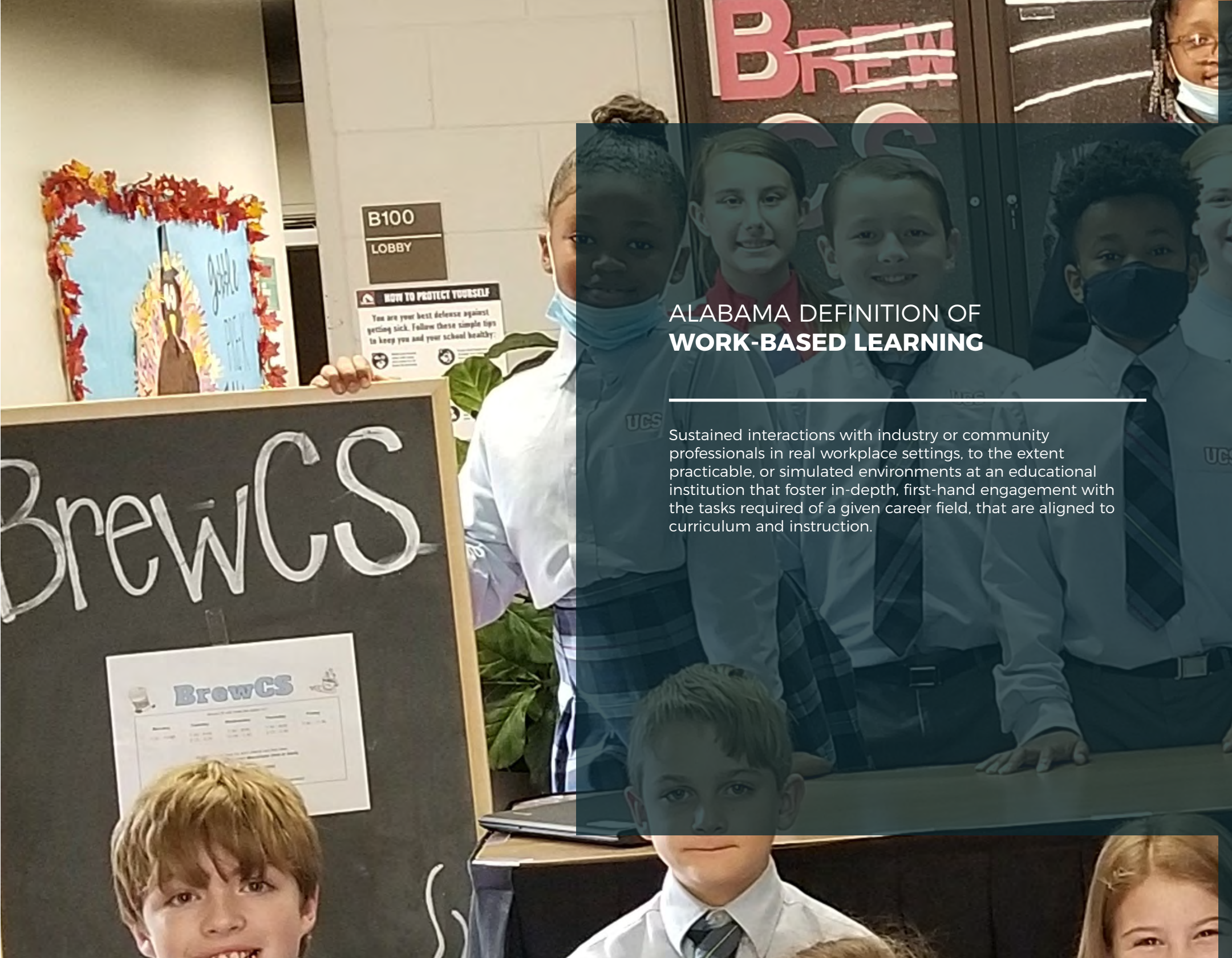


ALABAMA WORK-BASED LEARNING HANDBOOK

2023





ALABAMA DEFINITION OF **WORK-BASED LEARNING**

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.



What is **WBL**?

Under the leadership of Governor Ivey, multiple state agencies responsible for workforce development have adopted a uniform definition of work-based learning (WBL). This was an essential first step in the process of increasing the common understanding of work-based learning and expanding its use. This effort has been facilitated by a grant from the National Governors Association and participation in a three-year Work-Based Learning Policy Academy. Through the NGA Policy Academy, the Alabama team has had the opportunity to engage with and learn from many other states and gain information from their best practices. Alabama was identified as a mentor state in the Policy Academy because of our state's vision to scale high-quality work-based learning opportunities for youth and young adults.

This handbook is the next step in that process. The purpose of this handbook is to help WBL practitioners, participants, and employers share a common language about the types and most common characteristics of work-based learning models. The use of common terminology improves communication between all stakeholders, which is necessary to continue growing the utilization of WBL as a key workforce development strategy that meets the needs of employers and learners.

Future activities related to this work include conducting comprehensive inventories of the WBL activities being implemented across the state, hosting WBL convenings, and recognizing scalable WBL best practices. These efforts will increase awareness of WBL as a tool and help continue to grow opportunities for engagement.

WORK-BASED LEARNING

Continuum

The continuum illustrates a non-linear path from career awareness to exploration to preparation, with a myriad of activity options. The various work-based learning activities do not fall into hard and fast, siloed buckets, and just like with any continuum, some of the activities straddle more than one category. Not all of the activities along the continuum fit the definition of work-based learning on their own, but they are all critical components that support the overarching goals.

career awareness



LEARNING ABOUT WORK

Awareness activities expand the possibilities that students consider as viable career options and prepare students for further exploration and preparation activities. These activities begin in the earliest stages of education and are an essential way for students to increase their awareness of personal interests and talents. Awareness activities are foundational to eventual success in WBL, but do not meet the definition of WBL on their own.

ACTIVITIES MIGHT INCLUDE

Job Shadowing

Career Expo/
Career Day

Industry Tours

career preparation



LEARNING THROUGH WORK

When students have identified a specific career of interest, they should have long-term and firsthand engagements working in the career fields of their interest. These experiences are designed primarily to give students extensive practice in applying fundamental, practical, and technical knowledge and skills in the career of their choice. Career preparation experiences take place over a longer period of time and involve more responsibilities.

