerce – Workforce Division, Ms. Jan Dame – Program Integrity Supervisor Workforce Development Division, and Ms. Adriane Ross – Communications and External Affairs Specialist ADECA.

- Ms. Jacquie Allen – Public Information Officer AIDT, Ms. Eboni Turner – Administrative Assistant AIDT, Ms. Linda Sherrill – Manager, Administration AIDT, Ms. Hannah Heartline – Communications Specialist AIDT, Ms. Patsy Richards – Apprenticeship Alabama Project Manager, Ms. Briana Kirkland – Administrative Assistant AIDT, Mr. Drew Ciambor – Associate Creative Director AIDT, and Ms. Sherry DeLoach – Ready to Work Project Coordinator AIDT.

- Ms. Brinda Barrett, Ms. Ruby Beezley, Mr. James Ramsey, and Mr. Kevin Kidd – Service Area Managers – Alabama Department of Labor.

Work-Based Learning Survey Participant Comments - Governor's Pathways to Careers Summit, January 2019

"CTE plus workforce development programs are the key to Alabama's future success!"

"Work is not a dirty four-letter word. Marketing, marketing, marketing!"

"When I was a student of WBL in high school it changed my life forever."

"This [WBL] has opened doors to opportunities for our students/graduates and has increased our graduate employment rates."

ALABAMA WORK-BASED LEARNING

STATE REPORT

Executive Summary

In 2017, the State of Alabama was awarded a grant from the National Governors Association (NGA) and funded by the Siemens Corporation to improve and enhance work-based learning (WBL) opportunities for students in Alabama both at the high school and postsecondary level.   Our grant application laid out four basic goals to which we have established ongoing objectives based upon our original hypothesis of "outcomes":

- **GOAL 1**: Identify a vision for developing and sustaining a statewide WBL initiative for 16-29 year old youth and young adults to fill middle-skill STEM-related jobs

    o Continue dialog between workforce, business leaders, educators by enhancing our regional workforce board activities

    o Engage all stakeholders in the refinement of Governor's initiative and WBL vision through the Departments of Commerce, Labor, Alabama Commission on Higher Education, Alabama Community College System, Governor's Workforce Council, Alabama State Department of Education, Career and Technical Student Organizations

    o Develop policies which continue the braiding of resources and the blending across agencies and post-secondary institutions

- **GOAL 2**: Establish a Data Collection and Measurement System for WBL programs

    o Continue refinement of identified education partners and employers used to collect data and build consensus between agencies as to the repository for data

- o Direct Regional Workforce Boards to hold semi-annual briefings for local and state policymakers as to the economic impact, resource needs and participant successes of WBL programs and opportunities

- **GOAL 3**: Build on existing Initiatives to Increase 16-29 year old youth and young adult statewide participation in WBL programs
  - o Provide resources which will ascertain placement of "simulated workplace/company" at either a CTE center and/or post-secondary institution
  - o Partnership between Departments of Commerce, Labor, Businesses, post-secondary Institutions and the Alabama Commission on Higher Education to develop 'Mobile-App" by fall of 2019
  - o Stakeholders will change the narrative by creating and promoting a positive image; address the stigma of "not going to college" through positive marketing and demonstrations starting with the Regional Workforce Boards
  - o Task post-secondary institutions with the creation of more stackable licenses/certifications which can lead to degrees for WBL participants across a variety of academic fields
- **GOAL 4:** Promote WBL statewide to advance employer engagement, youth, young adults, and families
  - o Partner businesses, K – 12 school programs and post-secondary institutions with tracking CTE students and post-secondary returning young people and adults as part of on-going data collection
  - o Braid all stakeholders into a unified focus to develop WBL programs across a wide variety of work, trade, skills and academic areas

- o Catalog WBL programs from secondary education to post-secondary programs and across all certificated/license programs within Alabama

The attendant report lays out the results of our efforts to investigate and document what we have learned and what we propose going forward.

A sustainable workforce has been a concern for states across the U.S. since the period of deindustrialization. This period of the U.S. economy defines the shift of low-skill, low-paying industrial investment abroad. Since this period, sustainable and productive work-based learning, training and education have been the focus of the modern American economy. This workforce strategy is viewed across the states as a viable method to develop the knowledge economy, primarily healthcare and technology, and restore the industrial economy. As a response, states have developed various robust programs that integrate industry and education to address the current workforce shortage and mismatch. As a result, federal and state lawmakers have appropriated funds for work-based learning programs that are beneficial to both workers and businesses.

Alabama's new phase of work-based learning programs will address many fundamental problems such as pertinent career entry points, acquisition of industry standard certificates, and education micro-achievements which lead to a two-year or four-year degree.

Alabama has several workforce challenges:

- low participation rate

- forgotten middle skills jobs

- unemployment rate

- education numbers

In January 2017, Alabama launched the Office of Apprenticeship Alabama as a response to Alabama Senate Bill 90, which created the Apprenticeship Tax Credit. Apprenticeship Alabama is a program committed to ensuring employers in Alabama have the tools needed to develop an industry-driven Registered Apprenticeship (RA). Alabama is committed to supporting industries' interest in developing future talent, whether an employer is looking to hire, train, or retrain a skilled workforce in high-demand careers.

This Alabama Work-Based Learning State Report highlights Alabama's existing work-based learning programs, the workforce and economic impact of these programs, and provides evidence-based policy recommendations for modernizing the state's response to WBL programs. Although we limit the scope of the report, it does provide some insight into the state of work-based learning programs and education in Alabama.

The report will cover the following objectives:

- *Overview of WBL programs in Alabama*

- *Workforce and economic impact of WBL programs in Alabama*

- *Overview of state WBL funding in Alabama*

- *Industry and education leader's responses to the present and future needs of work-based learning programs in Alabama*

State Programs Outside of Alabama Promoting Apprenticeships and Work-Based Learning

Bryan Wilson and Sapna Mehta of the National Skills Coalition have developed a model of the programs enacted by the 50 states and Washington DC that promoted WBL and then applied it to

categorize these programs. To be included, a program had to involve paid internships or other paid forms of Career and Technical Education (CTE). They distinguished seven different types of programs:

1) Postsecondary programs that subsidize students, 2) Postsecondary programs that subsidize institutions, 3) grants for employers, 4) tax credits for employers, 5) apprenticeships for secondary students, 6) other types of WBL or CTE for secondary students, and 7) WBL expansion initiatives which commit state agencies to promote such programs.[1] Appendix A presents a full listing of these states and programs.

Alabama's Apprenticeships and Work-Based Learning

Moving forward, the high-demand career pathway initiative is intended to make Alabama competitive in the global economy and remain an attractive state to both current and potential citizens. Alabama's commitment to WBL programs has by far generated a pathway for economic and workforce impact. Governor Ivey's 2017-22 Strategic Plan lists in-demand career pathways as essential to designing workforce development programs that end in a recognized credential. This strategy is estimated to generate 500,000 skilled workers for the Alabama workforce by 2025. If this trend can be sustained, it will increase Alabama's workforce participation rate above the national average and foster a talent pipeline that responds to thousands of new jobs coming into the state.

Alabama has taken into consideration the way pre-apprenticeships and apprenticeships are designed, funded, and implemented. In particular, Alabama's education sectors have given valuable contributions and insights into the state's modern approach to workforce development. The merger of vocational/business training with academic and on-the-job education has set the framework for a growing and innovative economy. Pre-Apprenticeship and Apprenticeship programs are a new driving force of

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[1] Wilson and Mehta, op. cit.

Alabama's talent pipeline. This earn-and-learn strategy is a key priority in Governor Ivey's workforce development action plan. According to the 2017-2022 Strategic Plan, bridging Alabama's Education-to-Workforce talent pipeline to advance work-based learning is composed of the following action items:

- Align Alabama's Workforce Development, Secondary and Postsecondary Career Technical Education (CTE), and Adult Education Programs
- Develop the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways
- Braid Education and Workforce Funding Streams
- Identify Valuable Credentials and Career Pathways
- Establish the Alabama Office of Apprenticeship
- Advance Awareness of Career Pathways in Work-Based Learning and Middle-Skill Training Programs
- Build a variety of seamless stackable credential pathways throughout our academic career/vocational two-year and four-year public institutions which lead to a variety of high-demand/skilled and vocational jobs/careers

Alabama's Need for In-demand Career Pathways

Alabama is experiencing rapid growth in aerospace, auto industry, biomedicine, cybersecurity, and advanced manufacturing. In one single generation, Alabama became one of the leading automakers in the country. Ranked #3 in the U.S. in auto exports, the state's automobile exports totaled $7.75 billion in 2017, trailing only Michigan and South Carolina. We have a robust economy with jobs pouring into the state, and Alabama's demand for an Education-to-Workforce pipeline has never been stronger than it is today.

It's imperative to align our workforce development programs around the attainment of valuable credentials, postsecondary graduation credit, and work-based learning experiences to ensure we can meet Alabama's current workforce demand. We currently have more jobs in Alabama than skilled people to fill them. To address our workforce demand, the State of Alabama will deliver work-based learning opportunities to diverse subgroups of Alabamians through a two-prong career pathways model. The Career Pathways model is founded on a data-driven and aligned delivery of federal funding streams of Carl Perkins CTE and Workforce Innovation Act (WIOA) programs, attainment of stackable credentials mapped onto a traditional postsecondary degree, and high-quality WBL programs.

Alabama's Work-Based Learning Attainment Goals

Educational attainment generally refers to the highest level of education an individual has completed. Postsecondary education attainment is the level of education an individual has completed in conjunction with industry-recognized credentials which the individual can acquire as well. Simply put, attainment includes any certificates, credentials, or academic degrees an individual has earned.

Alabama must include in our target population for WBL programs and opportunities the 24% of postsecondary drop-outs and the 24% of high school graduates who do not go on to postsecondary education with certificates, industry licenses, and degrees if we hope to reach Governor Ivey's attainment goals.

Alabama's Career Pathways Model

Alabama's model provides a career-specific seamless educational continuum that consists of multiple entry and exit points and credential attainment levels. The State's Career Pathways System seeks to coordinate program efforts, people, and resources to meet the state's workforce demand. This includes aligning our K–12 and postsecondary education systems and the career and technical education services provided within and across education and workforce sectors. Aligning our career pathways will support career and technical education students in obtaining the academic, employability, and technical skills that employers demand.

Work-Based Learning Alabama – Moving Forward: State Report Conclusion

The WBL core work team structured a variety of opportunities and events to collect data and discuss the current status of WBL programs in Alabama with business leaders, educators, and stakeholders during the gathering of data for this report. Key to the results we have described above were the various surveys distributed online and at the Pathways to Careers Governor's Summit which was held in January of 2019. Overall, the individuals surveyed feel that existing WBL programs are working and need expansion, especially in rural communities. Many respondents reported a positive/excellent experience with current programs and are hopeful that the ideas presented at the Summit are thoughtfully considered for implementation.

The majority of survey respondents serve on average up to 100 students with co-ops, internships, and apprenticeships as the most popular WBL experiences. These experiences are viewed as valuable to a student's education, and while most lead to academic credit or a degree, only 51%

report that WBL leads to an industry or nationally recognized credential or certificate. More

opportunities in desired career fields are needed, and assistance in creating those opportunities is

necessary as 30% report the process of developing WBL partnerships with local industries is difficult.

The majority of respondents believe that students anticipate being employed with their WBL sponsor

after completion of the program.

Survey participants also provided numerous comments on existing programs and needs and

suggestions for future improvements. Below are four key categories that summarize those responses.

Education and Marketing - Communicate, communicate, communicate!

- Educate all stakeholders - create a greater awareness of WBL opportunities, the need for

    skilled workers, and the benefits available to students/families, industries/businesses and

    communities as a whole.

- Market - utilize social media and other mass marketing, conduct seminars for all

    stakeholders, organize WBL expos.

- Change the narrative - create and promote a positive image and address the stigma of not

    going to college for a four-year degree; promote success stories.

Changes to WBL Program Structure/Requirements

- WBL experiences should be tracked, monitored, given credit and included on transcripts.

- Programs should be consistent from district to district (secondary education) - encourage

    WBL over early release in high schools and allow a ½ day for WBL opportunities.

- A WBL classroom component should be required to cover soft skills, monitor accountability,

    and discuss credentials, and regulations (such as OSHA), etc.

Funding

- More full-time WBL coordinators are needed for schools/districts to meet student needs, conduct more community outreach, and track and monitor student and program success.

- All WBL participants should be paid for work experiences

- Support needed for additional expenses and struggles such as transportation, daycare, and books/study materials to encourage participation in apprenticeship programs.

- Every 2-year and 4-year regional institution needs WBL coordinators who directly interface with the Regional Work Force Boards and the Alabama Office of Apprenticeship

State Support

- Expand the definition of out-of-school youth (OOSY); address the age and cost liabilities for 16-18 year old individuals; and address challenges with workers' compensation codes.

- Facilitate better collaboration between Apprenticeship Alabama and the Alabama Career Center System as well as Regional Workforce Councils, Alabama Department of Labor and Alabama Department of Rehabilitation Services.

- Publish a statewide online directory of WBL resources, available apprenticeships/opportunities, and participating industries/businesses.

Improving Our Current Work-Based Learning Programs and Opportunities

Business Leaders, educators at our two-year and four-year institutions, participants and policy leaders share the observation that the current Alabama work-based learning programs and opportunities need to grow. As expressed above, all stakeholders want to contribute to the change in culture associated with WBL programs.

- Education and marketing
  - change the narrative by creating and promoting a positive image; address the stigma of "not going to college."
  - communities need to understand that not everyone needs to go to college to be successful, not sure how to accomplish this
  - educate all stakeholders regarding the benefits, especially in school systems/communities where college is pushed hard
  - promote and communicate success stories; present real-life testimonies to potential businesses or schools so they can see the benefits
  - make it a priority within the state with more marketing, mass advertising
  - provide parents with data that shows the employment rate of students who participated in WBL vs. those who did not
  - make parents and educators aware of the opportunities and need for skilled workers in their communities/workforce; communicate related salary scales
  - begin building awareness and exposure to careers in the 5th - 6th grade
  - look into the recruitment tools used by companies such as Google and Facebook to gain insight into how to reach the younger workforce

- State support

  o   facilitate better collaboration between Apprenticeship Alabama and the Alabama Career Center System as well as Regional Workforce Councils

  o   help design and implement WBL in adult education and CTE programs

  o   address the legalities for 16 -18 year old individuals

  o   develop assessments to demonstrate competencies of credentials; use technology to improve processes to reduce the burden to employers

  o   develop a formal business needs assessment and follow up

  o   Offer a tax credit to the individual (or parents of a student) who is enrolled in an apprenticeship or formal pre-apprenticeship; parents are incentivized with a tax credit at the federal level for paying college tuition so why not do the same for apprenticeships

  o   provide additional benefits to employers to incentivize them to take a chance on WBL

- What we often hear from teachers/parents is:

  o   1) Students aren't aware of career opportunities that don't require 4-year degrees or aren't aware of a job's growth, pay and education requirements.

  o   2) All students don't have the opportunity to participate in all opportunities due to education, transport, diploma track, etc.

  o   3) Mentorship from industry is needed.

- Additional comments

  o   We have partnered with business and industry, chambers of commerce, EDA, schools, etc. and feel if ALL AL community colleges were developing and coordinating USDOL

Registered Apprenticeships or AL State Apprenticeship Programs, we could fill the skills gap for our businesses and industries. Youth Apprenticeships are very important.

- o WBL needs to be an integral part of the overall curriculum. We are trying to prepare students for industry and give them very limited hands-on experiences in a variety of career fields if any experience at all.

- o All students should be required to do a WBL internship/ apprenticeship, so they are able to make more informed decisions about their future.

Enhancement of Alabama Regional Workforce Boards

The Alabama Regional Workforce Boards (RWB) should enrich their best practices in every region. As an example, the effective inclusion of representatives from the two-year and four-year public postsecondary institutions within each RWB area would create a closer tie between the needs of businesses within the region and the institutions. Recent comments from several two-year and four-year postsecondary institutions pointed to a few benefits of bringing the regional academic institutions into closer contact with regional businesses.

- Periodic presentations to each RWB from regional secondary and postsecondary faculty/students/and business partners examining the progress and effectiveness of the variety of work-based learning opportunities, i.e. clinical, co-op's, and internships
- Monitoring of postsecondary WBL student assessments based upon industry standards tied to demonstrated achievement

- The RWB should strive to become the catalyst for "Myth-busting" – faculty/students/and business partners can share their experiences, and the value of the academic skills, knowledge, attributes and attitudes learners acquire across a broad spectrum of social science and STEM fields and their direct application in the workplace

Advancements by Academic Institutions

Various forms of work-based learning should become a required condition for "stackable certificates" and degree programs. This will require resources and support for the development of crosswalks which translate work-based learning into academic credit

- Continual upgrading and development of "digital" crosswalks between the "on-the-job training and experiences" and postsecondary academic credit.
- Embed adult education and stackable certificate-based programs as part of degree programs

Alabama as Favorable Environment for International Business

"Study Alabama" is a member of the U.S. Department of Commerce Study State initiative. Alabama sits at the heart of the fastest growing region in the United States with one of the most diverse geographical areas in the U.S. and is a state that has strong global ties and over 500 foreign direct investment businesses.