ACTIVITIES MIGHT INCLUDE

Clinical/Practicum
Field Experience

Internship
(tied to a field of study)

On-the-Job
Learning

Pre-Apprenticeship

Registered
Apprenticeship

career exploration

LEARNING FOR WORK

As students begin to focus on careers of interest, they should be provided opportunities to get involved directly with people actively working in those careers. Career exploration experiences encourage students to develop personal career interests, a better understanding of various career pathways, and the workplace readiness skills needed to begin making informed decisions about secondary and postsecondary education and training.

ACTIVITIES MIGHT INCLUDE:

Employability
Skill Training

Simulated
Workplace

Internship

Externship

Cooperative
Education

Job Shadowing

- Very short term (usually one to a few days)
- On-site, workplace visits
- Used to expose students to the world of work and possibly to make them aware of jobs they didn't know existed
- Traditionally one-on-one or perhaps up to three guests visiting a person or company

Job shadowing is an effective tool for increasing awareness and exposure to careers. Individuals can use the information gained from a job shadowing experience to determine if a general career field is of interest to them.

Job shadowing provides students with more exposure to both careers and workplaces as they interact with and observe one or more employees. They can learn about the nature of the job and the work environment, as well as the required education and training. Students can participate in more than one job shadowing opportunity, allowing them to compare careers of interest.

Examples

Ride along with HVAC service tech
Construction site visit
Classroom observation day
Take your child to work day

Previous Job Shadowing Best Practices

Non-School Based

Franklin County Chamber of Commerce
Cassie Medley
(256) 332-1760
director@franklincountychamber.org

Junior Leadership program opportunity for local high school sophomores

K-12

Auburn High School
Audrey Marshall
(334) 887-0058
amarshall@auburnschools.org

Partnership with Chamber of Commerce, based on student interest



Governor's Seal of Excellence Winner

Region 5 - Dothan Tech

Ryan Richards
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ryrichards@dothan.k12.al.us

Dothan Tech's Job Shadow Day is open to juniors and seniors in the Dothan Tech CTE programs who meet outlined prerequisite qualifications. Experiences for students have been in a wide variety of industries and have included building sawmills, scrubbing in for surgeries, and helping take diagnostic images and scans.

Dothan Tech seeks out local companies to host students in job shadowing experiences to learn about industry-specific career opportunities, work responsibilities, and see firsthand how they operate. To help participating employers better understand their role, Dothan Tech provides them with a Company Checklist for before, during, and after the experience, as well as suggested talking points and tips to share.

Preparing the students is important so that the experience is purposeful and meaningful. Students are provided with information about what to do before job shadowing day, including instructions for reaching out by email and phone in advance. Students are given a list of things to do while they are onsite, a list of expectations, an observation sheet, and questions to ask. Students reconvene in the afternoon to debrief and share insights about what they learned. They are then given guidance on how to send a follow-up thank you note. The effectiveness of this awareness activity is greatly enhanced by the intentional activities implemented before and after the event itself.



Awareness



Exploration



Preparation

Career Expo/Career Fair

- Single day event where groups of employers from various clusters will present information about careers in their field
- Familiarizes students with the breadth of occupations and careers available
- Often organized by grade level to allow for age-appropriate activity planning
- Sometimes coupled with, but not to be confused with a “Job Fair,” where companies interview and hire for open positions

Most effective implementations of career expos include preparation activities to guide learning, as well as follow-up discussions to answer questions that were generated and extend learning.

Each Regional Workforce Council hosts Career Expos for 8th Graders, (WOW-Worlds of Work, WOO-Worlds of Opportunity, Career Discovery, etc.)

Some other very good career fairs are hosted by the high school CTE programs for younger students, which gives the older students an opportunity to serve as ambassadors to the younger students and share with them why they might want to explore careers in this pathway.

Examples

Career Day/Week in Elementary School
WOW Varsity for 11th/12th graders
College Skills Chapters

Previous Career Expo/Career Fair Best Practices

K-12
Elmore County Technical Center-Elmore County Schools
Lindsay Jordan, Career Coach
(334) 567-1218
Lindsay.jordan@elmoreco.com

Employer Showcase event on campus

University
The University of Alabama in Huntsville/Office of Career Services
Candace Phillips
(256) 824-6741
Cfp0001@uah.edu

UAH Industry Days



Career Expo/Career Fair Best Practices

Best Practice Region 1 - Statewide Contender

ACCS
Wallace State Community College Center for Career & Workforce
Development
Bethany Campbell
(256) 352-8372
Bethany.campbell@wallacestate.edu

Dream. Plan. Do. Industry comes to Wallace State is a monthly series that connects local employers with students to fill their internships, apprenticeships, and full-time job openings, targeting the faculty and students from programs who directly relate to those jobs. A maximum of five companies are provided space for their recruiting table for the 2-hour duration of the event. Each company is given around 20 minutes to present on their company culture, benefits, and career opportunities. The series has resulted in student and employer matches and also strengthened the college's partnerships with their companies by allowing more one-on-one conversations about the various ways they can generate a pipeline of qualified employees.

Best Practice Region 7

Non-School Based
Baldwin County Chamber Coalition
Christina Hellmich
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chellmich@eschamber.com

Baldwin County Chambers of Commerce (Chamber Coalition) partnered with Baldwin County Public Schools to establish Baldwin Connect Career Expo "Connecting Today's Business with Tomorrow's Workforce". This is a joint career expo for 11th and 12th grade high school students to help students bridge the gap between school and workforce. Baldwin Connect is a "one stop" opportunity for students to explore career pathways, educate themselves on high demand, high wage careers in Southwest Alabama and learn about employee benefits. Participating businesses come ready to interview and hire for internships, apprenticeships, CoOps, or summer employment jobs.



Awareness



Exploration



Preparation

Employability Skill Training

- Provides participants with the foundational skills that are common and essential across all industry sectors and allow for effective performance in any level job
- Some specific programs exist for this (i.e. Ready to Work), but these skill trainings may also be built into other types of training.

Employability skills are basic skills that are necessary for success in the labor market at all employment levels and in all sectors. These skills have many names— soft skills, workforce readiness skills, career readiness skills—but they all include the same set of core skills that employers want. Employability skills are an essential component of college and career readiness.

Alabama has an industry-developed, state-recognized employability skill program called Ready to Work. RTW is offered as pre-employment training through AIDT, many high schools, and community colleges. For more information, visit alabamareadytowork.org.