The Alabama Department of Commerce should approach "Study Alabama" as a means to boost WBL opportunities within the international business community:

- To help collect and analyze data related to the cross-cultural/economic needs of foreign national corporations who have located to Alabama which would include -

    o The socialization and adaptation of transferred managers and their families

    o The sense of identity within the workplace and community of foreign nationals

    o The sense of identity within the academic community and potential workplace of foreign students as part of a required work-based learning experience

Introduction

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Over the past few decades, public investment in blue-collar sectors has been on the decline. In particular, middle-skilled jobs have been a concern for states as they re-industrialize. States are tasked with creating ways to increase the educational attainment and skills of the future workforce to meet the modern demands of high-tech occupations. This trend has left states with more job openings than skilled workers to fill them. The Alabama economy contains this paradox. Corporations are finding it hard to locate and retain workers even when states are performing at their best. This labor mismatch has created a huge challenge for states to compete in the new global economy and keep up with the pace of the growing economy.

The new context of globalization requires states to develop a workforce with skills that go beyond the high school diploma. Alabama has already started moving forward with policies that stimulate job creation and build sustainable pathways to a robust workforce. *Accelerate Alabama* 2.0, an update of the 2012 Accelerate Alabama plan, aligns state goals with national trends and projections in five sectors,

including: 1) Healthcare, 2) Construction and Carpentry, 3) Information Technology, 4) Transportation and Logistics, and 5) Advanced Manufacturing and Industrial Maintenance. This initiative directly addresses the growing need for trained workers to meet the demand of current and future businesses. Robust training programs (i.e. internships, pre-apprenticeships, apprenticeships, co-opportunities) that create a labor force pipeline or re-entry access has become one of the driving forces of Alabama's growing economy.

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Governor Kay Ivey's recent Strategic Plan and Educational Attainment Goal for 2025 named economic development, job creation, and education as a top policy priority. "Committing to Alabama's current and future workforce demands through developing in-demand career pathways that align workforce development programs around the attainment of valued credentials, postsecondary graduation credit, and work-based learning experiences; adding 500,000 skilled workers to the workforce by 2025; and surpassing the labor force participation rate national average, we will continue to lead the way in industry recruitment and have the best workforce in America."

What if the participation rates in Alabama approach the 2025 educational attainment goal? Alabama will be positioned to respond to the projected 500,000 jobs added to the Alabama workforce by 2025. Estimates suggest that 60 percent of the state's working age population will have some type of certificate, credential, or degree of value.

This Alabama Work-Based Learning State Report highlights Alabama's existing work-based learning programs, the workforce and economic impact of these programs, and provides evidence-based policy recommendations for modernizing the state's response to WBL programs. Although we limit the scope of the report, it does provide some insight into the state of work-based learning programs and education in Alabama.

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- Overview of state WBL funding in Alabama

- Industry and education leader's responses to the present and future needs of work-based learning programs in Alabama

Bryan Wilson and Sapna Mehta, *Skills in the States: Work-Based Learning Policy: 50 State Scan* (Washington, DC: National Skills Coalition, 2017); Kimberly Hauge, *States Continue Advancing Strategies to Scale Work-Based Learning* (Washington, DC: National Governors Association, 2018).

Wilson and Mehta, op. cit.

State Programs Outside of Alabama Promoting Apprenticeships and Work-Based Learning

There is growing interest in the United States about apprenticeships and work-based learning (WBL) for several reasons. First, studies about WBL have found that these programs are quite beneficial for both businesses and workers. Second, the number of such programs in America remains low compared to most advanced industrial economies. Third, there is still a mismatch in the U.S. between the skills sought by employers and those possessed by potential employees. For example, while 53% of American jobs require middle-level skills, only 43% of Americans possess them.[2]

Bryan Wilson and Sapna Mehta of the National Skills Coalition have developed a model of the programs enacted by the 50 states and Washington, DC that promoted WBL and then applied it to categorize these programs. To be included, a program had to involve paid internships or other paid forms of Career and Technical Education (CTE). They distinguished seven different types of programs: 1) Postsecondary programs that subsidize students, 2) Postsecondary programs that subsidize institutions, 3) grants for employers, 4) tax credits for employers, 5) apprenticeships for secondary students, 6) other types of WBL or CTE for secondary students, and 7) WBL expansion initiatives which commit state agencies to promote such programs.[3]

Appendix A presents a full listing of these states and programs. **Tables 1** and **2** below summarize these results by presenting, respectively, the number of states having a particular number of programs and the number of states that have enacted a particular program.

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[2] Bryan Wilson and Sapna Mehta, *Skills in the States: Work-Based Learning Policy: 50 State Scan* (Washington, DC: National Skills Coalition, 2017); Kimberly Hauge, *States Continue Advancing Strategies to Scale Work-Based Learning* (Washington, DC: National Governors Association, 2018).
[3] Wilson and Mehta, op. cit.

Table 1. Number of Programs in States

States + D.C.	X	Number of Programs
13		0
10		1
19		2
8		3
1		4
TOTAL PROGRAMS		**76**

Table 2. Number of Programs in Each Category

Program	Number of States
Post-Sec Subsidies: Students	5
Post-Sec Subsidies: Institutions	6
Employer Subsidies: Grants	10
Employer Subsidies: Tax Credits	10
Sec Schools: Other WBL	13
Sec Schools: Apprenticeships	15
Expansion Initiatives	17
TOTAL	**76**

These data indicate that, while WBL and CTE programs have been adopted in significant numbers, they still are far from prevalent in the USA. Overall, there are 76 such programs in the American states and Washington, DC, for an average (mean) of just 1.5 out of 7 per state. More specifically, only one state, Washington, has even four of the programs; 13 have not enacted any; another 10, including Alabama, have only implemented one; and only 8 have three, leaving two programs at 19 as the modal category. Turning to the popularity of WBL and CTE initiatives, the most utilized were WBL Expansion Initiatives (17) and Secondary School Apprenticeships (15). Next came Other Secondary School WBLs at 13 and Employer

Subsidies through Grants and Tax Credits at 10 each. Finally, there was much less interest in supporting post-secondary programs, as there were 5 for Students and 6 for Institutions.

Table 3 lists examples of each type of program that were discussed by either Wilson or Mehta or by Hauge.[4] In all, there are 18 illustrative cases. Seven concern Expansionary Initiatives. Colorado's Business Experiential Learning (BEL) Commission includes representatives of business, government, and labor who are tasked with promoting work-based learning. Its major activities are concentrated upon recruiting business participants and creating electronic access to WBL programs.[5] The Indiana Department of Education has developed a manual on registered apprenticeships, cooperative education, internships, school-based enterprise, and service learning for business, students, and educators and other public officials.[6] Minnesota's PIPELINE (Private Investment, Public Education, Labor and Industry Experience) Project focuses on expanding apprenticeships in the advanced manufacturing, agriculture, health care, and information and communications sectors.[7] Montana has created a cross-agency team that defined WBL and created the "Montana Career Readiness Ladder." Based on this, the state conducted an inventory of high-quality programs and enacted an apprenticeship tax credit.[8] In Washington, the Governor's Summit on Career Connected Learning involved 1,300 in the meeting and a web simulcast in 26 communities and created a public-private task force to promote employer engagement in work-based learning. The state has also identified and publicized 21 high-quality WLB programs, supported by funding from the federal Workforce Innovation and Opportunity Act.[9] New Hampshire also has held a Governor's Summit on WBL.[10] Finally, The Utah Data Research Center (UDRC)

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[4] Wilson and Mehta, op. cit.; Hauge, op. cit.
[5] Wilson and Mehta, op. cit., p. 4.
[6] Hauge, op. cit., p. 4.
[7] Wilson and Mehta, op. cit., p. 4.
[8] Hauge, op. cit., p. 4.
[9] Hauge, op. cit, pp. 5-6.
[10] Hauge, op. cit., p. 5.

integrates data from the Board of Education, Board of Regents, Department of Workforce Services, Department of Health, and System of Technical Colleges to create a resource on work-based learning.[11]

Table 3. Examples of WBL Programs

State Expansion Policies	Colorado's Business Experiential Learning (BEL) Commission
	The Indiana Department of Education's Manual of WBL
	Minnesota's PIPELINE (Private Investment, Public Education, Labor and Industry Experience) Project
	Montana's cross-agency team that was formed to create a "Montana Career Readiness Ladder"
	New Hampshire's Government Summit on WBL
	Utah's Data Research Center
	Washington's Governor's Summit on Career Connected Learning
Secondary School: Apprenticeships and Pre-Apprenticeships	Connecticut's support for pre-apprentice and apprenticeship programs
	Idaho's Student-to-Registered Apprenticeship Program
Secondary School: Other WBL	Georgia's funding for work-based learning coordinators for career and technical education
	Massachusetts's Connecting Activities program
	Utah's Talent Ready Utah Program
Employer Subsidies: Tax Credits	South Carolina
Employer Subsidies: Grants	Connecticut's Subsidized Training and Employment Program (Step Up)
Postsecondary School Studies: Students	Iowa's Future Ready Iowa Alliance
	Florida's exemption of students in internship programs from tuition and fees
Postsecondary School Studies: Institutions	Texas Workforce Commission's funding for apprenticeship programs
	Indiana's Pilot Career Explorer program

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[11] Hauge, op. cit., p. 6

There are five examples in the two categories of Secondary School work-based learning and Career and Technical Education. Regarding apprenticeships, Connecticut provides partial funding for the technical high school system's pre-apprenticeship programs in which students can work up to twenty-one hours a week; and Idaho's School-to-Registered Apprenticeship Program (STRAP) allows high school juniors and seniors to participate in a registered apprenticeship program. [12] Regarding Other WBL Programs, Massachusetts's Connecting Activities program provides funding to the 16 local workforce development boards in the state, who partner with high schools in their region.[13] In addition, Georgia provides state funding for coordinators for career and technical education;[14] and Utah's Talent Ready Utah program authorizes aid for educational institutions.[15]

There are two types of Employer Subsidies -- Tax Credits and Grants; and there is one example of each listed in **Table 3**. Some businesses prefer grants because tax credits cannot be collected until well after the apprenticeship starts. For example, South Carolina provides an annual tax credit of $1,000 to a business which has an adult or youth apprenticeship; and Connecticut's Subsidized Training and Employment Program (Step Up) provides subsidies to businesses that have high school or college apprentices.[16]

Finally, there are four examples of programs designed to help postsecondary apprenticeships. Two of these programs target students. Iowa's Future Ready Iowa Alliance promotes middle-skill careers. For example, it circulated 7,000 public service announcements on this topic which generated 250,000

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[12] Wilson and Mehta, op. cit., p. 4.
[13] Wilson and Mehta, op. cit., p. 5.
[14] Wilson and Mehta, op. cit., p. 5.
[15] Hauge, op. cit., p. 6.
[16] Wilson and Mehta, op. cit., p. 4.

online comments and queries.[17] Also, Florida waives tuition and fees for college students who are in a

registered apprenticeship program.[18] The other two programs focus their aid on educational institutions.

The Texas Workforce Commission provides funds to public school districts and postsecondary institutions

for instruction involving registered apprenticeship programs;[19] and Indiana's Pilot Career Ready Program

helps fund the WBL programs in 15 schools.[20]

The significant mismatch between the skills that employers need and those that the current

American workforce possesses indicates that upgrading the qualifications of potential employees should

be given a high priority. Apprenticeships and other work-based learning programs are widely seen as an

effective means of pursuing this goal. President Donald Trump's Executive Order 13801, which

established a Task Force on Apprenticeship Expansion and created the Industry Recognized

Apprenticeship Program (IRAP), should serve as a stimulus for generating new state programs in this area.

Thus, we recommend that Alabama examine the programs listed in **Table 3** as a source of ideas for

improving apprenticeships and WBL in the state.

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[17] Hauge, op. cit., p. 5.
[18] Wilson and Mehta, op. cit., p. 5.
[19] Wilson and Mehta, op. cit., p. 5.
[20] Hauge, op. cit., p. 7

Alabama's Apprenticeships and Work-Based Learning

Moving forward, high-demand career pathway initiative is intended to make Alabama competitive in the global economy and remain an attractive state to both current and potential citizens. Alabama's commitment to WBL programs has by far generated a pathway for economic and workforce impact. Governor Ivey's 2017-22 Strategic Plan lists in-demand career pathways as essential to designing workforce development programs that end in a recognized credential. This strategy is estimated to generate 500,000 skilled workers for the Alabama workforce by 2025. If this trend can be sustained, it would increase Alabama's workforce participation rate above the national average and foster a talent pipeline that responds to thousands of new jobs coming into the state.

Alabama has taken into consideration the way pre-apprenticeships and apprenticeships are designed, funded, and implemented. In particular, Alabama's education sectors have given valuable contributions and insights into the state's modern approach to workforce development. The merger of vocational/business training with academic and on-the-job education has set the framework for a growing and innovative economy. Pre-Apprenticeship and Apprenticeship programs are a new driving force of Alabama's talent pipeline. This earn-and-learn strategy is a key priority in Governor Ivey's workforce development action plan. According to the 2017-2022 Strategic Plan, bridging Alabama's Education-to-Workforce talent pipeline to advance work-based learning is composed of the following action items:

- Align Alabama's Workforce Development, Secondary and Postsecondary Career Technical Education (CTE), and Adult Education Programs
- Develop the Alabama Terminal for Linking and Analyzing Statistics (ATLAS) on Career Pathways
- Braid Education and Workforce Funding Streams

- Identify Valuable Credentials and Career Pathways

- Establish the Alabama Office of Apprenticeship

- Advance Awareness of Career Pathways in Work-Based Learning (WBL) and Middle-Skill Training Programs

- Build a variety of seamless stackable credential pathways throughout our academic career/vocational two-year and four-year public institutions which lead to a variety of high-demand/skilled and vocational jobs/careers

Apprenticeship Growth 2011 to 2018

The chart displays Active Apprentices (blue) and New Apprentices (orange) from 2018 to 2011. New Apprentices values: 2018 = 1,596; 2017 = 1,746; 2016 = 1,387; 2015 = 1,823; 2014 = 1,462; 2013 = 1,174; 2012 = 1,301; 2011 = 886.

Legend: ■ Active Apprentices   ■ New Apprentices
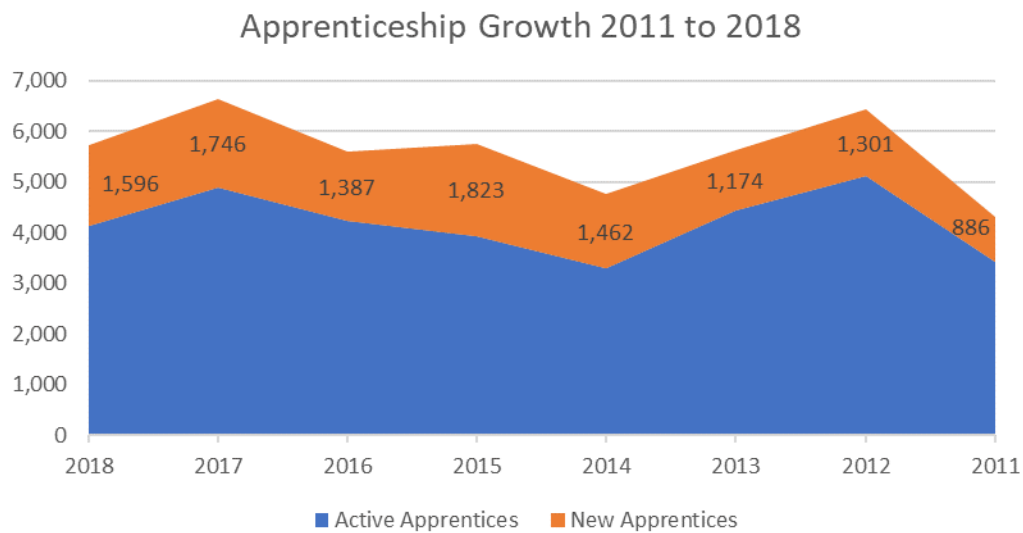
2011 to 2018 Apprenticeship Graduates
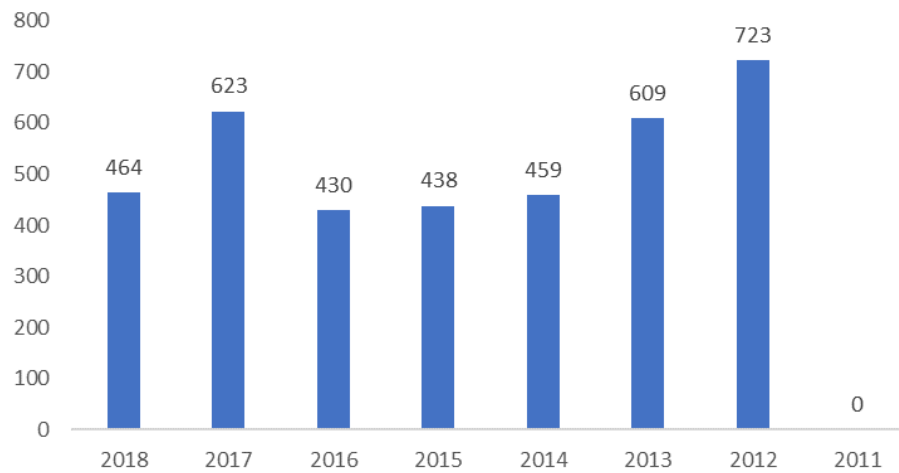
Alabama Acitve and New Apprenticeship Programs 2011 to 2018
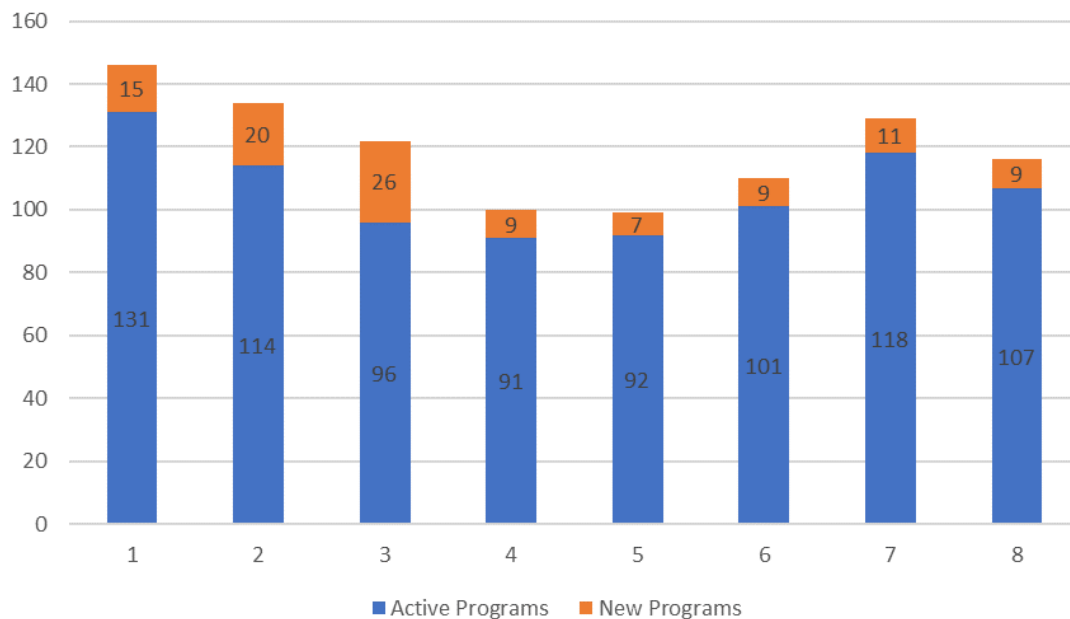
SOURCES:

Bryan Wilson and Sapna Mehta. *Skills in the States: Work-Based Learning Policy: 50 State Scan*. Washington, DC: National Skills Coalition, 2017.