Sometimes formal employability skill training is finite, but every successful WBL program has a strong focus on continued learning of employability skills. Many educators or workforce training professionals already teach essential employability skills in their academic or technical skill classes, not just in an independent stand-alone activity.

Most common skills listed by employers are: Showing up to work every day and on time, keeping cell phones put away at all times, getting along with other employees, and being able to pass a drug test.

Governor's Seal of "Excellence Winner 2022"

Hope Inspired Ministries - Region 5

Region 5
Non-School Based
Hope Inspired Ministries
John Bowman
(334)850-7912
jbowman@hopeinspiredministries.org



Hope Inspired Ministries (HIM) helps chronically unemployed adults to obtain, maintain, and excel at employment, as well as gain confidence as they transition to become contributing members of the community. Students must desire to work and must be unemployed or have a history of inability to hold a job. The HIM program is built on an exhaustive 9-week job training schedule that teaches employability skills, financial management, character development, critical thinking, anger management, health and wellness. The process is rigorous, repeats six times per year, and includes a heavy dose of social work.



Awareness



Exploration



Preparation

Governor's Seal of Excellence Winner

That's My Child - Region 5

Non-School Based
Charles Lee
334-239-7434
charles@thatsmychild.org

The lived experiences and firsthand perspective of the founder of That's My Child have shaped this program. Its mission is to mentor youth through arts, education, and workforce development, to end hopelessness and generational poverty within their community. Poverty is typically thought of as lacking financial resources to meet basic living requirements. However, families dealing with generational poverty are also challenged with three other forms of poverty: educational, parental, and spiritual poverty. The cumulative effect of these different forms of poverty sometimes creates a damaging outcome of generational poverty—the constant presence of hopelessness. Children deserve a fair shot at success, and TMC is designed to help the children of north Montgomery overcome disadvantages that cripple their ability to become successful leaders.

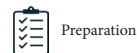
Since its founding in 2012, TMC has served over 1,000 students through its programs, incorporating multiple strategies and supports. The Teen to Work program teaches employability skills and connects participants to employers, and 80% of its graduates have maintained employment greater than six months. In addition, That's My Dog, Jr. is a TMC hot dog stand in Montgomery that provides employment opportunities for local teens and is operated entirely by teenagers. Another strategy TMC incorporates is Mentors of Montgomery, a program for youth that builds confidence, improves academic performance, and teaches leadership skills for success.



Awareness



Exploration



Preparation

Employability Skill Training Best Practices

Non-School Based
Manufacture Good
Lawrence Sheffield
(205)383-5043
lawrence@manufacturgood.org

6-month EST and character-building program for unemployed men, combined with wood and metal work training

Non-School Based
Goodwill Gulf Coast
Ginny Turner
(251) 471-1581
gturner@goodwillgc.org

A range of programs and services offered to address and remove barriers for participants of all ages

Best Practice Region 1 - Statewide Contender

Non-School Based
Reach and Teach - Education through Experience
April Clark
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april@reachandteach.rocks

Students plan, promote and execute a REAL concert on their school campus. Not only do students learn business, marketing and entrepreneurial concepts through participation, they also gain essential life skills such as communication, teamwork and problem solving. Although this is offered and available to all high school students at participating schools, they have found it uniquely identifies with at-risk students who struggle to find a place or purpose in the traditional classroom setting. They offer two all-inclusive, free curriculums (each require 9 - 13 weeks for completion) that are implemented during the school day in regular classroom courses. Both Concert Tour and Campus Tour are student led educational experiences with the teacher acting merely as a guide.



Best Practice Region 2 - Statewide Contender

ACCS
Gadsden State Community College Adult Ed
Matthew Burttram
mburttram@gadsdenstate.edu
(256) 549-8357

Gadsden State Community College's adult education program goes beyond the GED. Students in MSSC and ACE courses learn vital employability skills, from how to communicate effectively to proper lockout tagout procedures. The students earn credentials that prove their commitment to being strong employees and an asset to any company. While enrolled in an adult education program, the students must participate in industry and campus tours. Those tours allow for topics covered in the classroom to become tangible concepts. GSCC's adult education department strives to prepare students to thrive in the workforce.

Best Practice Region 3 - Statewide Contender

K-12
University Charter School - BrewCS
Tracy Bryan
(205) 652-5433
tbryan@universitycharterschool.com

BrewCS is a school-based enterprise operating within the lobby of University Charter School. Currently, students in 5th through 7th grade fully operate BrewCS as a made-to-order coffee shop serving hot and iced mochas, lattes, espresso, cappuccinos, hot chocolate and other seasonal items to teachers and staff as well as community members. Students have led all aspects of establishing this school-based enterprise from marketing and branding to daily operations and management. BrewCS has created a unique concept-based interdisciplinary learning experience driven by gifted and talented students that encapsulates academic, vocational, and real-world learning opportunities. BrewCS provides a learning environment that applies the students' academic knowledge toward work-place skills development.

Best Practice Region 4 - Statewide Contender

Non-School Based
The Onin Group
High School Ready to Work
Kasani Bell
(205) 298-7233
kbell@oningroup.com

High School Ready to work is a workforce development program that combines employability skills with industry specific training. High School RTW utilizes AIDT's curriculum as a foundation while introducing students to industries that are in demand in Central Alabama. Their employer-led initiative aims to bridge the gap between high school graduation and unemployment by helping students develop a plan for their lives. High School RTW students have the chance to go on industry tours, meet with company representatives and participate in interviews for real jobs after they graduate. Students who successfully complete the program will earn a National Career Readiness Certificate, Alabama Certified Workers Certificate and one free class at any community college in the state of Alabama.

Best Practice Region 7 - Statewide Contender

Non-School Based
Flight Works Alabama - Flight Path 9
Michelle Hurdle
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Michelle.hurdle@flighworksalabama.com

FlightPath9 (FP9) is a Flight Works Alabama (FWA) pre-employment training program designed to prepare individuals for a full-time apprenticeship position at Airbus' U.S. Manufacturing Facility. The audience for this specific cohort (FlightPath9 Early Careers) is individuals with 0-3 years' work experience who had already graduated from high school or had obtained their GED. Airbus funds the program through Flight Works Alabama which includes tuition, a success coach, leadership and employability skills training, and consumables and materials. The students also earn 18 credit hours and a short certificate in Aviation Manufacturing Technology. Additionally, students earn multiple industry-recognized certificates in the following categories: Precision Measurement Instruments, Tools, Height, Mechanical and Electronic Torque, Precision Electrical Termination, and Structural Sheetmetal Assembly. FP9 is one part of a comprehensive workforce talent development system that includes entry points for high school students and adults with varying levels of experience, culminating in registered apprenticeship programs in multiple occupations.



Awareness



Exploration



Preparation

Industry Tours

- Visits to local businesses
- Typically half-day or full-day
- Can be visits to several businesses in one industry
- Can be visits to several different industries

Industry tours broaden awareness about local career opportunities and increase knowledge about the many jobs available within a business or geographic area, beyond those jobs that might typically come to mind. They also can help dispel misconceptions about certain kinds of jobs that might have traditionally been thought of as “dirty”.

Industry tours with students typically occur with middle and high school students. They are also very effective with groups of educators, providing some of the most impactful professional development available.

Industry tours are often coordinated by local Economic Development Authorities, Regional Workforce Councils, and Chambers of Commerce.

Previous Industry Tours Best Practices

K-12
Opelika City Schools
Katie Murray
(334) 745-9700
Katherine.murray@opelikacityschools.org

Outstanding example of Ready to Work plus industry tours

Non-School Based
Cullman Economic Development
Susan Ellar
(256) 739-1891
susane@cullmaneda.org

Educators in Industry Day led by local EDA



Industry Tours Best Practices

Best Practice Region 2

ACCS
Gadsden State FAME
Keri Wood
(256)549-8633
kwood@gadsdenstate.edu

Gadsden State offers industry tours for all FAME students applying for the FAME program. GSCC takes the students to sponsor companies to see what the industry looks like today and where they might work. The students shadow other FAME students to see what it will be like to work at that company. They can ask questions to the workers in the field they are applying for and talk to current FAME students working at the company.



Awareness



Exploration



Preparation

Simulated Workplace

- Classes are structured like companies
- Students apply for entry
- Major focus on employability skills and preparation for entering the workforce at the entry level
- Employer advisory committees help schools build realistic simulated environments

The Alabama Simulated Workplace model transforms CTE classrooms into a company setting that introduces students to business processes using distinct workplace components. By incorporating realistic workplace content like interviews, applications, employee manuals, and promotions for skill gains, simulated workplaces transform the classroom into an experience to prepare students with more than just content knowledge.

In any high-quality simulated workplace, there will be active employer advisory committees that help determine what the lab setup should be and how to make the simulation look like the real world. Initial and continuous employer input is essential so that programs are as much like the real work environment as possible.

Previous Simulated Workplace Best Practices

Dekalb County Technology Center
Jonathan Phillips
(256) 638-4421
jcphillips@dekalbk12.org

Healthcare and drama students collaborating in a simulated workplace

Lincoln High Building Construction Program
Kim Knight
(256) 368-2601
kimknight@tcboe.org

Tiny House-Big Impact, Project-Based Learning meets Simulated Workplace

Pickens County College and Career Center
Shawn McDaniel
(205) 367-1230
mcdaniels@pickens.k12.al.us

Preparing students for the real world of work and building leadership skills

Shelby County CTEC
Robert Irwin and Mark McCary
(205) 746-4158, (205) 294-0753
rirwin@shelbyed.org, mmccary@shelbyed.org

Auto Tech and Collision Repair classes run just like businesses in the real world



Simulated Workplace Best Practices

Best Practice Region 2 - Statewide Contender

K-12
Riverchase Career Connection Center
Natalie Coleman
(205) 439-1913
ncoleman@hoover.k12.al.us

RC3 has established 5 Academy programs (Culinary and Hospitality, Cyber Innovation, Fire Science, Health Science, Skilled Trades). Students must complete an application and interview to attend RC3. An employability manual notes company expectations and outlines discipline procedures. Students are evaluated using an employability matrix and receive counseling and plans of improvement for unsatisfactory performance. Students who perform well can be nominated for the "Team Member of the Month" distinction. Students are also rewarded on a quarterly basis with bonus reward cards for attendance, academic performance, and behavior. Students receive ID badges that they use at the time clock to clock in and out of the facility daily.



Best Practice Region 6 - Statewide Contender

K-12
Geneva City Schools - G-Tech Industries
B.T. Hinson
(334) 648-3245
bt.hinson@genevacoboe

GTECH Industries strives to create a workplace that allows employees (students) to have ownership and become leaders. Each department (program) uses the Simulated Workplace Model to establish industry norms that best fit the needs of the department. By using this model, they can create a workplace where the employees have roles and responsibilities that transform the department from supervisor (instructor) to employee-led. They are preparing our employees to be successful in real world careers by giving them real world responsibilities.



Awareness



Exploration



Preparation

Externship

- Goal is to send a proficient employee outside the existing job (and even potentially outside the industry) to broaden awareness and gain content knowledge
- Usually done for a defined period with a plan for returning to the initial employer
- The employee may be paid by their primary employer or through outside sources for the time they spend at the externship placement.

The Alabama Workforce Council has recommended externship placements as a way for career coaches and counselors to expand their own knowledge of career fields available to their students. Individuals providing guidance to students on selecting career paths are better prepared with first-hand knowledge and in-depth experience when discussing options with students. Externships can be arranged by school systems, individual employers, or employer associations.

Externship Examples

Non-School Based

Alabama STEM Council

Lee Meadows

(205) 907-8371

Lee.Meadows@commerce.alabama.gov

The Alabama STEM council conducts teacher externships for secondary teachers of science and mathematics. The goal of the externships is to provide these core subject area teachers with experiences and connections that show them how their content is applied in the world of work. The teachers do a three-day rotation, spending one day at each of three different employers. Teachers earn a stipend for participation which covers their time and expenses. They engage in learning activities and conversations with company employees, and they are given in-depth insight into the work going on there. The connections made there are taken back to the classroom to help teachers bring relevance to their instruction.

Alabama Community College System

Barry May

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Barry.may@accs.edu

The Alabama Community College System coordinates externships for post-secondary technical instructors. These externships last for 5 days and are designed to give the instructors hands-on experience in the technical work related to their field of teaching. During these five days, the instructors work as employees of the company where they are placed. The instructors receive a stipend for their time and have assigned pre-work, as well as a required deliverable demonstrating how they will use the content to develop specific lessons for their program.