Supplemented by Kimberly Hauge. *States Continue Advancing Strategies to Scale Work-Based Learning*. (Washington, DC: National Governors Association, 2018, for Indiana, Iowa, Montana, Utah, and Washington.

Work-Based Learning in Alabama

Alabama has a variety of work-based learning programs as illustrated by the following chart.

Types of WBL Programs Reported

Legend:
- Apprenticeship
- Clinical
- Co-op
- Incumbent Worker Training
- Internship
- On-the-Job Training
- Preceptorship
- Pre-Employment Programs
- Secondary Career and Technical Education (CTE) Program
- Work Experience
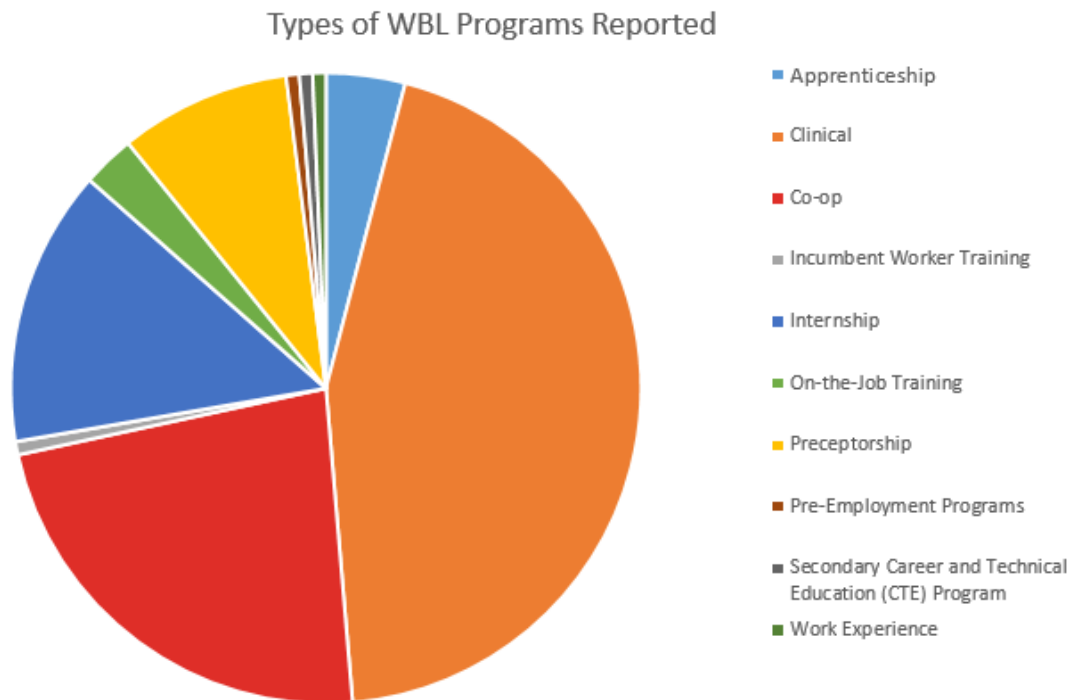
A majority of these programs are based on the participant receiving academic credit while some of these programs are strictly work-based learning opportunities as the list below demonstrates.

Not STEM Related	
Barbering	Lawson State CC
Criminal Justice	Lawson State CC, Northeast Alabama CC
Culinary Arts	Shelton State CC
Esthetics Technology	Lurleen B Wallace CC
Hospitality Management	Jefferson State CC
Logistics & Supply Chain	Shelton State CC
Paralegal	Gadsden State CC
Salon and Spa Management	Bevill State CC, Northeast Alabama CC, Shelton State CC

STEM-Related	
Advanced Manufacturing Tech	Calhoun CC
Auto Body Repair	Lawson State CC
Automotive Manufacturing Tech	Central Alabama CC, Gadsden State CC
Automotive Tech	Lawson State CC, Trenholm State CC
Biomedical Tech	Jefferson State CC
Business Administration	Lawson State CC
Child Development	Bevill State CC, Gadsden State CC, Northeast Alabama CC, Shelton State CC, Southern Union State CC, Wallace State CC-Hanceville, Lurleen B. Wallace CC
Cosmetology	Central Alabama CC, Lawson State CC
Computer Science	Snead State CC
Culinary Arts	Lawson State CC
Dental Assisting	Calhoun CC, Coastal Alabama CC, Lawson State CC, Wallace State CC- Hanceville, Trenholm State CC
Dental Hygiene	Wallace State CC- Hanceville
Diagnostic Medical Sonography	Wallace State CC- Hanceville, Lurleen B Wallace CC, Trenholm State CC
Draft and Design Technology	Northeast Alabama CC, Shelton State CC
Electrical and Instrumentation Tech	Bevill State CC, Coastal Alabama CC, Northeast Alabama CC
Electrician	Gadsden State CC
Electronics	Gadsden State CC
EMS/EMT	Bevill State CC, Calhoun CC, Chattahoochee Valley CC, Coastal Alabama CC, Gadsden State CC, Jefferson State CC, Northeast Alabama CC, Northwest-Shoals CC, Southern Union State CC, Wallace State CC- Hanceville, Lurleen B Wallace CC, Trenholm State CC
Engineering Technology	Northeast Alabama CC
Fishery Science	Gadsden State CC
Funeral Services	Jefferson State CC
HVACR	Lurleen B Wallace CC, Shelton State CC
Health Information Tech	Shelton State CC, Wallace State CC- Hanceville
Industrial Electronics	Central Alabama CC, Northeast Alabama CC
Industrial Maintenance Tech	Chattahoochee Valley CC, Lawson State CC, Northeast Alabama CC, Northwest-Shoals CC, Southern Union State CC
Injection Molding	Southern Union State CC
Licensed Practical Nurse	Bevill State CC, Lawson State CC, Reid State CC, Trenholm State CC, Wallace State CC- Selma
Machine Tool Tech	Northeast Alabama CC
Massage	Wallace State CC- Hanceville
Medical Assisting	Chattahoochee Valley CC, Northeast Alabama CC, Northwest-Shoals CC, Wallace State CC- Hanceville
Medical Lab Tech	Calhoun CC, Gadsden State CC, Jefferson State CC, Wallace State CC- Hanceville

STEM-Related	
Media Production	Lawson State CC
Occupational Therapy Assistant	Wallace State CC- Hanceville
Officer Administration	Lurleen B Wallace CC, Northeast Alabama CC, Shelton State CC
Patient Care Tech	Wallace State CC- Selma
Pharmacy Tech	Wallace State CC- Hanceville
Phlebotomy	Bevill State CC
Physical Therapist Assistant	Bishop State, Calhoun CC, Jefferson State CC, Wallace State CC- Hanceville
Plumbing	Lawson State CC
Polysomnography	Wallace State CC- Hanceville
Radiology Tech	Gadsden State CC, Jefferson State CC, Trenholm State CC
Registered Nursing	Central Alabama CC, Chattahoochee Valley CC, Lurleen B Wallace CC, Bevill State CC, Calhoun CC, Coastal Alabama CC, Gadsden State CC, Jefferson State CC, Lawson State CC, Northeast Alabama CC, Northwest-Shoals CC, Shelton State CC, Snead State CC, Southern Union State CC, Wallace State CC- Hanceville, Wallace State CC- Selma
Respiratory Therapy	Shelton State CC, Wallace State CC- Hanceville
Surgical Technology	Lurleen B Wallace CC, Bevill State CC, Calhoun CC, Coastal Alabama CC, Gadsden State CC, Southern Union State CC
Veterinary Tech	Coastal Alabama CC, Jefferson State CC
Alabama Industrial Development Training (AIDT)	Alabama Industrial Development Training (AIDT) OJT Training Programs
Alabama Industrial Development Training (AIDT)	Alabama Industrial Development Training (AIDT) "Pre-Employment"
Work-based Learning	Work-based Learning (Cooperative Education)

It is clearly evident that there is a major critical missing component as we build-out our codification and tracking of work-based learning programs. We must immediately begin to codify those WBL opportunities and programs which align with our regional two-year and four-year institutions. Part of our on-going mission is to achieve a variety of seamless stackable credential pathways throughout our academic career/vocational two-year and four-year public institutions which lead to a variety of high-demand/skilled and vocational jobs/careers.

Work-Based Learning Funding Overview

Alabama invested over $74 million dollars during FY 2018 in a variety of vocational, career training, K – 12 and postsecondary work-based learning programs and opportunities.   The chart below shows that Alabama has developed a robust distribution of funds across a wide variety of K – 12 and vocational training programs. Nevertheless, businesses leaders, program participants, faculty and stakeholders continue to express a need for more efficiency and a deeper public–private partnership.

State Funds - Total Amount Distributed April, 2018
$74,510,847

- Industrial Development & Training Program
- Workforce Development
- Career Tech Operations & Maintenance
- Career Tech Initiative
- Jobs for Alabama's Graduates (JAG)
- Health Occupation Clinical Programs
- Co-ops and Internship Programs
- Apprenticeship Programs
- Robotic Training Program
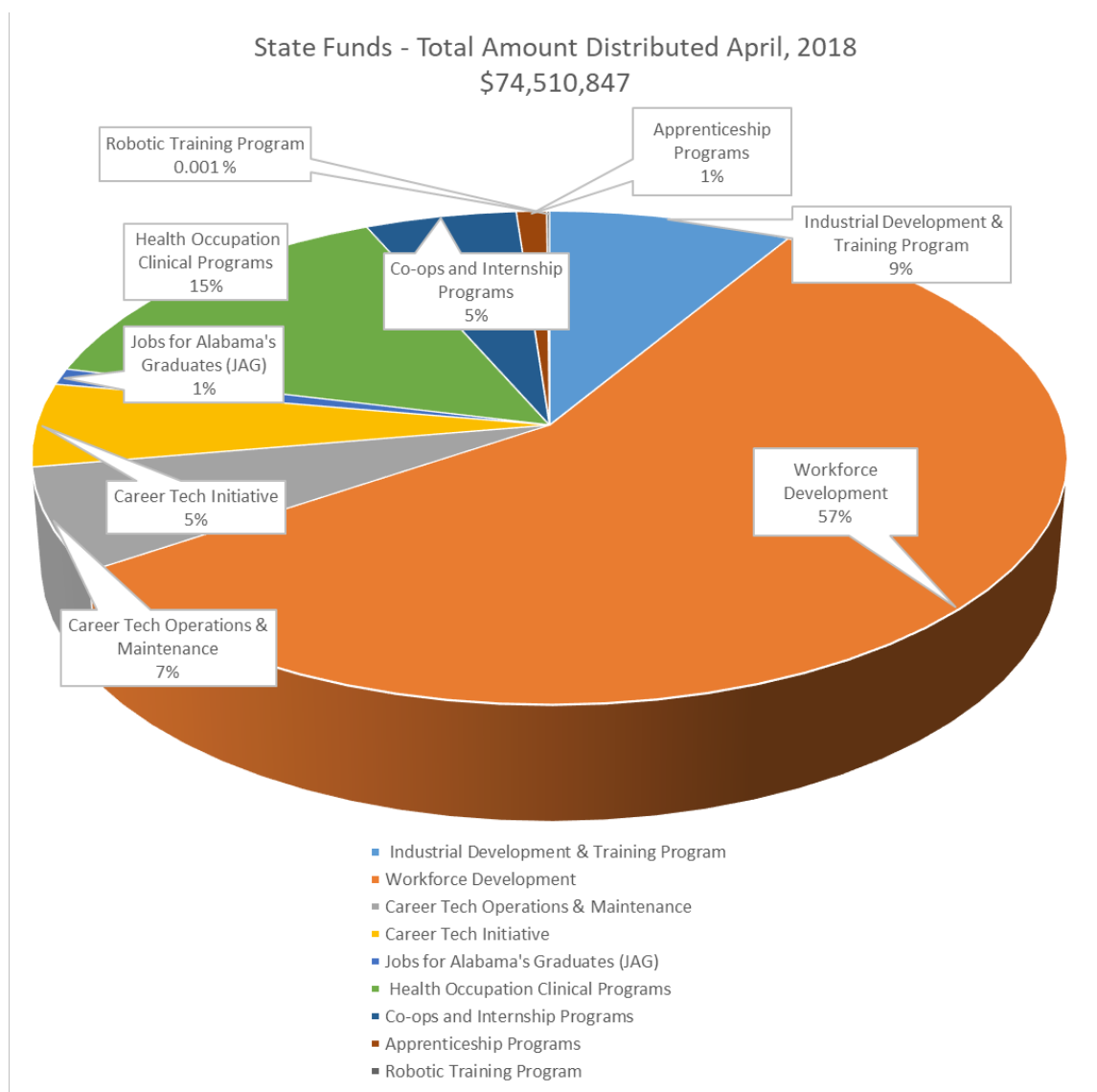
Growing our WBL programs and opportunities will require a financial commitment and investment of our Work Force Development dollars to help continue and expand our career/technical and postsecondary programs. The Alabama Commission on Higher Education (ACHE) in conjunction with the Alabama Workforce Councils, for example, has proposed a "Human Capital" fund designed to encourage our postsecondary institutions, especially our regional universities, to expand their academic and technical offerings. The goal is to establish greater access and a variety of programs that will lead to high demand careers. The chart below illustrates our current level of funding and the distribution of those funds among the various WBL programs.

State Funds - Total Amount Distributed April, 2018
$74,510,847
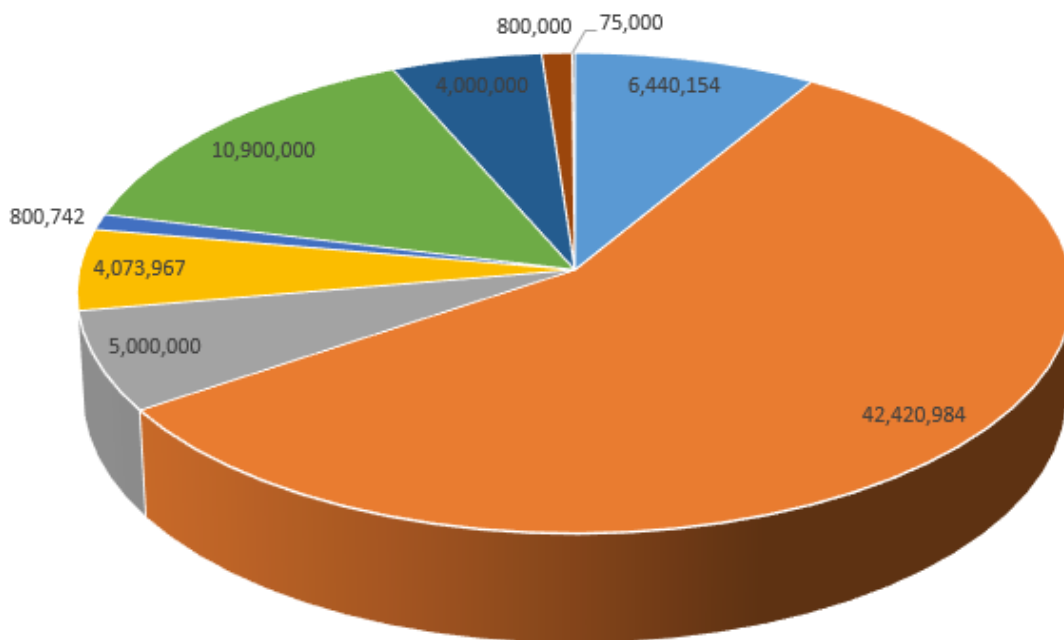
As you can see, Alabama has established a clear priority with respect to our funding of the Alabama Industrial Development Training programs. It's clear that a stronger partnership through our regional workforce boards can enhance our efforts to aid the growth and number of businesses that will

establish WBL programs and opportunities for Alabama citizens. As the reader can see, the state has made

a very effective contribution to a host of programs spread across the entire state.