Internship



- May be paid or unpaid work experience
- Length of the placement is often pre-determined
- Familiarizes potential candidates with the specific industry and/or the specific employer who is hosting the intern
- Involves students working in professional settings under the supervision and monitoring of practicing professionals
- Completion of an internship organized by an educational institution may be associated with earning secondary or post-secondary course credit
- Typically one-time work or service experiences related to the student's major or career goal

Internships are widely used across industry sectors as a way to let participants get a taste of what it's like to work in a given industry or specific occupation. The depth of involvement of interns can vary greatly from one placement to another. Some interns are closely mentored while working with a person in a very specific occupation, while others are provided a broader opportunity to explore various roles within an organization. Internships arranged through academic institutions may be associated with academic credit while other internships are directly established by employers as a recruitment tool for new talent.

Governor's Seal of Excellence Winner 2022

**Region 3 - University of West Alabama
Department of Communication**

Dr. Amy Jones
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ajones@uwa.edu



The University of West Alabama's Integrated Marketing Communications (IMC) program requires all students to complete at least one internship during their senior year. Thirty-five percent of those students are employed full-time by their internship host site after graduation. Since 2014, the IMC program has coordinated more than 332 internships, and 73% of those interns worked for Alabama companies. More than one third of these internship opportunities are paid. On average, only 21% of college students participate in internships.

The interns were placed in a variety of industries, including Advertising/PR agencies, non-profits, traditional journalism, broadcasting, sports leagues, real estate, and more. Internship requirements include completion of 135 hours of IMC-related work experience, three IMC-related portfolio-quality work samples, and a written reflection of the internship experience. Most undergraduate internships are completed during the summer prior to senior year.



Awareness



Exploration



Preparation

Previous Internship Best Practices

Non-School Based
United Ability
Katie Dumais
(205) 944-3979
kdumais@unitedability.org

Summer paid internships for high school students with disabilities

Non-School Based
Riviera Utilities
Dr. Sharon Cureton
(251) 970-4147
scureton@rivierautilities.com

Employer-led, progressive three-year summer internships for high school students



Non-School Based
Anniston Army Depot
Thyris Banks
(256) 235-6767
thyris.d.banks.civ@army.mil

Anniston Army Depot's internship program has been in operation more than twenty years. The interns are high schools seniors from local public/private high schools or home school programs, and they attend their respective high school for a half a day and train in the afternoon at Anniston Army Depot Pathways Career/Professional Development Training Facility. Students are paid for their on-the-job training and are eligible for college tuition assistance. Trades currently offered are machining, mechanics, welding, hydraulics/pneumatics, and electronics.

University
University of Alabama at Birmingham – Academic Small Business Alliance (ASBA)
Demetria Scott
(205)934-9349
dpjscott@uab.edu

The Academic Small Business Alliance (ASBA) Bridge to Success Project is a collaborative partnership between the UAB's Department of Small Business Inclusion, academic departments, and small business owners from the greater Birmingham area. The program was designed to create a talent pipeline of UAB students into employment opportunities with small diverse business enterprises (DBEs). This mutually beneficial project ensures students have experience they need to succeed and provides businesses with the opportunity to build capacity and succeed. After students apply to the ASBA program, they are paired with a small business that needs their talents. The students complete a semester-long internship, gaining valuable skills.



Awareness



Exploration



Preparation

Statewide Best Practice Contender Region 5

Non-School Based
Opelika Economic Development - Opelika Career Path Internships
John Sweatman
(334) 705-5116
jsweatman@opelika-al.gov

The City of Opelika's Career Skills Program (CSP) partners with Fort Benning as the first city-wide CSP in the nation and serves as a bridge from active-duty military service to civilian careers. This program allows soldiers to participate in off-base, non-paid internships during the last 180 days of service with Opelika-based companies. With their program being city-wide, the soldiers are granted a large variety of businesses to choose from, which allows them to test multiple industries and find the best fit for them and their families. CSP also assists veterans and military spouses with career searches and provides a relocation incentive for veterans who choose to make Opelika their Next Home Base.

Statewide Best Practice Contender Region 6

Non-School Based
Economic Development Association of Alabama
Jim Searcy
(334)676-2085
jim@edaa.org

EDAA's Summer Internship Program is open to any student at an Alabama 4-year university, typically a rising junior beginning their senior year in the fall. Participants learn about the economic development profession, including work at state, regional, local, and private ED organizations. This paid internship lasts approximately ten weeks. Interns are placed with the Alabama Department of Commerce, Economic Development Partnership of Alabama, Alabama Power Company, PowerSouth Energy Cooperative, and Spire Energy. The interns assist with the recruitment and location of new industries to Alabama, participate in meetings with domestic and international prospects, provide technical assistance in developing proposals for industrial clients, analyze and disseminate local, state, and federal incentive information, and much more.



Statewide Best Practice Contender Region 7

K-12
Gulf Shores High School – Summer WAVE
Jessica Sampley
(205) 471-5385
jsampley@gsboe.org

Gulf Shores City Schools' Summer WAVE internship program is an opportunity to take hands-on, relevant, and credit-bearing rigorous courses while also working as a paid intern in their area of interest. Students are required to interview with the employers, and the pay is \$15/hour. The internship is offered in culinary, construction, sustainability/marine science, and aviation. Activities include oyster gardening and learning about aquaponics, as well as working on the plane build (Van's RV-12) at the airport hangar. There is no cost for students to participate, and the experience looks great on their resumes.



Statewide Best Practice Contender Region 7

K-12
Mobile County Public Schools
Claire Minto
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cminto@mcpss.com

When companies partner with MCPSS's Signature Academy Summer Internship Program, rising juniors and seniors are able to gain hands-on experiences at companies in fields in which they have an interest. Students gain personal mentors for life after completing the program. The focus on a career field, which demonstrates the relevance of what students are learning is crucial, and internships play a critical role in the fulfillment of this focus. The Internship program along with the academy three-course sequence is designed to expose students to career fields, entire industries, and to provide broadly defined workplace skills which are relevant across many jobs.



Clinical/Practicum Field Experience

- Work experience that is typically unpaid
- Length of the placement is often pre-determined
- Most often used to describe placements in healthcare training programs
- Clinical or practicum course credit may be earned when organized and completed through a secondary or post-secondary educational institution

One of the most common uses of clinicals and practicum experiences is within the medical field. Clinical experience gives health science students an opportunity to integrate knowledge gained in the classroom with clinical practice. During clinicals, students are placed in a variety of healthcare settings and spend time observing patients at different stages of medical practice. This provides students with a better understanding of the scope of the healthcare profession. Health and medical science teachers supervise clinical experiences.