Program Recipients - April 2018

Total Amount Distrubuted	Recipient(s)
$75,000	Robotic Training Park (RTP)
$800,000	Bevill State College; Bishop Community College; Calhoun Community College;Chattahoochie Valley Community College; Gasden, Drake, Enterprise , Lawson, LBW, Northeast AL, Norteast Shoals, Shelton, Treholm, Wallace (Hainesville)
$4,000,000	Bevill State College; Bishop Community College; Calhoun Community College;Chattahoochie Valley Community College; Gasden, Drake, Enterprise , Lawson, Northeast AL, Norteast Shoals, Shelton, Treholm, Wallace (Dothan), Wallace (Hainesville)
$10,900,000	Bevill State College; Bishop Community College; Calhoun Community College;Chattahoochie Valley Community College; Gasden, Drake, Enterprise , Jefferson State, Lawson, LBW, Northeast AL, Norteast Shoals, Shelton, Treholm, Wallace (Dothan), Wallace (Hainesv
$800,742	Local Education Agencies (LEAs)
$4,073,967	Local Education Agencies (LEAs)
$5,000,000	Local Education Agencies (LEAs)
$42,420,984	Alabama Industrial Development Training
$6,440,154	Alabama Industrial Development Training

The Alabama Department of Commerce has developed legislation which will establish the Alabama Industry Recognized and Registered Apprenticeship Program creating the Alabama Office of Apprenticeship (AOA). The AOA will provide a federally recognized state apprenticeship completion credential for registered and industry recognized apprenticeships certified by the AOA.

As this report demonstrates, continued funding of WBL programs is not enough. Alabama must commit human resources and funding in our efforts to build out the WBL programs and opportunities for our citizens.

Education Response to Work-Based Learning in Alabama

Business leaders, educators at our two-year and four-year institutions, student participants and policy leaders share the observation that the current Alabama work-based learning programs and opportunities need to grow. Resources need to target the development of "Human Capital" as part of Alabama's overall workforce development. As part of ongoing conversations at Regional Workforce Board meetings, on two-year and four-year college campuses and in a variety of workplace settings, stakeholders want to contribute to the change in culture associated with WBL programs.

Alabama's Need for In-demand Career Pathways

Alabama is experiencing rapid growth in aerospace, auto industry, biomedicine, cybersecurity, and advanced manufacturing. In one single generation, Alabama became one of the leading automakers in the country. Ranked #3 in the U.S. in auto exports, the state's automobile exports totaled $7.75 billion in 2017, trailing only Michigan and South Carolina. We have a robust economy with jobs pouring into the state, and Alabama's demand for an Education-to-Workforce pipeline has never been stronger than it is today.

It is imperative to align our workforce development programs around the attainment of valuable credentials, postsecondary graduation credit, and work-based learning experiences to ensure we can meet Alabama's current workforce demand. We currently have more jobs in Alabama than skilled people to fill them. To address our workforce demand, the State of Alabama will deliver work-based learning opportunities to diverse subgroups of Alabamians through a two-prong career pathways model. The Career Pathways model is founded on a data-driven and aligned delivery of federal funding streams

of Carl Perkins CTE and Workforce Innovation Act (WIOA) programs, attainment of stackable credentials mapped onto a traditional postsecondary degree, and high-quality WBL programs.

Alabama Work-Based Learning Attainment Goals

Educational attainment generally refers to the highest level of education an individual has completed. Postsecondary education attainment is the level of education an individual has completed in conjunction with industry-recognized credentials which the individual can acquire as well. Simply put, attainment includes any certificates, credentials, or academic degrees an individual has earned.

Alabama's Education Attainment Dilemma

Out of 100 9th grade students...

87 graduate high school on time

63 of the high school graduates enroll in postsecondary education or training (29 need remedial education or training)

39 return for their sophomore year of postsecondary education or training

43 earn a postsecondary degree or credential by age 25

24 earn a BA or more
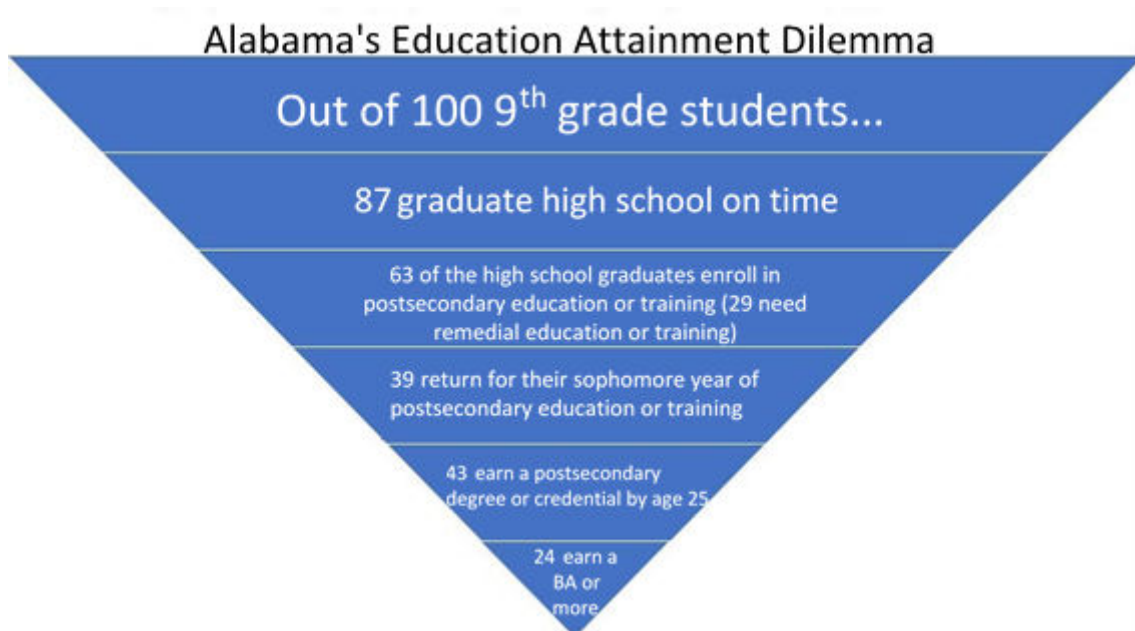
ATTAINMENT GOAL

+500,000

high-skilled employers to Alabama's workforce by 2025

= 60%

of the states working age population holding some type of certificate, credential, or degree of value.

ALABAMA EDUCATIONAL ATTAINMENT

Gap projected in post-secondary education and training beyond high school

51%

43%

49% Projected 2025

2017 Current   2025 Demand

Alabama must include in our target population for WBL programs and opportunities the 24% of postsecondary drop-outs and the 24% of high school graduates who do not go on to postsecondary education with certificates, industry licenses, and degrees if we hope to reach Governor Ivey's attainment goals.

Alabama's Career Pathways Model

Alabama's model provides a career-specific seamless educational continuum that consists of multiple entry and exit points and credential attainment levels. The State's Career Pathways System seeks to coordinate program efforts, people, and resources to meet the state's workforce demand. This includes aligning our K–12 and postsecondary education systems and the career and technical education services provided within and across education and workforce sectors. Aligning our career pathways will support career and technical education students in obtaining the academic, employability, and technical skills that employers demand.

Alabama Career Pathways Model

Work-Based Learning Surveys

Attendees of the Pathways to Careers Governor's Summit in January 2019 were presented with two work-based learning surveys: one targeted to educators titled *Survey for Education Sector*, and the other for all participants, titled *WBL Survey*. The *Survey for Education* was also distributed by email the following month from the Governor's office, and respondents completed an online version through SurveyMonkey. Of the 400+ Summit attendees, fifty-five completed the education survey and sixty-nine completed the WBL survey. The online survey netted an additional seventy-four responses for a total of 129 education survey completions.

The majority of the education sector respondents, almost 60%, represented Alabama work-force development regions 1, 5 and 6 which include Madison, Montgomery, and Covington counties, respectively. There were between nine and sixteen responses from each of the remaining four regions.

Education Sector - What is your work-force development region?*

- Region 1
- Region 2
- Region 3
- Region 4
- Region 5
- Region 6
- Region 7
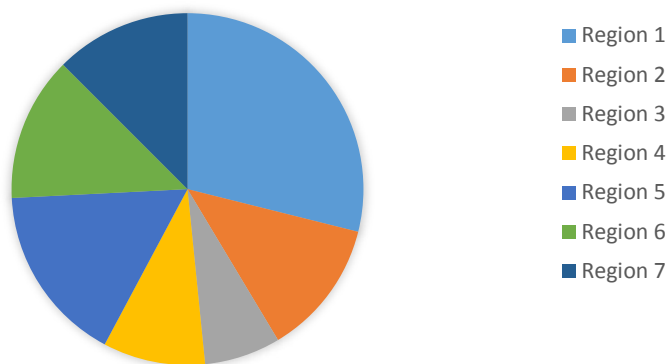
The majority of the WBL respondents, 61%, represented Alabama work-force development regions 1, 4, and 5 which include Madison, Jefferson, and Montgomery counties, respectively. There

were between one and six responses from each of the remaining regions, and twelve percent of the

respondents represented more than one region or the state as a whole.

WBL Survey - What is your work-force development region?*

Legend:
- Region 1
- Region 2
- Region 3
- Region 4
- Region 5
- Region 6
- Region 7
- Statewide
- More than one Region
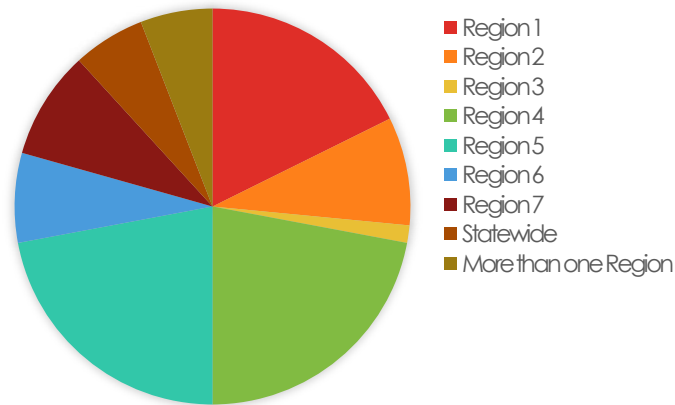
*Work-Force Development Regions:

Region 1: Colbert; Cullman; DeKalb; Franklin; Jackson; Lauderdale; Lawrence; Limestone; Madison; Marion; Marshall; Morgan; and Winston

Region 2: Calhoun; Cherokee; Clay; Cleburne; Etowah; Randolph; and Talladega

Region 3: Bibb; Fayette; Greene; Hale; Lamar; Marengo; Pickens; Sumter; and Tuscaloosa

Region 4: Blount; Chilton; Jefferson; Shelby; St. Clair; and Walker

Region 5: Autauga; Bullock; Chambers; Coosa; Dallas; Elmore; Lee; Lowndes; Macon; Montgomery; Perry; Russell; Tallapoosa

Region 6: Barbour; Butler; Coffee; Covington; Crenshaw; Dale; Geneva; Henry; Houston; and Pike

Region 7: Baldwin; Choctaw; Clarke; Conecuh; Escambia; Mobile; Monroe; Washington; and Wilcox

The majority of the education sector respondents were professors, almost 44%, while another 36% represented teacher counselors and career and technical education (CTE) administrators.

Education Sector - What is your current role?

- Teacher Counselor
- Career Coach
- CTE Administrator
- Professor
- Principal
- School
- Superintendent
- Academic Dean
- College/University
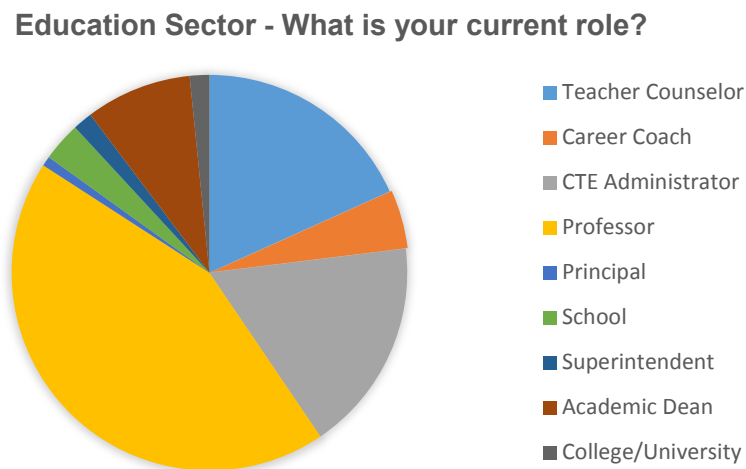
The majority of WBL survey respondents, 59%, represented K-12, Community Colleges and Universities.

WBL Survey - What type of organizations do you represent?

- K-12
- Community College
- University
- Business and Industry
- Government Agency
- Other
- K-12 and Other
- University and Other
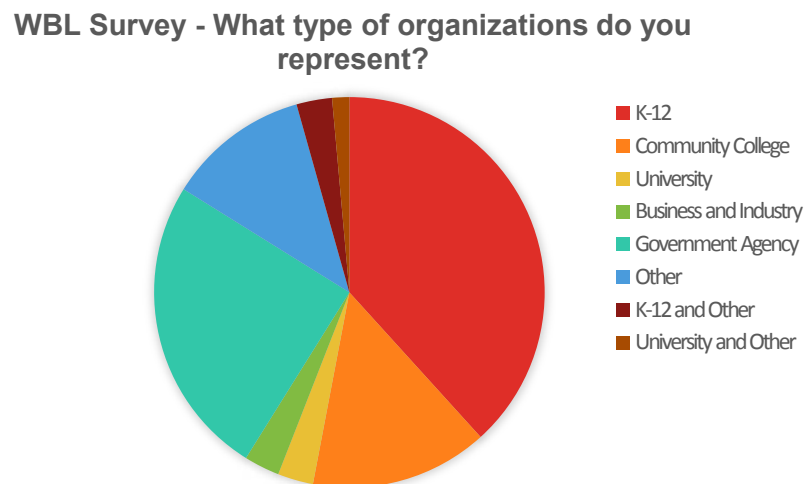
Survey for Education Sector Findings

The *Survey for Education* included an additional eighteen questions.

Respondents were asked to share their years of experience working with WBL programs. The average was 11 years; however, 59% reported 10 years or less experience.

Using a provided list of WBL programs on question four, respondents were asked to select the ones they have the most experience facilitating or administering. The top four responses ranked from high to low are listed below:

- co-ops

- internships (high school/ four year/ community college)

- apprenticeships

- clinical practice

Preceptorships, summer internships, and externships received minimal responses.

The average number of WBL students served per respondent is 107. However, 77% percent of those surveyed serve 100 or less.

Respondents were asked to respond 'Yes' or 'No' to questions six-eight. On average, a majority of WBL students served by respondents are paid for their work. They also believe that work experience is valuable to a student's education and more specifically a WBL experience.

Using provided lists, respondents were asked to 'select all that apply' for the following three questions. The top five responses from each, ordered from most selected to least selected, are shown below: What factors do you feel increase student participation in WBL programs?

- WBL opportunity in the desired field

- awareness of WBL opportunity

- flexible schedule

- access to transportation

- family support

Which of the following factors promote WBL program success?

- industry availability

- school or university administrative support

- industry administrative support

- industry financial support

- school or university financial support

Which of the following offers positive support to a student's participation in a WBL program?

- teacher/ professor

- parents

- business

- counselor

- career coach

Questions twelve-thirteen concerned relationships with regional workforce councils and local industry. The majority of the respondent's report that their institutions *do* work with regional workforce

councils and local industry to develop work-based learning opportunities for their students. However,

30% reported that the process of developing partnerships with local industries is difficult.

Rate the process of developing partnerships with local industries

■ Difficult ■ Neither ■ Easy ■ Not applicable
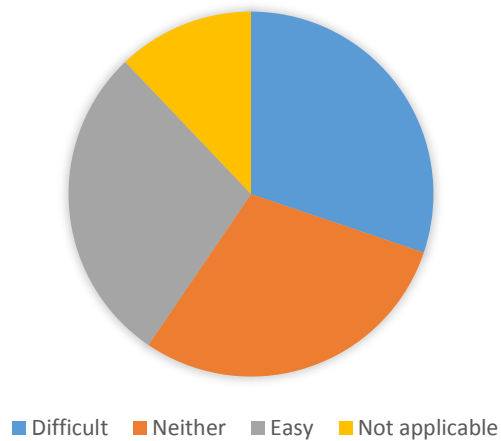
Respondents were asked to respond 'Yes' or 'No' to questions fourteen-seventeen:

- 51% report that, on average, their WBL offerings lead to an industry or nationally recognized credential or certificate.

- 83% report that, on average, their WBL offerings lead to academic credit or a degree.

- 78% report, based on their knowledge, students anticipate the completion of a WBL program will lead to a job.

- 70% report, based on their knowledge, students anticipate being employed by the WBL sponsor after completion of the program.

Respondents were then asked to rate their existing WBL programs. The majority feel their programs are successful while only 3% feel they are failing.

Overall, how would you rate existing WBL programs at your school?

Rating	Percentage
Excellent	17%
Above Average	35%
Average	38%
Poor	8%
Failing	3%
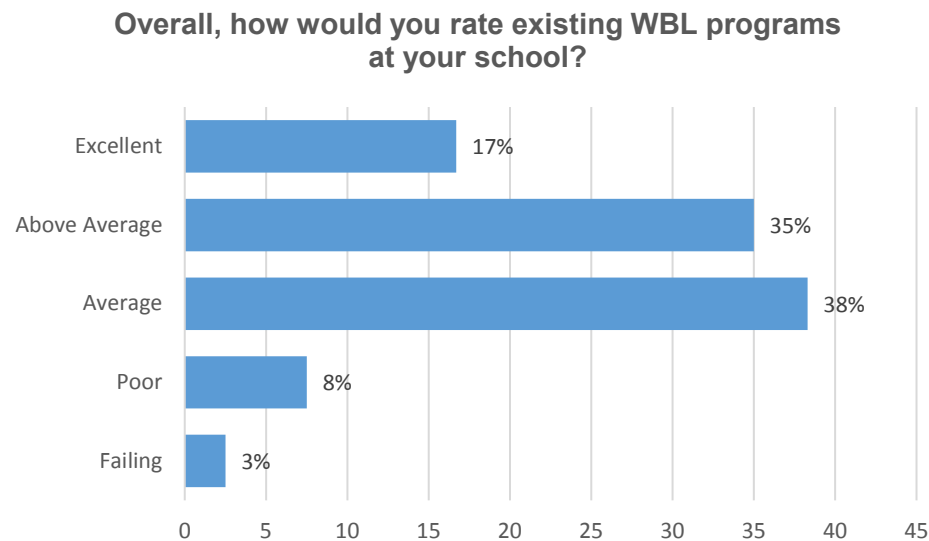
To complete the survey, respondents were asked to share any improvements or comments they had about WBL programs in Alabama. Their responses are categorized and listed below:

- Funding
  - WBL programs should offer a base-line hourly wage for participants
  - in previous years, funding was available for extended contract full-time WBL coordinators; coordinators are now on 9-month contracts with teaching responsibilities, and this leads to less availability to students
- School program changes
  - encourage high school counselors to promote work-based learning over early release when establishing student schedules
  - make WBL part of a credentialing process under the ALSDE college/career readiness indicators

- o students should complete the Occupational Safety Health Administration (OSHA) 10 program and other credentials where needed

- o add elective classes for WBL so they will be included on transcripts and counted towards degrees

- o mandate a classroom component/seminar along with WBL experiences for high school students and cover skills, wages, etc.

- o implement focus on "right student, right placement at the right time"

- o set higher standards for student participation

- o school systems should allow students to leave ½ day for WBL opportunities

- o schools need to remain flexible to meet the needs of industry

- o set rules/limits on the number of students assigned per WBL coordinator

- Education and marketing

  - o encourage more industries/businesses to partner with and allow high school students to participate

  - o find solutions to engage parents and create stronger partnerships with k-12 and community colleges

  - o publish lists of available apprenticeships; more opportunities needed in career choice

  - o hold similar WBL summits for parents

  - o promote constant communication amongst WBL students, employers and the community; communicate needs and benefits

  - o businesses/industries should attend regional workforce council meetings and express needs, and visit community colleges and become familiar with WBL possibilities

- State support

    o must have local education agency (LEA) support for program development, so WBL is
      not a dumping ground for unwanted students

    o address the age and cost legalities for 16 -18 year old individuals

Additional participant comments

- We require WBL as part of every career technology education (CTE) degree at Northeast AL
  Community College. Our work experience staff does an excellent job developing opportunities
  for our students. Students don't generally do optional by requiring WBL. We are graduating
  every student with experience.

- At MSCA, our WBL Program has been nationally and state recognized as one of the most
  innovative WBL programs in the Southern United States. Our Pathfinder Alabama Program has
  been replicated throughout the state of Alabama, and other states have sought information
  regarding the success and implementation.

WBL Survey Findings

The WBL Survey consisted of seven questions, four of which were open-ended. Respondents were asked to share their experiences with and suggestions for work-based learning programs. Respondents were asked to answer the following open-ended question:

3. Tell us about your organization's experience with WBL. Give both the positive and negative aspects of your experience.

WBL Positives:

- Students

    o develop skills, including time management, work ethic, financial responsibility, and soft skills

    o gain great work experience, especially for those that can't get work in their desired fields

    o help supplement family income

    o have become gainfully employed after graduation

- Individual districts

    o dual enrollment programs in welding and electrical programs have been successful

    o some have developed strong community support for WBL

    o word of mouth for WBL programs has increased- people call frequently to inquire about the

        programs and how they can participate

    o one co-op program with the city's police and fire departments has led to the start of a Public

        Safety Academy at a local high school

    o one WBL program is moving in the right direction with a focus on the right student, right

        placement at the right time.

- Employers

  o employers are given an opportunity to shape their own employees while producing

    opportunities for students to succeed

WBL Negatives:

- Students

  o have limited options or cannot participate due to transportation

  o cannot participate if behind in credits

  o are often not paid, and it is difficult for students to work for free

- Individual districts

  o communication with students and parents about the availability of the program and the

    benefits of getting involved is a challenge

  o students are turned away due to insufficient WBL teachers/ Coordinators; the lack of staff

    also limits opportunities to visit and monitor students at work

  o many do not have placement centers/ coordinators and no formal process in place to track

    and record WBL activities

  o consistency between districts with WBL gives a sense of distrust and undermines the

    importance of the program (ex., one district participates in WBL vs. one which allows

    students to leave campus early but does not give credit for work experiences)

  o WBL programs are often abused and not used for intended purposes which creates an

    accountability issue

  o better communication needed from the state on the future of workforce development in

    Alabama

  o guidance needed on creative ways to develop apprenticeship programs

- Employers

  o more company participation/ job opportunities are needed; co-op students are often placed

    in jobs that aren't connected to their career interests; many end up in fast-food

  o getting Workers Compensation Codes (WCC) approved by The Family Guidance Center and

    the inability to serve in-school youth (ISY) or those in between semesters are challenges

    (regarding WCC: jobs with only one or a couple of WBL participants such as electricians,

    some manufacturing and those with high-powered tools like saws are given higher rates and

    often unapproved; this can apply to both high school and college age students)

Respondents were then asked to answer the following open-ended question:

4. What would need to be put in place to expand your participation in work-based learning initiatives?

- Funding

  o transportation, daycare, and healthcare options would facilitate more participation

  o students should be paid for WBL experiences; this will encourage more participation

  o greater employer engagement and investment is needed

  o more funding needed for full-time WBL coordinators/ instructors for school

    systems/districts to develop meaningful experiences, foster community and industry

    partnerships, maintain accountability and track progress and results

  o funding needed to pay for tuition and books for apprenticeship programs to encourage

    participation

- School program changes

  o school systems need to allow seniors to be dismissed 1/2 day for WBL opportunities

- o more support for students to obtain core classes and be involved in WBL; schedule flexibility needed

- o formal tracking of elective classes for all degrees, so WBL is included on transcripts

- o more time for instructors outside of the classroom to visit students at work and business to gauge interest

- o more coordinators needed to establish legitimate WBL programs

- o proper placement in career technology education (CTE) courses and proper time to instruct; more pre-apprenticeship opportunities placing students in the proper environment

- o reduce or eliminate programs such as Senior Release that allows students to leave school early without accountability; instead, charge students with getting involved in WBL and emphasize it as a critical part of their educational experience; thus, only the students who are involved in WBL may leave the school campus early because they are transitioning to their job/internship site

- o students should be adequately prepared to participate in the programs

- o success/career coaches needed that are fully trained and not just working with special needs students; early warning/intervention with mentors who can help them navigate career paths.

- o staff and faculty development- training and certification needed to ensure qualified instructors

- o expose teachers to jobs- many went from being a student to teaching students and have no concept of the workplace

- Education and marketing
  - o more resources and advice needed to help coordinate and grow programs and connect with and get businesses/industries on board

o more awareness and marketing needed regarding the benefits of WBL and available

programs for all stakeholders (a list of WBL providers tied to the Eligible Training Provider

List (ETPL))

o continuous WBL slots across the state; more quality and career- focused job opportunities

o career center staff across the board from manager to ASA's need to promote the program to

every 16-24-year-old that walks thru the door

- State support

o a seat at the table to learn how organizations/businesses can provide services

o approved apprenticeship programs

o change the federal definition of out-of-school youth (OOSY) - because districts are unable to

serve those attending school it limits some of those who would otherwise participate

Respondents were asked to select work-based learning programs that would be useful to their

organizations:

5. Which of the following work-based learning programs do you think would be most useful to your organization's workforce development? (check all that apply)

Programs	Frequency	Percent
a. Internship (four-year college)	7	10%
b. Internship (high school student)	32	46%
c. Clinical Practice (community college)	15	22%
d. Preceptorship (community college)	12	17%
e. Internship (community college)	18	26%
f. Apprenticeship (community college)	22	32%
g. Co-op (community college)	22	32%
h. U.S. DOL Registered Apprenticeship program	16	23%
i. Alabama Industrial Development Training (AIDT)	17	25%
j. Pre-apprenticeship program	33	48%
k. A formal in-house training program	10	15%
l. Co-op (high school student)	32	46%
m. Other	4	6%
n. None of the above	0	0%
o. Not applicable	5	7%

Respondents were then asked to answer the following open-ended question:

6. What guidance can you give on how to best broaden work-based learning opportunities in Alabama?

- Education and marketing

  o conduct an annual data review at the end of each school year to monitor and track benefits and concerns

  o encourage more dual/joint enrollment in junior and high schools

  o communicate with and educate employers in industries not accustomed to WBL models

  o develop a system for one-on-one personal visits with businesses

  o incorporate soft skills into ELA core curriculum and CTE: cover letters, resumes, interview skills, etc.

  o advertise on social media, conduct seminars, organize WBL expos

  o ensure participation is available to every student

  o develop tools to determine interests/skills to better match students with opportunities

  o work closely with industry and allow them to guide programs

- State support

  o publish a statewide directory of resources/opportunities for WBL apprenticeships, etc.

  o state lead initiative on incentives to companies (many do not know there are incentives already available)

  o ensure all state school districts have a co-op program that follows state guidelines

  o expand the definition for youth who can be served (OOSY)

  o use Workforce Innovation and Opportunity Act (WIOA) or other funding to serve in-school youth and improve marketing to out-of-school youth

 o create deeper partnerships with state agencies Alabama Department of Labor (ADOL),

  Alabama Department of Rehabilitation Services (ADRS), etc.

 o require accountability for systems which do not adhere to policies

Additional participant comments

- The Medicaid Agency would like the opportunity to engage with all state and federal partners.

  We would like to engage particularly with the Regional Workforce Councils throughout the state

  as well as any other opportunities for collaboration. Medicaid is currently working to

  incorporate a work- based program for our clients who receive benefits so that we can assist

  those who may not have a job or may be seeking job training.

- The Alabama National Guard would like to come alongside industry to benefit us all as they are

  one of the largest employers in Alabama.

- Utilize WBL and WIOA to get training and education for our consumers (clients with disabilities).

  WBL has given several of our consumers' opportunities to gain employment and excel at their

  current jobs.

Respondents were finally asked to answer the following open-ended question:

7. How can we help change the culture associated with WBL, such as apprenticeships and pre-apprenticeships?

- Education and marketing

  o change the narrative by creating and promoting a positive image; address the stigma of "not

   going to college."

  o communities need to understand that not everyone needs to go to college to be successful,

   not sure how to accomplish this.

- educate all stakeholders regarding the benefits, especially in school systems/communities where college is pushed hard

- promote and communicate success stories; present real-life testimonies to potential businesses or schools so they can see the benefits

- make it a priority within the state with more marketing, mass advertising

- provide parents with data that shows the employment rate of students who participated in WBL vs. those who did not

- make parents and educators aware of the opportunities and need for skilled workers in their communities/workforce; communicate related salary scales

- begin building awareness and exposure to careers in the 5th - 6th grade

- look into the recruitment tools used by companies such as Google and Facebook to gain insight into how to reach the younger workforce

- State support

  - facilitate better collaboration between Apprenticeship Alabama and the Alabama Career Center System as well as Regional Workforce Councils

  - help design and implement WBL in adult education and CTE programs

  - address the legalities for 16 -18 year old individuals

  - develop assessments to demonstrate competencies of credentials; use technology to improve processes to reduce the burden to employers

  - develop a formal business needs assessment and follow up

  - Offer a tax credit to the individual (or parents of a student) who is enrolled in an apprenticeship or formal pre-apprenticeship; parents are incentivized with a tax credit at the federal level for paying college tuition so why not do the same for apprenticeships

  - provide additional benefits to employers to incentivize them to take a chance on WBL

Additional participant comments

- What we often hear from teachers/parents is:

  o 1) Students aren't aware of career opportunities that don't require 4-year degrees or aren't aware of a job's growth, pay and education requirements.

  o 2) All students don't have the opportunity to participate in all opportunities due to education, transport, diploma track, etc.

  o 3) Mentorship from industry is needed.

- We have partnered with business and industry, chambers of commerce, EDA, schools, etc. and feel if ALL AL community colleges were developing and coordinating USDOL Registered Apprenticeships or AL State Apprenticeship Programs, we could fill the skills gap for our businesses and industries. Youth Apprenticeships are very important.

- WBL needs to be seen as an integral part of the overall curriculum. We are trying to prepare students for industry and give them very limited hands-on experiences in a variety of career fields if any experience at all.

- All students should be required to do a WBL internship/apprenticeship, so they are able to make more informed decisions about their future.

Work-Based Learning Alabama – Moving Forward: State Report Conclusion

Overall, the individuals surveyed feel that existing WBL programs are working and need expansion, especially in rural communities. Many respondents reported a positive/excellent experience with current programs and are hopeful that the ideas presented in the Summit are thoughtfully considered for implementation.

The majority of survey respondents serve on average up to 100 students with co-ops, internships, and apprenticeships as the most popular WBL experiences. These experiences are viewed as valuable to a student's education, and while most lead to academic credit or a degree, only 51% report that WBL leads to an industry or nationally recognized credential or certificate. More opportunities in desired career fields are needed, and assistance in creating those opportunities is necessary as 30% report the process of developing WBL partnerships with local industries is difficult. The majority of respondents believe that students anticipate being employed with their WBL sponsor after completion of the program.

Survey participants also provided numerous comments on existing programs and needs and suggestions for future improvements. Below are four key categories that summarize those responses.

Education and Marketing - Communicate, communicate, communicate!
- o Educate all stakeholders - create a greater awareness of WBL opportunities, the need for skilled workers, and the benefits available to students/families, industries/businesses and communities as a whole.

- Market - utilize social media and other mass marketing, conduct seminars for all stakeholders, organize WBL expos.
- Change the narrative - create and promote a positive image and address the stigma of not going to college for a four-year degree; promote success stories.

Changes to WBL Program Structure/Requirements

- WBL experiences should be tracked, monitored, given credit and included on transcripts.
- Programs should be consistent from district to district (secondary education) - encourage WBL over early release in high schools and allow a ½ day for WBL opportunities.
- A WBL classroom component should be required to cover soft skills, monitor accountability, discuss credentials, regulations (such as OSHA), etc.

Funding

- More full-time WBL coordinators are needed for schools/districts to meet student needs, conduct more community outreach, and track and monitor student and program success.
- All WBL participants should be paid for work experiences
- Support needed for additional expenses and struggles such as transportation, daycare, and books/study materials to encourage participation in apprenticeship programs.

- Every two-year and four-year regional institution needs a designated WBL coordinator who directly interfaces with their respective Regional Work Force Board and the Alabama Office of Apprenticeship

State Support

- Expand the definition of out-of-school youth (OOSY); address the age and cost liabilities for 16-18 year old individuals; and address challenges with workers' compensation codes.

- Facilitate better collaboration between Apprenticeship Alabama and the Alabama Career Center System as well as Regional Workforce Councils, Alabama Department of Labor and Alabama Department of Rehabilitation Services.

- Publish a statewide online directory of WBL resources, available apprenticeships/opportunities, and participating industries/businesses.

Improving Our Current Work-Based Learning Programs and Opportunities

Business Leaders, educators at our two-year and four-year institutions, participants and policy leaders share the observation that the current Alabama work-based learning programs and opportunities need to grow. As expressed above, all stakeholders want to contribute to the change in culture associated with WBL programs.

- Education and marketing
  - change the narrative by creating and promoting a positive image; address the stigma of "not going to college."

- o communities need to understand that not everyone needs to go to college to be successful, not sure how to accomplish this.

- o educate all stakeholders regarding the benefits, especially in school systems/communities where college is pushed hard

- o promote and communicate success stories; present real- life testimonies to potential businesses or schools so they can see the benefits

- o make it a priority within the state with more marketing, mass advertising

- o provide parents with data that shows the employment rate of students who participated in WBL vs. those who did not

- o make parents and educators aware of the opportunities and need for skilled workers in their communities/workforce; communicate related salary scales

- o begin building awareness and exposure to careers in the 5th - 6th grade

- o look into the recruitment tools used by companies such as Google and Facebook to gain insight into how to reach the younger workforce

- State support

  - o facilitate better collaboration between Apprenticeship Alabama and the Alabama Career Center System as well as Regional Workforce Councils

  - o help design and implement WBL in adult education and CTE programs

  - o address the legalities for 16 -18 year old individuals

  - o develop assessments to demonstrate competencies of credentials; use technology to improve processes to reduce the burden to employers

  - o develop a formal business needs assessment and follow up

- Offer a tax credit to the individual (or parents of a student) who is enrolled in an apprenticeship or formal pre-apprenticeship; parents are incentivized with a tax credit at the federal level for paying college tuition so why not do the same for apprenticeships
- provide additional benefits to employers to incentivize them to take a chance on WBL

- What we often hear from teachers/parents is:
  - 1) Students aren't aware of career opportunities that don't require 4- year degrees or aren't aware of a job's growth, pay and education requirements.
  - 2) All students don't have the opportunity to participate in all opportunities due to education, transport, diploma track, etc.
  - 3) Mentorship from industry is needed.