Some clinical and practicum field experiences are paid, while some are specifically prohibited from being paid placement. This determination is normally made by an accrediting body when there is a licensure requirement involved in the occupation.

Previous Clinical/Practicum Best Practices

K-12
Hartselle High School
Lynne Shelton
(256) 309-9822
lynne.shelton@hartselletigers.org

Medical Academy Clinical Field Experience

ACCS
Chattahoochee Valley Community College
Dr. Bridgett Jackson
(334) 291-4972
Bridgett.jackson@cv.edu

Direct Entry Program leading to AAS in Nursing

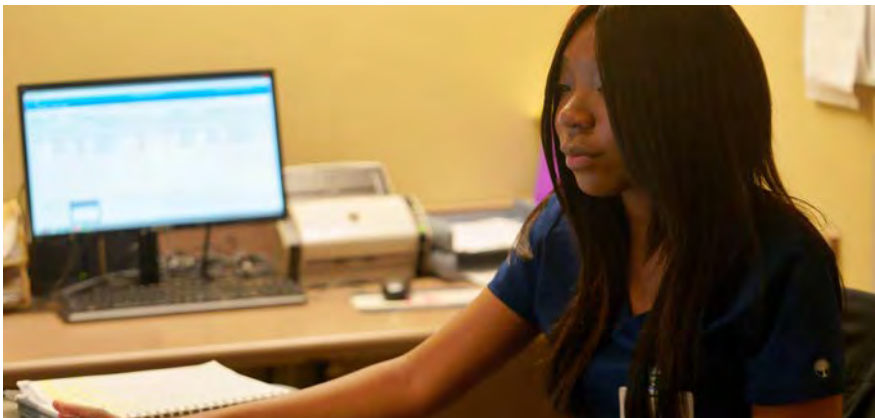


Clinical/Practicum Best Practices

Statewide Best Practice Contender Region 2

K-12
Sylacauga High School CTE
Deana Goodwine
(256) 249-0911
Deana.goodwine@scsboe.org

The Health Science Internship at Sylacauga High School partnered with Coosa Valley Medical Center in 2004. The Career Tech Director developed the relationship with the hospital. The first class started in August of 2005 and was called HOTS, Health Occupation Teams. Over 10% of the hospital's current staff were Health Science Interns. These employees received gainful employment in the hospital using credentials earned while in high school in roles such as a Patient Care Technician (PCT). Others continue their education and are employed in roles including Clinical Coordinator for the ICU, Registered Nurses (RN), OBGYN Physician, or Physician's Assistant, etc. The program continues to thrive with two health science instructors and the partnership with the hospital.



Awareness



Exploration



Preparation

Cooperative Education (CoOp)



- Paid employment at a work site
- Focus is on gaining work experience
- Sometimes transitions to a long-term employment situation
- Job is not necessarily tied to the specific field of training the student is participating in
- Often just called “work-based learning” or WBL by K-12 teachers and administrators
- Participation is associated with earning secondary or post-secondary course credit
- Training agreement between employer and educational institution

A key distinction from some other types of WBL is that not every CoOp placement is tied to the field of study for the student.

Governor’s Seal of Excellence Winner 2022

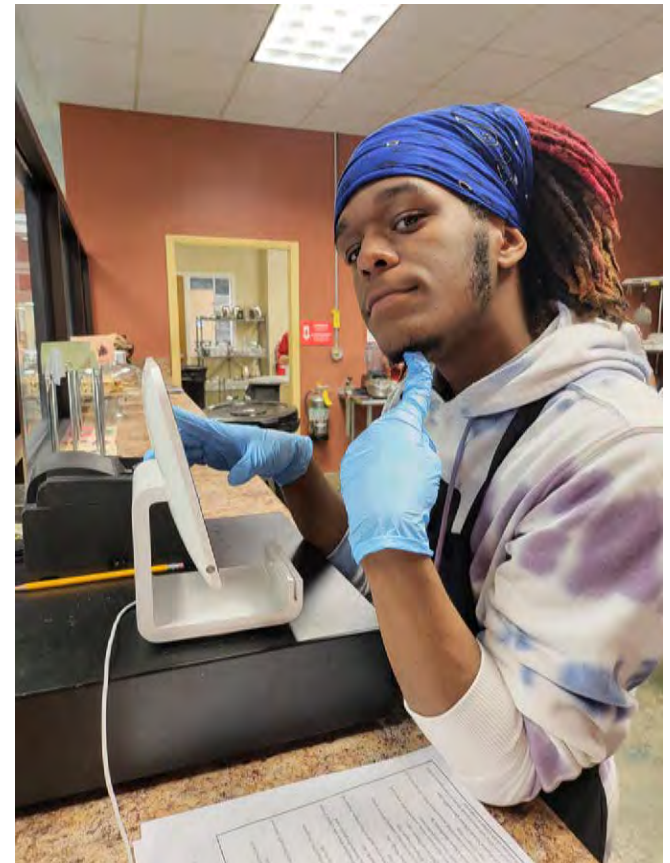
Region 2 - Gadsden City Schools/Beautiful Rainbow Café

K-12
Chip Rowan
(256) 390-1999
crowan@gadsdencityschools.org



Beautiful Rainbow Café is a collaboration between Gadsden City Schools and the City of Gadsden. It is a restaurant in the Gadsden Public Library that is open to the public and completely staffed and operated by students with significant cognitive disabilities and autism spectrum disorder. The program uses a café and onsite garden to teach young adults and adolescents the skills they will need to obtain community-based employment.

Students also receive employability skill training, which includes topics such as teamwork, independent work, following directions, grooming, punctuality, dependability, courteous customer service, telephone etiquette, workplace conflict-resolution, and more. With a grant from the Community Foundation of Northeast Alabama, Mr. Rowan and his team have developed a virtual transition curriculum with free transition training videos that educators can use free of charge throughout Alabama. This curriculum can be viewed at <https://beautifulrainbowtraining.com>.



Awareness



Exploration



Preparation

Previous CoOp Best Practices

Statewide Best Practice Contender Region 1

Non-School Based
North Alabama Homebuilding Academy (NAHA)
Dr. Tommy Davis
(256) 345-9656
Tommy.davis@nahacad.org

8-week training that provides work experience in construction, targets people with barriers.