- Additional comments
  - We have partnered with business and industry, chambers of commerce, EDA, schools, etc. and feel if ALL AL community colleges were developing and coordinating USDOL Registered Apprenticeships or AL State Apprenticeship Programs, we could fill the skills gap for our businesses and industries. Youth Apprenticeships are very important!
  - WBL needs to be seen as an integral part of the overall curriculum. We are trying to prepare students for industry and give them very limited hands- on experiences in a variety of career fields if any experience at all.
  - All students should be required to do a WBL internship/apprenticeship, so they are able to make more informed decisions about their future.

Enhancement of Alabama Regional Workforce Boards

The Alabama Regional Workforce Boards (RWB) should enrich their best practices in every region. As an example, the effective inclusion of representatives from the two-year and four-year public postsecondary institutions within each RWB area would create a closer tie between the needs of businesses within the region and the institutions. Recent comments from several two-year and four-year postsecondary institutions pointed to a few benefits of bringing the regional academic institutions into closer contact with regional businesses.

- Periodic presentations to each RWB from regional secondary and postsecondary faculty/students/and business partners examining the progress and effectiveness of the variety of WBL opportunities, i.e. clinical, co-op's, and internships
- Monitoring of postsecondary WBL student assessments based upon industry standards tied to demonstrated achievement
- The RWB should strive to become the catalyst for "Myth-busting" –faculty/students/and business partners can share their experiences, and the value of the academic skills, knowledge, attributes and attitudes learners acquire across a broad spectrum of social science and STEM fields and their direct application in the workplace.

Advancements by Academic Institutions

Various forms of work-based learning should become a required condition for "stackable certificates" and degree programs. This will require resources and support for the development of crosswalks which translate work-based learning into academic credit.

- Continual upgrading and development of "digital" crosswalks between the "on-the-job training and experiences" and postsecondary academic credit.

- Embed adult education and stackable certificate- based programs as part of degree programs.

Alabama as Favorable Environment for International Business

"Study Alabama" is a member of the U.S. Department of Commerce Study State initiative. Alabama sits at the heart of the fastest growing region in the United States with one of the most diverse geographical areas in the U.S. and is a state that has strong global ties and over 500 foreign direct investment businesses.

The Alabama Department of Commerce should approach "Study Alabama" as a means to boost WBL opportunities within the International business community:

- To help collect and analyze data related to the cross-cultural/economic needs of foreign national corporations who have located to Alabama which would include -

  o The socialization and adaptation of transferred managers and their families

  o The sense of identity within the workplace and community of foreign nationals

  o The sense of identity within the academic community and potential workplace of foreign students as part of a required work-based learning experience

Appendix A: Summary of All-State WBL Programs

STATE	Post-Secondary Subsidies: Students	Post-Secondary Subsidies: Institutions	Employer Subsidies: Grants	Employer Subsidies: Tax Credits	Secondary School: Other WBL	Secondary School: Apprenticeships	WBL Expansion Initiatives	TOTAL
Arizona								0
District of Columbia								0
Hawaii								0
Illinois								0
Kansas								0
Mississippi								0
Nebraska								0
New Mexico								0
North Dakota								0
Ohio								0
South Dakota								0
Vermont								0
Wyoming								0
Alabama				X				1
Arkansas			X					1
Maryland				X				1
Nevada				X				1
New Hampshire							X	1
New York					X			1
North Carolina						X		1
Oklahoma						X		1
Texas		X						1
West Virginia				X				1
Arkansas					X	X		2
Delaware	X						X	2
Florida	X	X						2
Georgia					X	X		2
Idaho						X	X	2
Indiana		X				X		2
Kentucky						X	X	2
Louisiana				X	X			2
Maine	X		X					2
Maryland					X		X	2
Massachusetts					X	X		2
Minnesota			X				X	2
Montana				X			X	2
New Jersey			X			X		2
Oregon			X			X		2
Tennessee		X					X	2
Utah		X					X	2
Virginia			X				X	2

STATE	Post-Secondary Subsidies: Students	Post-Secondary Subsidies: Institutions	Employer Subsidies: Grants	Employer Subsidies: Tax Credits	Secondary School: Other WBL	Secondary School: Apprenticeships	WBL Expansion Initiatives	TOTAL
Wisconsin					X	X		2
California		X			X		X	3
Colorado					X	X	X	3
Connecticut			X	X				3
Iowa	X		X		X			3
Michigan			X	X		X		3
Pennsylvania	X		X				X	3
Rhode Island				X	X		X	3
South Carolina				X	X		X	3
Washington	X				X	X	X	4
TOTAL	6	6	10	10	13	15	17	76

Appendix B: Alabama Work-Based Learning Programs

Name of Program	Type of Program	Description
Individual Training Accounts (ITA)	Adult WBL	Provides educational or occupational training services for Adults, Dislocated Workers, and Youth through Individual Training Accounts (ITAs). ITA services may only be provided to the Workforce Innovation and Opportunity Act (WIOA) participants by training providers who have applied for placement and been placed on the Eligible Training Provider List.
On-The-Job Training	Adult WBL	Provides individuals an opportunity to learn job skills and allows employers to train new employees while saving money on training costs. Under the Workforce Innovation & Opportunity Act, On-the-Job Training participants' employers are reimbursed a portion of these participants' wages in compensation for the extraordinary costs in additional time and attention associated with the provision of such training, and in recognition of the lesser workplace productivity of these trainees. Negotiations with the employer establish the maximum length of participants' training period. The maximum length of such training, however, is not to exceed six months.
Incumbent Worker Training Program	Adult WBL	Provides funding assistance to qualifying Alabama for-profit businesses to provide skills training to full- time, permanent company workers. The training must be a business necessity that will enhance companies' abilities to compete in global economies, expand present markets, and help ensure the permanency (layoff aversion) of businesses in Alabama. For the workers, the training will upgrade present work skills, heighten job security, provide marketable skills, and increase the possibilities for higher wages and promotional opportunities.
Dislocated Worker Program	Adult WBL	Intended for workers who lost jobs due to plant closures, company downsizing, or some other significant change in market conditions. In most cases, it must be unlikely that these dislocated workers will return to their previous employment, and they must be eligible for (or have exhausted) unemployment compensation. Other conditions can lead to eligibility, such as being self-employed (but not working as a result of general economic conditions) or being a displaced homemaker.

		This program tailor's employment and training services to meet dislocated workers' needs; works with workers and firms facing substantial layoffs; and encourages labor, management, and community partnerships with government to address worker dislocation.
Reach Out Program	Youth WBL	An innovative and holistic program serving out-of-school youth in rural southwest Alabama. The program strives to improve educational attainment, prepare participants for success in employment, and support their development as young adults. Participants are recruited from a 5- county service area around Monroeville, AL (Clarke County, Choctaw County, Marengo County, Monroe County, and Wilcox County). Participants, on average, attend the program 20-25 hours per week. Weekly interaction within the program includes time sitting in class (Adult Education, certificate classes or postsecondary degree), one on one meetings with case managers, workshops and presentations from Project REACH OUT or partnered organization, paid or unpaid work experiences and time spent in tutoring if applicable and study hours if enrolled in academic classes.
The Alfred Saliba Center for Families' Career Designs for Youth (CDY)	Youth WBL	Assists youth that have dropped out of high-school obtain their GED and participate in either postsecondary education or obtain meaningful employment with a career focus. The CDY program is located at the Alfred Saliba Center for Families, situated in the southeast corner of Alabama, near the Georgia and Florida borders in a region called the Wiregrass.
The Attalla City Schools' HIRED [Helping Inspire, Remediate, Educate] Program	Youth WBL	This program addresses the challenges facing out-of-school youth by providing non-standard educational options and career training that end with certifications in health sciences and automotive manufacturing.
The Bevill State Community College SOS program	Youth WBL	Provides educational and training opportunities that enrich lives intellectually economically, and culturally. This program offers paid Work-Based experience through paid experience at job sites for an 8-week period.
Butler County's Second Chance Program	Youth WBL	The Second Chance Program is strategically designed to offer out-of-school youth ages 16 – 24 opportunities to obtain a GED, high school diploma, assistance in obtaining employment, leadership development,

		perusing postsecondary education enrollment, perusing military enlistment, improve and/or develop work readiness skills, earn a recognized industry credential, and be exposed to an intensive support system to ensure that individual goals are met.
The Dallas County Workforce Innovation and Opportunities Act (DCWIOA)	Youth WBL	The Dallas County Workforce Innovation and Opportunities Act (DCWIOA) focuses on allowing eligible youth the opportunity to be linked to a network of community programs focusing on advancing their educational opportunities, career readiness, and job placement. Proposed activities include tutoring/mentoring, study skills training, alternative secondary school services, GED preparation, Ready for Work program – offered at Wallace College, job readiness/placement, entrepreneurial skills training, internship/apprenticeship opportunities, and financial management and life skills. Follow-up includes a long-term comprehensive service program utilizing network resources and runs a period of not less than twelve months after the completion of the program in order to ensure graduates have ongoing mentoring for job retention.
The Circle of Care Center for Families	Youth WBL	The Circle of Care Center for Families provides academic support and employment skills training for out of school youth between the ages of 16-24 in Chambers and surrounding counties. Youth receive workplace skills training using the Why Try? curriculum and the Botvin Life Skills Training Curriculum while also receiving GED instruction, Work Keys certification, tutoring, and mentoring. Participants are assisted in securing employment and/or transitioning into postsecondary programs.
Community Service Programs of West Alabama, Inc.	Youth WBL	This program is an employment and employment skills training program that focuses on out-of-school youth living in Tuscaloosa County who are between the ages of 16 and 24. CSP's program provides eight weeks of classroom training, and entry-level work experience for youth enrolled in the program.
The Department of Youth Services (DYS)	Youth WBL	Provides educational services for adjudicated youth throughout the State of Alabama, typically 16-17-year-old males, academically two grade-levels below average performance, with a median adjudication of 6-9 months. CraftTrain is DYS' simulated workforce incentive training program for career and technical education (CTE) students. Its primary goal is to help prepare them for gainful employment and/or continuing

		education through individualized training and transitional services. The CraftTrain Continuum is the continuous provision of training and services made available to participants. The continuum begins with student interest in an identified career tech program, company orientation, simulated on-the-job training, continuing education, and company post-orientation. CraftTrain incorporates standards of national certification and credentialing for students, attainability of entry-level certification/credentialing within 6 months of adjudication, emphasis on the importance of work-readiness, leadership, teamwork, and financial literacy skill attainment, facilitation of seamless transition for students from DYS to school and/or the workforce, and services to maximize students' successful transfer of knowledge and skills from the classroom to the workplace.
Easter Seals West Alabama (ESWA)	Youth WBL	Easter Seals West Alabama partners with multiple agencies to create an innovative model addressing the needs of At-Risk Youth in Tuscaloosa County, age 16-24, who have dropped out of school. The model, called "Future Promise", creates outcomes for career development, educational attainment and work-based learning leading to employment. Through collaborative efforts with West Alabama Works and Community Works Tuscaloosa, participants are linked to in-demand industry sectors in the local economy, have access to career opportunities in construction and health care sectors. Manufacturing, distribution, automotive and information technology sectors are being developed to expand training opportunities. Opportunities to obtain industry-recognized credentials are available through referrals to Postsecondary programs.
Work Ready! Program (Family Guidance Center of Alabama)	Youth WBL	The Work Ready! Program operated by the Family Guidance Center of Alabama assists WIOA-eligible, out-of-school young adults, 16-24 years of age, in Montgomery, Autauga, Butler, Crenshaw, Elmore, Lowndes Counties in attaining their employment goals through education, certificate training, work readiness skill-building, supportive services, and sustained individualized case management. The services offered through Work Ready! are addressed through case

		management, the Intensive Job Readiness class structure, and/or through the job search component.
The Youth Workforce Advantage program (Hope Place Family Resource Center)	Youth WBL	The Youth Workforce Advantage Program assists out-of-school youth ages 16-24 in attaining education by passing their GED and becoming employed. Program participants focus on reaching a degree or certificate and increasing in literacy and numeracy gains through the use of all 15 WIOA elements.
The Huntsville-Madison County Mental Health Board's Launch Program	Youth WBL	The Huntsville-Madison County Mental Health Board's Launch Program targets out-of-school, at-risk youth and young adults, ages 16-24, from Marshall, Jackson DeKalb, Limestone, Morgan, Madison, and Etowah counties who face barriers to education and employment.
The Northwest-Shoals Youth Success Program (YSP)	Youth WBL	Provides services to disadvantaged, out-of-school youth, ages 16-24, in Colbert, Franklin, Lauderdale, Lawrence, and Winston Counties. Youth Success Career Advisors are based at locations convenient and accessible to participants in each county. They are responsible for direct services such as counseling, referral, support, tutoring arrangement, and case management. Through intergenerational mentoring, on the job experience, job shadowing, summer employment, and apprenticeship training, participants are exposed to competency models, career ladders, and career lattices in the local high growth/high demand industries.
Regional Alliance 4 Children's Youth Enrichment Services (YES) Program	Youth WBL	Regional Alliance 4 Children's Youth Enrichment Services (YES) Program enables out-of-school youth to obtain the GED® or online high school diploma and the Career Readiness Certificate (CRC), gain work-readiness and basic occupational skills, access career pathway and postsecondary information, participate in field trips and leadership activities, earn incentives, and receive paid technical education tuition when funds are available.
Second Chance Works	Youth WBL	Provides comprehensive workforce development services targeted to the most underserved and at-risk out of school youth in the River Region (Montgomery, Lowndes, Autauga, and Elmore Counties) – those who are expelled from school for serious behavioral offenses or are involved with juvenile court. Second Chance Works program design includes objective and informal assessment leading to individualized experiential and didactic workforce preparation with an

		emphasis on the strengths-based model of counseling and connections to supportive adults.
Project YES (Youth Empowered to Succeed)	Youth WBL	Project YES is available for Greene and Sumter County young adults, ages 16-24. Participants include youth not attending school and fall within one or more of the following categories: School dropout, high school graduate (diploma or GED) who is a low-income individual and is basic skills deficient or an English language learner, subject to the juvenile/adult justice system, homeless, runaway, in foster care/has aged out of the foster care system; pregnant and/or parenting, disabled, and requiring additional assistance to enter or complete an education program to secure or hold employment. Project YES features training for occupations in the healthcare industry–health care is experiencing labor shortages and is in high demand due to the many health disparities in West Alabama. Project YES targets skills and competencies demanded by the healthcare industry; support career pathways for employment and result in an employer or industry-recognized credential.

Appendix C: Survey for Education Sector

PLEASE RESPOND ONLY TO THIS SURVEY IF YOU ARE IN ACADEMIA (Superintendent, Teachers, Counselors, etc.)

1. **What Is your current academic role?**
   ☐ Teacher Counselor ☐ Career Coach ☐ CTE Administrator ☐ Professor ☐ Principal ☐ School
   ☐ Superintendent ☐ Academic Advisor ☐ Academic Dean

2. **What is your work-force development region?**
   ☐ Region 1: Colbert; Cullman; DeKalb; Franklin; Jackson; Lauderdale; Lawrence; Limestone; Madison; Marion; Marshall; Morgan; and Winston
   ☐ Region 2: Calhoun; Cherokee; Clay; Cleburne; Etowah; Randolph; and Talladega
   ☐ Region 3: Bibb; Fayette; Greene; Hale; Lamar; Marengo; Pickens; Sumter; and Tuscaloosa
   ☐ Region 4: Blount; Chilton; Jefferson; Shelby; St. Clair; and Walker
   ☐ Region 5: Autauga; Bullock; Chambers; Coosa; Dallas; Elmore; Lee; Lowndes; Macon; Montgomery; Perry; Russell; Tallapoosa
   ☐ Region 6: Barbour; Butler; Coffee; Covington; Crenshaw; Dale; Geneva; Henry; Houston; and Pike
   ☐ Region 7: Baldwin; Choctaw; Clarke; Conecuh; Escambia; Mobile; Monroe; Washington; and Wilcox

3. **How many years of experience do you have in work-based learning (WBL) facilitation or administration?**

4. **Which type of WBL programs do you have the most experience facilitating or administering? (Select all that apply)**
   ☐ Internship-High School/4 year/ Community College
   ☐ Clinical Practice
   ☐ Preceptorship
   ☐ Externship
   ☐ Co-op
   ☐ Summer internship
   ☐ Apprenticeship
   ☐ Other

5. **On average, how many WBL students do you serve?**

6. **On average, are your WBL students paid for their work?** ☐ Yes ☐ No

7. **Do you feel that a WBL experience is valuable to a student's education?** ☐ Yes ☐ No ☐ Not sure

8. **On average, do your students feel that work experience is valuable to their education?** Yes ☐ No ☐ Not sure

9. **What factors do you feel increase student participation in WBL programs? (Select all that apply)**
   ☐ Awareness of WBL Opportunity ☐ Flexible Schedule ☐ Family Support
   ☐ Access to transportation ☐ Financial resources ☐ WBL opportunity in desired field ☐ Other

10. **Which of the following factors promote WBL program success? (Select all that apply)**
    ☐ School or university administrative support ☐ School or university financial support ☐ Industry availability
    ☐ Industry administrative support ☐ Industry financial support ☐ Other

11. **Which of the following offers positive support to students' participation in a WBL program? (Select all that apply)**
    ☐ Parents ☐ Siblings ☐ Friends ☐ Teacher/professor ☐ Business ☐ Church ☐ School ☐ Counselor ☐ Career Coach

Please answer questions on back

☐ Academic advisor ☐ Other

12. **Does your institution work with your regional workforce council and local industry to develop work-based learning opportunities for your students?** ☐ Yes ☐ No

13. **If yes, how would you rate the process of developing partnerships with local industries?**
☐ Difficult
☐ Neither
☐ Easy
☐ Not applicable

14. **On average, do your WBL program offerings lead to an industry or nationally recognized credential or certificate?** ☐ Yes ☐ No

15. **On average, do your WBL program offerings lead to academic credit or a degree?** ☐ Yes ☐ No

16. **Based on your knowledge, do students anticipate that the completion of a WBL program will lead to a job?** ☐ Yes ☐ No

17. **Based on your knowledge, do students anticipate being employed by the WBL sponsor after completion of the program?** ☐ Yes ☐ No

18. **Overall, how would you rate existing WBL programs at your school?**

☐ Excellent ☐ Above Average ☐ Average ☐ Poor ☐ Failing

19. **Do you have any recommendations for improvements to WBL programs?** ☐ Yes ☐ No

If yes, please share those recommendations:

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20. **Comments:**

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Thank you for your time.