Statewide Best Practice Contender Region 3

Non-School Based
Mercedes Benz International Inc.
Steve Colburn
(205) 246-8792
Steve.colburn@daimler.com

CoOp program that partners with five AL universities and four AL community colleges.

CoOp Best Practices

Statewide Best Practice Contender Region 1

K-12
Southwire and Florence City Schools - 12 for Life
Corey Behel
(256) 710-2012
cjbehel@florencek12.org

In 2010, Florence City Schools and Southwire corporation formed a partnership called 12 For Life. It allows students to work in manufacturing while attending school and completing a professional skills training course. The student employees operate industrial and robotic machines in a 60,000 square foot production facility. Southwire offers career opportunities and a registered apprenticeship to high performing students. The classroom component incorporates work ethic and employability skills. Southwire has had success offering monetary incentives each nine weeks for grades, perfect school attendance, and work attendance. For students who have previously struggled in school, the 12 For Life partnership has produced a 100% graduation rate for ten consecutive years and created multiple business-industry career partnerships for students.

Statewide Best Practice Contender Region 5

K-12
Elmore County Technical Center
Tara Baker
(334) 567-1218
tara.baker@elmoreco.com

The Cooperative Education at ECTC serves students at all four traditional high schools and students at The Edge, their virtual school. The program was centralized to Elmore County Technical Center for the 2021-2022 school year to provide an opportunity to CoOp for students at schools without a business program. With the change to a centralized county-wide coordinator, CoOp students are able, for the first time, to participate in summer CoOp opportunities that might not fit into their schedules otherwise. Students are screened and must attend an orientation where they complete their resume and a career interest inventory.



Awareness



Exploration



Preparation

On the Job Learning (OJL)



- Paid work experience
- Tasks learned on the job are directly linked to technical instruction the student is receiving
- Must be through structured, supervised work experience
- Often results in long-term employment with the company

The critical defining characteristic of on the job learning (OJL) is the connection between academic study and real-world learning experience. This connection sets OJL apart as a more specifically career focused activity than a more general CoOp placement. Participants in OJL are not only seeking work experience and employability skills, but they are also learning the technical skills necessary for the career they are pursuing.

The connection of OJL to training for a specific occupation is one of the factors considered that sometimes makes WIOA funding available to support employers with program implementation.

Previous OJL Best Practices

ACCS

Lurleen B. Wallace Community College RISE Program
Dr. Brock Kelley
(334) 222-6591
bkelley@lbwcc.edu

Transition program for individuals with disabilities to earn credentials and earn relevant work experience

University

Auburn University College of Engineering
Edie Irvin
(334) 844-2250
edie.irvin@auburn.edu

University CoOps give participants competitive advantage and battle brain drain



Previous OJL Best Practices

Statewide Best Practice Contender Region 2

K-12
Talladega County CTE-Fire 160
Kim Knight
(256) 368-2601
kimknight@tcboe.org

Talladega County has a shortage of Firefighters, so TCCTE developed a fast track pathway for young adults to get into fire service. Through a partnership with Childersburg Fire Department's Chief, the Alabama Fire College, and SAFE family services, they were able to design a 160-hour summer curriculum for juniors and seniors that would allow them to obtain Firefighter 1 status quickly through paid work in a boot camp format. The first recruit group had a pass rate of 100% on their first state exam. During their training the students obtained the following certifications: CPR Card, NIMS 100, 200, 700, and 800 through the Alabama Fire College, and HAZMAT Training/Certification.

Statewide Best Practice Contender Region 3

Non-School Based
Nucor Technical Academy
Lane Tyner
(205) 562-1406
lane.tyner@nucor.com

The Nucor Technical Academy is a comprehensive and competitive program in which high school graduates from across the country can apply for entry into a structured training program for a career at one of Nucor's modern manufacturing facilities. The primary goal of the Nucor Technical Academy is to attract, recruit, and retain 12 to 18 talented trainees in an intensive training electrical program each year, thus stabilizing the talent gap. Nucor pays 100% of books, tuition, housing and provides paid wages for OJL and time in the classroom. Students earn 40+ hours a week in a full-time job, as a full-time student, and graduate with an AAS degree with an electrical concentration.

Statewide Best Practice Contender Region 5

ACCS
FAME on the Plains
Tim Beasley
(334) 332-0692
tbeasley@suscc.edu

The Federation for Advanced Manufacturing Education (FAME) Program partners students with industry while taking classes at Southern Union State Community College. FAME Students attend classes on Tuesdays and Thursdays and work with their sponsor companies on Mondays, Wednesdays, and Fridays. This is a five-semester program. The goals of the program are for students to gain valuable employment experience in manufacturing while completing an associate degree in advanced manufacturing and for employers to build their technical workforce by developing the students as advanced manufacturing technicians.



Awareness



Exploration



Preparation

Pre-Apprenticeship

- Training must be connected to a registered apprenticeship.
- Participants are completing on-the-job learning and/or related technical instruction which will be counted toward completion of a registered apprenticeship IF the pre-apprentice ever actually becomes an apprentice.
- May be certified by the AOA as an indicator of quality.
- Participants may be youth or adults.

Pre-apprenticeships are designed to prepare individuals to enter and succeed in a Registered Apprenticeship and ultimately a career. Pre-apprenticeship programs offer participants structured training opportunities to prepare them for entry into a Registered Apprenticeship Program. They can provide a set of services that participants need to progress into an apprenticeship, such as work-readiness skills and wraparound supports for transportation and childcare.

The Alabama Office of Apprenticeship (AOA) has developed a certification process based on national models and best practices. The AOA certification designates quality pre-apprenticeship programs that incorporate all of the following elements:

- Documented partnership with at least one Registered Apprenticeship Program
- Alignment of approved training and curriculum with industry standards and the Registered Apprenticeship Program
- Opportunity to earn an industry-recognized credential
- Hands-on learning with a career focus
- Access to support services and career counseling

Learn more and apply for certification at www.alapprentice.org

Previous Pre-Apprenticeship Best Practices

Non-School Based

Skilled Trades of West Alabama Jump Start Program

Johnnie Aycok

(205) 765-9332

jaycock@westalabamatrades.com

12-week class with employability skills and basic aspects of construction trades



Pre-Apprenticeship Best Practices

Statewide Best Practice Contender Region 4

K-12
Build UP Community School
Mark Martin
(504) 330-6198
mark@buildup.work

Build UP's mission is to empower youth, families, and communities to lift themselves out of poverty to live self-sufficient lives by equipping youth to: 1) acquire a self-directed, career-focused education 2) gain knowledge and skills in a high-demand field of their choosing 3) own homes and rental properties to build personal wealth and earn passive income; thus creating an economic and social safety net to then collectively 4) lead the longer-term revitalization of their home communities. High school students participating in Build UP's AOA certified pre-apprenticeship program complete on-the-job work experience with local construction employers. This experience will count toward the registered apprenticeship if they are hired into it after graduation. Pre-apprenticeship completers have an additional advantage when seeking employment in high-demand, high-wage construction occupations.