Appendix D: WBL Survey

1. What type of organization do you represent?

☐ K-12 ☐ Community Colleges ☐ Universities ☐ Business and Industry ☐ Government Agency

☐ Other _____

2. What is your work-force development region

☐ Region 1: Colbert; Cullman; DeKalb; Franklin; Jackson; Lauderdale; Lawrence; Limestone; Madison; Marion; Marshall; Morgan; and Winston Counties

☐ Region 2: Calhoun; Cherokee; Clay; Cleburne; Etowah; Randolph; and Talladega Counties

☐ Region 3: Bibb; Fayette; Greene; Hale; Lamar; Marengo; Pickens; Sumter; and Tuscaloosa Counties

☐ Region 4: Blount; Chilton; Jefferson; Shelby; St. Clair; and Walker Counties

☐ Region 5: Autauga; Bullock; Chambers; Coosa; Dallas; Elmore; Lee; Lowndes; Macon; Montgomery; Perry; Russell; Tallapoosa

☐ Region 6: Barbour; Butler; Coffee; Covington; Crenshaw; Dale; Geneva; Henry; Houston; and Pike Counties

☐ Region 7: Baldwin; Choctaw; Clarke; Conecuh; Escambia; Mobile; Monroe; Washington; and Wilcox Counties

3. Tell us about your organization's experience with WBL. Give both the positive and negative aspects of your experience.

4. What would need to be put in place to expand your participation in work-based learning initiatives?

Please answer questions on back

5. Which of the following work-based learning programs do you think would be most useful to your organization's workforce development? (Select all that apply)

- ☐ a. Internship (four-year college)
- ☐ b. Internship (high school student)
- ☐ c. Clinical Practice (community college)
- ☐ d. Preceptorship (community college)
- ☐ e. Internship (community college)
- ☐ f. Apprenticeship (community college)
- ☐ g. Co-op (community college)
- ☐ h. U.S. DOL Registered Apprenticeship program

- ☐ i. Alabama Industrial Development Training (AIDT)
- ☐ j. Pre-apprenticeship program
- ☐ k. A formal in-house training program
- ☐ l. Co-op (high school student)
- ☐ m. Other
- ☐ n. None of the above
- ☐ o. Not applicable

6. What guidance can you give on how to best broaden work-based learning opportunities in Alabama?

7. How can we help change the culture associated with WBL, such as apprenticeships and pre-apprenticeships?

Thank you for your time.

Appendix E: Surveys for Education Sector Statistical Results

1. What is your current academic role?

		Frequency	Percent
Valid	Teacher Counselor	23	18.3
	Career Coach	6	4.8
	CTE Administrator	22	17.5
	Professor	55	43.7
	Principal	1	0.8
	School	4	3.2
	Superintendent	2	1.6
	Academic Dean	11	8.7
	College/University President	2	1.6
	Total	126	100
Missing	System	3	
Total		129	

2. What is your work-force development region?

		Frequency	Percent
Valid	Region 1	37	28.9
	Region 2	16	12.5
	Region 3	9	7
	Region 4	12	9.4
	Region 5	21	16.4
	Region 6	17	13.3
	Region 7	16	12.5
	Total	128	100

3. How many years of experience do you have in work-based learning (WBL) facilitation or administration?

Statistics

N	Valid	122
	Missing	7
Mean		11.2787

		Frequency	Percent
Valid	0.5	1	0.8
	1	12	9.8
	2	4	3.3
	3	13	10.7
	4	7	5.7
	5	9	7.4
	6	7	5.7
	7	4	3.3
	8	1	0.8
	9	7	5.7
	9.5	1	0.8
	10	6	4.9
	11	3	2.5
	12	6	4.9
	13	4	3.3
	14	1	0.8
	15	3	2.5
	16	2	1.6
	17	1	0.8
	18	1	0.8
	19	2	1.6
	20	4	3.3
	22	3	2.5
	23	3	2.5
	24	1	0.8
	25	5	4.1
	26	2	1.6

	27	1	0.8
	28	1	0.8
	30	1	0.8
	33	2	1.6
	34	1	0.8
	36	2	1.6
	39	1	0.8
	Total	122	100
Missing	System	7	
Total		129	

4. Which type of WBL programs do you have the most experience facilitating or administering? (Select all that apply)

WBL Programs	Frequency
Co-op	35
Internship- High School/ 4 Year/ Community College	28
Apprenticeship	17
Clinical Practice	11
Other	6
Preceptorship	5
Summer Internship	5
Externship	3

5. On average, how many WBL students do you serve?

Statistics

N	Valid	118
	Missing	11
Mean		106.9492

		Frequency	Percent
Valid	0	3	2.5
	4	1	0.8
	5	2	1.7
	10	1	0.8

		Frequency	Percent
	12	1	0.8
	15	1	0.8
	16	1	0.8
	20	3	2.5
	25	7	5.9
	30	7	5.9
	34	1	0.8
	35	5	4.2
	40	4	3.4
	45	3	2.5
	50	10	8.5
	55	2	1.7
	58	1	0.8
	60	5	4.2
	65	1	0.8
	70	3	2.5
	75	5	4.2
	80	8	6.8
	90	3	2.5
	100	13	11
	110	1	0.8
	112	1	0.8
	125	1	0.8
	150	1	0.8
	175	3	2.5
	200	4	3.4
	225	1	0.8
	250	2	1.7
	300	4	3.4
	350	1	0.8
	390	1	0.8
	393	1	0.8
	400	1	0.8
	450	1	0.8
	500	3	2.5
	546	1	0.8
	Total	118	100
Missing	System	11	

		Frequency
Total		129

6. On average, are your WBL students paid for their work?

		Frequency	Percent
Valid	Yes	94	75.8
	No	30	24.2
	Total	124	100
Missing	System	5	
Total		129	

7. Do you feel that a WBL experience is valuable to a student's education?

		Frequency	Percent
Valid	Yes	123	96.9
	No	1	0.8
	Not Sure	3	2.4
	Total	127	100
Missing	System	2	
Total		129	

8. On average, do your students feel that work experience is valuable to their education?

		Frequency	Percent
Valid	Yes	116	91.3
	No	2	1.6
	Not Sure	9	7.1
	Total	127	100
Missing	System	2	
Total		129	

9. What factors do you feel increase student participation in WBL programs? (Select all that apply)

	Frequency
WBL opportunity in desired field	93
Awareness of WBL Opportunity	89
Flexible Schedule	81
Access to Transportation	71
Family Support	61
Financial Resources	53
Other	7

10. Which of the following factors promote WBL program success? (Select all that apply)

	Frequency
Industry availability	104
School or university administrative support	95
Industry administrative support	78
Industry financial support	62
School or university financial support	39
Other	7

11. Which of the following offers positive support to students' participation in a WBL program? (Select all that apply)

	Frequency
Teacher/professor	118
Parents	111
Business	101
Counselor	97
Career Coach	89
Friends	60
Academic Advisor	46
Church	35
School	34
Siblings	30
Other	4

12. Does your institution work with your regional workforce council and local industry to develop work-based learning opportunities for your students?

		Frequency	Percent
Valid	Yes	96	79.3
	No	25	20.7
	Total	121	100
Missing	System	8	
Total		129	

13. If yes, how would you rate the process of developing partnerships with local industries?

		Frequency	Percent
Valid	Difficult	35	30.2
	Neither	34	29.3
	Easy	33	28.4
	Not applicable	14	12.1
	Total	116	100
Missing	System	13	
Total		129	

14. On average, do your WBL program offerings lead to an industry or nationally recognized credential or certificate?

		Frequency	Percent
Valid	Yes	60	51.3
	No	57	48.7
	Total	117	100
Missing	System	12	
Total		129	

15. On average, do your WBL program offerings lead to academic credit or a degree?

		Frequency	Percent
Valid	Yes	99	82.5
	No	21	17.5
	Total	120	100
Missing	System	9	
Total		129	

16. Based on your knowledge, do students anticipate that the completion of a WBL program will lead to a job?

		Frequency	Percent
Valid	Yes	93	77.5
	No	27	22.5
	Total	120	100
Missing	System	9	
Total		129	

17. Based on your knowledge, do students anticipate being employed by the WBL sponsor after completion of the program?

		Frequency	Percent
Valid	Yes	81	70.4
	No	34	29.6
	Total	115	100
Missing	System	14	
Total		129	

18. Overall, how would you rate existing WBL programs at your school?

Statistics

N	Valid	120
	Missing	9
Mean		3.5583

		Frequency	Percent
Valid	Failing	3	2.5
	Poor	9	7.5
	Average	46	38.3
	Above Average	42	35
	Excellent	20	16.7
	Total	120	100
Missing	System	9	
Total		129	

19. Do you have any recommendations for improvements to WBL programs?

		Frequency	Percent
Valid	Yes	57	52.8
	No	51	47.2
	Total	108	100
Missing	System	21	
Total		129	

19.1. If yes, please share those recommendations:

$ a unit. Plus, somehow get industries to be in contact with school systems

1- Encourage high school counselors to promote work-based learning over early release when establishing student schedules. 2- hire full time work-based learning coordinators

Access for all qualified students. More business involvement in all industries/workplaces.

Fewer insurance company barriers.

ACCS system-wide WBL operation that allows students to be placed with appropriate employers, even if those employers are in another college's service area

Be a concentrator completer. complete credential. complete OSHA 10

Classroom instruction paired with OJT experiences to cover essential skills, wage, and earnings

Connecting my students WBL high school with local industries. there has to be a way that age and cost will not interfere with hiring 17 to 18 years to work if they have the skill set.

Continue to educate about internship and

apprenticeship opportunities for high school students.

Elective class added to degree for WBL, so it will be will be included on transcripts

Find meaningful employment opportunities

Find solutions to engage parents. Stronger partnerships with k-12, community colleges

Greater awareness of industry as to what's available

Have a system that businesses know what school in their area have WBL programs and have them contact the school for students.

High school schedules should be adjusted to make this option available to more students.

Hire WBL Instructor for Franklin County

I feel the school personnel and industry should collaborate more on what the end goal of WBL should be

I would love to see WBL embraced by more colleges and programs. WBL is a HUGE advantage for students and the business and industry that hire them. It really creates more buy-in from industry.

incentives for industry to provide these opportunities

Increased marketing, more unified WIOA funding disbursement/administration

Increased opportunities for manufacturing-based internships and co-ops.

Industry attend regional workforce council meeting & express needs. Visit community college & read over WBL possibilities

Make WBL part of a credentialing process under the ALSDE college/career ready indicators. We have 20-30 students each year not meeting benchmarks for any indicator yet have tremendous success in WBL programs.

Mandate a classroom component because you must keep in mind the age group we are dealing with and seminars.

Many of our students already have jobs when they come into our WBL program. Many are not willing to give a low paying job for a job with no pay.

More availability to students. Our WBL coordinator has limited slots.

More business and industry participation

more in-field pre-apprenticeship programs in HS needed

More intensives for Companies to take part time employees

More opportunities

More pairing of student's career interest to their WBL

More participation from local industry with Region Workforce Council
More students could be serviced when the coordinator isn't responsible for high school classes
My district needs to have a better understanding and buy in from the counselors.
Need more industries/businesses to partner & allow high school students to participate
Ongoing business communication about job opportunities
Put it in the curriculum, so it is required - not optional. This should be in most senior level CTE classes and/or the Career Prep course.
Requirements. Right student, right placement at the right time.
Rules on numbers in WBL so coordinator can do a better job connecting to industry
Set higher standards for student participation
Special support for how to improve Coop program, Work based learning.
Stay in constant communication with the WBL students, employer and community
Stop early release. It kills WBL programs in the schools.
Successful completion of the WBL Program should result in a CCR Level credential. The experience in the workplace that they are gaining is very beneficial to the student.
The biggest challenge I see is making students and parents aware of the program and its benefits
The Principal of the school needs to stop allowing early release of the students. We need the backing of the ALSDE to stop all early release or late arrival.
Nothing helps students like the experiences they get in the WBL program. We also need support to create a WBL teacher with no teaching responsibilities
The school systems should allow students to leave 1/2day for WBL opportunities
The schools (me) needs to reach out to businesses to
do a better job of communicating our needs
There needs to be more youth apprenticeships in field of career choice.
These pre-apprentice programs could help us enrich greatly our WBL program
WBL and building Industry partners is a process that takes building relationships first. There are many factors that include the availability of willing Industry partners, local school flexibility, changing previous paradigms and understanding funding streams available to help offset costs.
WBL programs should offer a base-line hourly wage for participants. My program is unpaid.
We need a WBL program in my system. Apprenticeships should also be established.
We need to have a clear definition of what the state considers WBL. We have a lot of students that are working part time in field but are not receiving college credit and are not registered apprenticeships. I'm not sure if those are considered WBL. I do.
We require WBL as part of every CTE degree at Northeast AL Community College. Our work experience staff does an excellent job developing opportunities for our students. Students don't generally do optional by requiring WBL. We are graduating every student with experience.
Work Based Learning needs to change from a high school student gaining high school credit because they work in fast food and into an internship model where students are encouraged to begin exploring their future career opportunity.
Youth apprenticeships programs! All AL community colleges need to develop and coordinate WBL programs especially apprenticeship programs.

20. Comments:

Age requirements from industries should be more flexible to afford more relevant opportunities for H. S. students.
At MSCA, our WBL Program has been nationally and state recognized as one of the most innovative WBL programs in the Southern United States. Our Pathfinder Alabama Program has been replicated throughout the state of Alabama and other states have sought information about regarding the success and implementation
CTE plus workforce development programs are the key to Alabama's future success!
I believe that the simulated workplace in the classroom and work based learning are two of the most valuable components in education that we are offering our students in Alabama.
I think overall the process runs pretty smooth.
I think we are doing a disservice to our students by not providing this program.
I would love to assist the State of Alabama in developing WBL programs. Apprenticeships, youth apprenticeships, Co-ops, internships, All work experience programs!
Must have LEA support for program development not a dumping ground for unwanted students.
Please publish a list in one place to hand to our student's apprenticeship contracts
Thank you for taking the initiative and making WBL a priority.
Thank you for the energy/interest in our students.
Thanks
This is Jimmy Hodges at Wallace State-Hanceville. We want to make sure that we are providing accurate information. From Spring 18 to Spring 19 we have had over 370 students obtain full-time or part-time employment in field while also enrolled at the college.
This was great event. We need to hold a summit for the parents.
WBL has been an option in our degree programs, but we are moving to making an internship a requirement
WBL is a great part of student's education!!
WBL is a very important component in many of our degree plans. Both student and business/industry interest is on the increase.
WBL will work when the qualified students are matched with local industry. Age, attendance, drug free and qualified credentials and certifications. That number is small!
We have a new coordinator and we are in the process of getting our WBL where we need to be. The questions we answered average are where we are currently not where we plan to be.
We have a number of options available, but always remain flexible to meet the needs of industry. This has opened doors to opportunities for our students/graduates and has increased our graduate employment rates
I would love to assist the State of Alabama in developing WBL programs. Apprenticeships, youth apprenticeships, Co-ops, internships, All work experience programs! Nancy Griggs (NACC) 256-996-1844. Email- griggsn@nacc.edu
We have more informal relationships with employers that hire our students
We need a 12-month teaching position in each high school that is specifically for WBL teacher and they cannot be used to answer the phone or make copies. They need to be given an office space to work and allowed to go visit kids and help them with interview skills. They do not need to be used as
When I was a student of WBL in high school it changed my life forever.
Work is not a dirty four-letter word. Marketing, marketing, marketing! Thank you for this opportunity.

Years ago, there were full time coordinators on extended contracts and funding for that. Now coordinators are on 9month contracts and teaching responsibilities.

Appendix F: WBL Survey Statistical Results

1. What type of organizations do you represent?

		Frequency	Percent
Valid	K-12	26	37.7
	Community College	10	14.5
	University	2	2.9
	Business and Industry	2	2.9
	Government Agency	17	24.6
	Other	8	11.6
	K-12 and Other	2	2.9
	University and Other	1	1.4
	Total	68	98.6
Missing	System	1	1.4
Total		69	100.0

2. What is your work-force development region?

		Frequency	Percent
Valid	Region 1	12	17.4
	Region 2	6	8.7
	Region 3	1	1.4
	Region 4	15	21.7
	Region 5	15	21.7
	Region 6	5	7.2
	Region 7	6	8.7
	Statewide	4	5.8
	More than one Region	4	5.8
	Total	68	98.6
Missing	System	1	1.4
Total		69	100.0

3. Tell us about your organization's experience with WBL. Give both the positive and negative aspects of your experience.

Co-op coordinator at high school. Positive - grows student's "skills" Negative - Need for more job opportunities.
1. Apprenticeship AL is a wonderful program. 2. On-the Job Training and WBL provided by the AL Career Center have a great program.
1. Work based learning provides great experience for individuals that can't get work in their desired fields. I think marketing is needed. I think there should be some way to roll them in to a career or school following the experience. The struggle I witness for many participants is limited options due to their transportation.
100+ students a year - (7 high schools) Negative -Mostly fast food. Positive - Build time management, work ethic, and soft skills.
5th, 6th - Introducing; 7,8,9 - Exploring; 10,11,12 - Academies (technical 15); 12 - Hands on at industry with pay.
As a former BSR in the Career Center system, I have extensive knowledge of the current WBL program as it is supported by WIOA. Since I have joined the RWC team, I have been working with the Career Centers to encourage the use of WBL by promoting the program to B&I that I encounter. The negative problem is the ability to get the Workers Comp Codes approved by Family Guidance Center and the inability to serve ISY or those in between semesters.
At Washington County CTE, we have started work based paid internships. This program began in 2018 and is growing this year. We began with 3 industry partners and could have 5 or 6 this year.
Automotive Technology Apprenticeship
Calhoun Common College has many industries who participate in Co-op and apprenticeships, etc. Program is growing!
Co-op is thriving again. Current internship is very much improved at the state level.
Currently no WBL but in process of developing IT apprenticeship.
Department of Labor Apprenticeship that we are hoping to expand.
DHR's SNAP program works with ADOL Career Center and ACCS to provide participants with opportunities to participate in WBL programs.
Good
High school students in grades 11 and 12 in traditional "co-op" experiences.
I am a WBL coordinator at a high school but feel I could be more effective on an extended contract to develop meaningful jobs and out of the classroom.
I am a WBL coordinator for a high school!
I am the WBL coordinator for my district. My district averages 75 WBL students. The neighboring district doesn't do WBL they allow students to leave campus early and are not given credit. The inconsistencies in the community gives a sense of distrust and undermines the importance of the WBL program.
I served as a co-op coordinator prior to becoming CTE director. Have retired co-op teacher contracted in our system now for WBL.
In Mobile County we started a co-op, work-based learning program with the City of Mobile's Police and Fire Departments. This has led to the start of a Public Safety Academy at one of our high schools.

In the past, I have worked a very successful high school co-op program. It works especially in rural communities. Dual enrollment programs in the same high school were very successful in welding and electrical programs.

It is great. Very beneficial to our students.

Military employs WBL in all of our training. It allows our members to become experts in their fields.

Most I've worked with aren't paid programs and it's very difficult for students to work for free.

My company participates in an OJT program through the career center. We work with AIDT for recruitment.

Our organization has not had any involvement with WBL. Our organization is Medicaid and we are wanting to learn more about WBL. So that we can pass on to our clients who are on our Medicaid program, who may not have a job or who may be seeking job training.

Positive: Established co-op and internship program in place, and strong community support. Challenges: communicating to students and parents the availability of the program and the benefits of getting involved.

Positives: Students help supplement family income; Gain work experience; and Teaches students financial responsibility. Negatives: Would love to see more opportunities in student interest; and Difficult to travel and visit students at work.

Positive - we are moving in the right direction, right student, right placement at the right time. Negative - has traditionally been abused and not for intended purpose - created an accountability issue to overcome.

Students who do not have transportation cannot participate. Students who are behind in credits cannot participate.

The David Matthews Center facilitates conversations in communities and schools about current challenges that are facing them. Often times conversations, whether about infrastructure, poverty, or health come back to a lack of "What's Next Alabama," focuses on workforce development and we've had the pleasure of collaborating with many career coaches and career tech schools and educators.

The Medicaid Agency is interested in engaging with WBL as an opportunity to assist beneficiaries with opportunities for possible careers.

Utilize WBL and WIOA to get training and education for our consumers (clients with disabilities). WBL has given several of our consumers opportunities to gain employment and excel at their current jobs.

Want to improve AL State Legislation on Apprenticeships. Education Policy Chair. Workforce Development Board. Interest in growing WBL!

WBL is crucial part of our training because it allows our students to not only get experience within the workforce, but it also gives employers an opportunity to shape their own employees while producing opportunities for students to succeed.

WBL to OJT "partner" with our 49 career centers.

We are developing more information to present to employers. The experience has all been positive. I am hopeful that the plans presented continue to grow and be implemented.

We are looking at creative ways to do apprenticeships.

We are working with National experts and Apprenticeship Alabama to educate and develop apprenticeships with our employers.

We do a lot, but informally. Need to make it formal and track it better.

We do not have a WBL program in our system.
We don't have any personal experience with WBL but work closely with our local career center and are aware of the need for this in our state.
We have a "youth learning" initiative grant.
We have a large number of students working in their field in tech degree programs. It is not recorded nor tracked and is usually arranged by instructors or me. We do not have placement center and no-one records activities, but we have a large number of students.
We have an excellent WBL program. However, with 7 high schools in one system, some students are turned away. In my other system, the WBL teachers also teaches 4 classes. More availability is needed.
We have had Excellent/Positive Experiences! Developed Partnerships with industries and developed consortium that network together. Positives with: Apprenticeships - Youth Apprenticeships - Co-op's and internships. We have journeymen now who have completed our programs! "Word of Mouth" for our programs - people call us all the time to find out more about our programs and how they could get in our programs.
We have implemented a WBL (apprenticeship) program this school year. We have also established a manufacturing academy this year. We are involved in the county workforce coalition and other workforce initiative.
We have partnered with several employers but need to develop and expand apprenticeship programs.
We have used the WBL for several years. Students have become gainfully employed after graduation. Some students have jobs that aren't connected to their career interests.
We offer co-op but have not done a great job of placing students in career opportunities. I hope this can be a focus area on which we can work to improve.
We started a partnership with Alabama career center to conduct work place essentials then offer county extension office as a WBL site. We are working in Region 5.
We want to be as active as we can in this program. We are not sure where we fit in, but we want to do more.
WIOA establishes WBL worksites for WBL participants.

4. What would need to be put in place to expand your participation in work-based learning initiatives?

1. We need the school system to allow seniors to be dismissed 1/2 day for WBC opportunities. 2. We need at least 2 more programs. 3. We need more funding.
A seat at the table. Learning how my organization can provide services.
A stronger awareness to parents of those options.
A transportation plan would better expand who can participate.
Approved apprentice programs.
At present, students who participate in this WBL do not get paid. If funding were available, it would entice more students to participate in this opportunity.

Change the Federal definition of OOSY (out of school youth). Because we are unable to serve those attending school; it limits some of those who would otherwise participate. The Worker Comp codes are an issue as well. Career Center staff across the board from manager to ASA's need to be promoting the program to every 16-24 year old that walks thru the door.

Connecting Business/Industry with the colleges.

Continuous WBL slots across the State

Day care and/or transportation options to facilitate participation by single mothers.

Employer engagement and investment.

For the SDE to fund WBL coordinator for our school system.

Formal Tracking Elective Class for all degrees so WBL will be included on transcripts.

Funding from SDE to hire full-time coordinators that are specific to developing meaningful apprenticeships and internships.

Funding to pay for tuition and books for our Apprenticeship programs would help us expand our excellent programs and would expand our partnerships with business and industries. We need more companies to participate in our WBL programs!

I am only WBL for half a day. Fully funding WBL instructors would greatly help my district. I would have more time to foster community and industry partnerships.

Include us in marketing to employers.

Increased Awareness

Just knowledge of available programs.

Medicaid is currently working to incorporate a work based program for our clients who receive benefits. Need training; Need contract; Need the requirements; Need community engagement; Work with School Counselors in Elementary, Middle and High School in both private and public school.

More collaboration and better marketing to business. List of WBL providers tied to ETPL.

More funds to add additional coordinators.

More information and opportunity.

More marketing is needed regarding the benefits of WBL for all stakeholders.

More opportunities in the area of Accounting.

More opportunities to learn about the different organizations that participate in WBL and opportunities to connect with those involved in WBL.

More participation with businesses.

More quality opportunities.

More resources to help coordinate and grow the programs.

More support for students to obtain their core classes and be involved in WBL. Flexibility of schedules.

More time out of my classroom so I can visit students at work and visit more business to gage interest.

N/A

Our system needs to hire a coordinator and set up a legitimate WBL program.

Partnerships - leading students to careers.

Presenting more career focused job opportunities for their age. More apprenticeship.

Proper placement in CTE courses. Proper time to instruct. Proper funding. More pre-apprenticeship opportunities placing students in proper environment.

Reduce or eliminate programs such as Senior Release that allows students to leave school early without accountability. Instead, charge students with getting involved in WBL and emphasize it as a critical part of their educational experience. Thus, only the students who are involved in WBL may leave the school campus early because they are transitioning to their job/internship site.

Staff and faculty development

Students prepared to participate in the programs.

Success/Career Coaches that are fully trained and not just working with special needs students. Early warning/intention with mentors who can help them navigate career paths. Communities need to understand that not everyone needs to go to college to be successful, not sure how to accomplish this.

The Alabama National Guard would like to come alongside industry to benefit us all.

The Medicaid Agency would like the opportunity to engage with all state and federal partners. We would like to engage particularly with the Regional Workforce Councils through-out the state as well as any other opportunities for collaboration.

Training, certified, qualified instructors.

Unusual

We are enthusiastically wanting to expand our WBL initiatives - just need help/advice on how to get business and industry on board.

We currently have a WBL in place at our high school.

We have a clinical ratio established, but we would like to expand to a co-op program, as well as internships.

We need more employers.

We need to encourage more apprenticeships in our area. Need help recruiting. Invite counselors to knowledge.

Wrap around services for apprentices i.e. transportation, childcare, healthcare, etc.

5. Which of the following work-based learning programs do you think would be most useful to your organization's workforce development? (check all that apply)

Programs	Frequency	Percent
a. Internship (four-year college)	7	10%
b. Internship (high school student)	32	46%
c. Clinical Practice (community college)	15	22%
d. Preceptorship (community college)	12	17%
e. Internship (community college)	18	26%

f. Apprenticeship (community college)	22	32%
g. Co-op (community college)	22	32%
h. U.S. DOL Registered Apprenticeship program	16	23%
i. Alabama Industrial Development Training (AIDT)	17	25%
j. Pre-apprenticeship program	33	48%
k. A formal in-house training program	10	15%
l. Co-op (high school student)	32	46%
m. Other	4	6%
n. None of the above	0	0%
o. Not applicable	5	7%

6. What guidance can you give on how to best broaden work-based learning opportunities in Alabama?

Advertising, Business and College President Support
Again, the definition for youth who can be served needs to be expanded. Being able to use WIOA or some other funding to serve in school youth. Better marketing of the WBL to the out of school youth population and local businesses.
Apprentices need to be required to share their stories with High School and Middle!
Better collaboration between business and industry and public education.
Build awareness.
Collaboration with all state agencies.
Communication and education for employers especially in industries that are not accustomed to these models.
Communication is key. Educate parents, students, and employees on the benefits of WBL and how to get involved. Advertise on social media, conduct seminars, organize WBL expos.
Continue to get government and business and industry partners to offer WBL opportunities to our students.
Create tests of those already involved. Provide networking opportunities for WBL.
Deeper partnerships with state agencies ADOL, ADRS, etc.
Educate parents on these opportunities.
Expose teachers (academic) to jobs. Many have 13 years in education as a student then attended college and returned to teach. They have no concept of the workplace.
Exposure
I think that soft skills should be woven into ELA curriculum. Cover letters, resumes, interview skills should be in core curriculum as well as CTE. This would allow for more opportunities to build skills needed to be successful.
I think there should be more exposure to high school kids.
I would love for you to publish a statewide directory of resources/opportunities for WBL apprenticeships, etc.
Implement in as many schools as possible, review data at end of the school year to see what benefits and/or concerns arise.

Increased Awareness
Make participation available to every student.
Marketing in the total communities.
More advertisement; More community engagement; and More interaction with High School and Colleges.
More availability
More Dual/Joint enrollment in Junior and high school. Community partners with K-12 schools and community colleges.
N/A
Network more to employers.
Not sure, too new to position.
Placement, Funding, Exposure and Specific Alignment
Promote more
Provide examples and outcomes about successful programs that will align with business and industry in our service areas.
Provide funding for new programs. Require accountability for systems who do not adhere to policies.
Resources to help reach out to industry. Promotions to industry on advantages of WBL.
State lead initiative - incentives to companies (Many do not know there are already incentives)
To ensure all school districts within state has a co-op program that follows state guidelines.
We need to develop a system for one on one personal visits with business. I have several ideas on structure if you are interested. patrick.daugherty@rehab.alabama.gov
We need to know the interests/skills, so we can match the student to the opportunity.
We need to reach out to Middle Schools as well as High Schools! High School and Community College Students in: Co-ops, Internships and Apprenticeships. Partnerships with Business and Industries! Regional Councils! These are very important to fill the pipeline with skilled workers!
Work closely with industry, allow them to guide programs.
Work more with the National Guard as we are one of the biggest employers in Alabama.

7. How can we help change the culture associated with WBL, such as apprenticeships and pre-apprenticeships?

Above
Address the legalities for 16 -18 year old's.
Awareness

Better collaboration between Apprenticeship Alabama and the Career Center System as well as RWC.

Build awareness with middle and high school students and especially with their parents.

Business and College President Support

Change the narrative by promoting the program and creating a positive image.

Communicating successes.

Continue to demonstrate/advertise to all students the types of jobs and the related salary scales are available in Alabama.

Educate all stakeholders regarding the benefits.

Educating parents especially in school systems/communities where college is pushed hard.

Employer education; assessments to demonstrate competencies of credentials associated with it; use technology to improve processes to reduce burden to employers.

Formal business needs assessment and follow up. (see above) List of WBL employers tied to ETPL.

Help design and implement WBL in adult education and CTE programs.

I think providing information from the companies to the communities and then to the schools (middle and high) to give students and their parents the opportunities to look at what is available in the community/workforce.

Increased Awareness

Just more information being disseminated about apprenticeship programs.

Make it a priority. Avoid stigma of "not going to college"

Making parents and educators aware of the opportunities and need for skilled workers.

Manage the process better. Remove some ignorant people. Contact me if needed: Steve Roberts steve.roberts@mps.k12.al.us (334) 223-6846

Marketing campaign through branding targeted at all stakeholders.

Mass marketing. Work is not a dirty four letter word!

More advertising - Make it a priority within the state.

More information about the benefits.

More positive marketing

N/A

Not sure that can be changed. Guess educating parents.

Offer a tax credit to the individual who is (or parents of a High School enrolled in apprenticeships or a formal pre-apprenticeship) enrolled in an apprenticeship. You do this for employers, why not the individual? (Parents get tax credit at the federal level for paying college tuition so that's an incentive. Do one for apprenticeships.)

Placement, Earlier exposure to careers students 5-6th grade, and Opportunities to carry on the pathway bridge to work/college

Present real life testimonies to potential businesses or schools so that they can see the benefits.

Promote and share the success stories.

Promote success stories. You need to start getting the word out about good programs and the benefits.

Provide benefits to the employer. It would give them more confidence in taking a chance.

Provide parents with data that shows the employment rate of students who participated in WBL vs. those who did not. Look into the recruitment tools used by companies such as Google and Facebook to gain insight into how to reach the younger workforce.

Share information.

The Governor's Summit brings an opportunity to increase awareness of the availability of these opportunities. Outreach in all venues would be beneficial.

There must be buy-in and a willingness to invest on the part of employers. We in the CC's are eager to work with them.

Various industries.

WBL needs to be seen as an integral part of the overall curriculum. We are trying to prepare students for industry and give them very limited hands on experiences in a variety of career fields if any experience at all. All students should be required to do a WBL internship/apprenticeship, so they are able to make more uniformed decisions about their future.

We have partnered with: Business and Industry, Chambers, EDA, Schools, etc. In my opinion and experience, I feel if ALL AL Community Colleges were developing and coordinating USDOL Registered Apprenticeships or AL State Apprenticeship Programs, we could fill the skills gap for our business and industries. Youth Apprenticeships are very important! I will be happy to assist the state with Alabama's WBL initiatives! Nancy Griggs Northeast AL Community College 256-996-1844; 256-228-6001 Ext. 2217;griggsn@nacc.edu

What we often hear from teachers/parents is: 1. Students aren't aware of career opportunities that don't require 4-year degrees or aren't aware of the job's growth, pay and education requirements. 2. All students don't have the opportunity to participate in all opportunities due to education, transport, diploma tract, etc. 3. Mentorship from industry is needed.

Work hard and have success stories!