Awareness



Exploration



Preparation

Registered Apprenticeship



Five components of all Registered Apprenticeships:

- Business driven
- On the job learning (OJL)
- Related technical instruction (RTI)
- Rewards for skills gains
- Nationally recognized credential

Registered Apprenticeship is a business-driven model that provides an effective way for employers to recruit, train, and retain highly skilled workers. Registered Apprenticeship is a proven model of job preparation that combines paid on-the-job learning with related instruction to progressively increase workers' skill levels and wages. In addition, apprenticeships allow employers to develop and apply industry standards to high-quality, structured training programs, therefore increasing productivity and the quality of the workforce.

Apprenticeships are esteemed opportunities. Apprenticeships afford participants a chance to earn money while they learn in a non-traditional classroom setting. The earn-and-learn model provides apprentices an opportunity to see a direct relation between their increasing skills and increasing wages.

Governor's Seal of Excellence Winner 2022

Region 1 - Northwest Shoals Community College POWER 5

Leslie Tomlinson
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ltomlinson@nwsccl.edu



Northwest Shoals Community College's POWER 5 was the first competency-based HVAC apprenticeship program in Alabama. It was designed to address the industry's immediate need for highly-skilled, professionally trained HVAC technicians. In the first year, the program experienced tremendous growth, with program enrollment increasing by 72%.

The flexibility of the program gives students previously disconnected from post-secondary education an opportunity to start or continue their education while earning a livable wage. POWER 5 participating employers compensate apprentices according to the wage progression schedule that rewards students for demonstrating mastery of skills and competencies. Apprentices range from 18 to 60 years old.



Previous Registered Apprenticeship Best Practices

Demopolis Fire Rescue
James Bailey
(334) 289-1212
James.Bailey@demopolisal.gov

Alabama's first Firefighter/EMT registered apprenticeship

Coastal Alabama Community College and AM/NS Calvert
Dr. Josh Duplantis and Dani Pendleton
(251) 990-0426, (251) 944-7189
Joshua.duplantis@coastalalabama.edu
danielle.pendleton@arcelormittal.com

Maintenance apprentice program coupled with full associate degree and a focus on quality mentors

Registered Apprenticeship Best Practices

Statewide Best Practice Contender Region 1

University
AAMU Department of Social Work OIFSP
Dr. Katina Lang-Lindsey
(601) 502-4249
katina.lindsey@aamu.edu

Alabama A&M's Licensed Master Social Worker Registered Apprenticeship program is designed to increase the number of individuals working with families and children impacted by Opioid Use Disorder (OUD) as well as Substance Use Disorder (SUD). This program is the nation's first master's level social worker registered apprenticeship developed with a HBCU. Apprentices benefit by securing employment with an agency prior to their last year of school, while the agencies benefit by having early access to these individuals prior to graduation. Upon completion, apprentices will have earned both their Masters of Social Work (MSW) degree and passed their state license exam (ASWB).

Statewide Best Practice Contender Region 3

K-12
Brookwood Career Tech Annex
Tripp Marshall
(205) 342-2777
tmarshall@tcss.net

The Modern Manufacturing Registered Apprenticeship allows students, ages 16 and up, to gain paid work experience at Mercedes-Benz U.S. International (MBUSI), while completing their classroom instruction at Brookwood Career Tech Annex. The apprentices' unique uniforms identify them so that other team members can assist them and mentor them while they are working on-site. MBUSI works with the apprentices' schedules to allow them to complete valuable work experience while still enjoying their high school experience. This opportunity is an important part of the process to train our future workforce for success. As the Modern Manufacturing curriculum has been launched in other regions throughout the state, MBUSI and Brookwood have established a model for the process to build a similar program.

Statewide Best Practice Contender Region 6

ACCS
Wallace Community College Dothan and Partners
Martha Compton
(334) 556-6822
mcompton@wallace.edu

The Alabama Department of Early Childhood Education is the sponsor of the Alabama ECE Apprenticeship Program, and Wallace Community College Dothan and Troy University Dothan were the related instruction providers in the pilot. The program is structured to stack three apprenticeships, designated as ECE I, ECE II, and ECE III. The goals of this program are building a skilled ECE workforce, expanding the structure and quality of Alabama First Class Pre-K into more classrooms, setting a high standard for aligning postgraduate coursework that transfers and articulates seamlessly, and achieving pay parity for Alabama's early childhood workforce. ADECE is currently expanding to other partnering employers and schools, including high schools.



Awareness



Exploration



Preparation



Governor's Seal of Excellence Winner

Region 3- The University of Alabama Minds and Mentors Paraprofessional Program

Dr. Mercy Mumba
(205) 348-6317
mnmumba@ua.edu

The Minds and Mentors Certified Recovery Support Specialist Apprenticeship Program is the first Behavioral Health Paraprofessional registered apprenticeship program in the State of Alabama.

This apprenticeship trains Certified Recovery Support Specialists (CRSS), who are peer workers in recovery from substance use disorders, to provide recovery support services designed to engage, activate, and support people with behavioral health conditions and their family members. Behavioral health services are striving to integrate peer workers to augment existing service delivery. Nationally, recovery support specialist services have expanded to various behavioral health environments and programs including psychiatric rehabilitation centers, drop-in centers, state and community hospitals, and intensive outpatient centers.

This one-year registered apprenticeship includes on-the-job learning competencies based on the Substance Abuse and Mental Health Services Administration's (SAMHSA) core competencies for peer workers. Training, mentoring, and supervision help apprentices develop these core competencies and hone their skills with real-world clients. This registered apprenticeship enables individuals to continue with their recovery journey while receiving instruction from The University of Alabama, and on-the-job learning with collaborating employers. Program goals include enhancing the quality of training, increasing the number of behavioral health-related paraprofessionals, lessening the impact of substance use disorders on individuals and families, and providing evidence-based practices for opioid treatment and recovery support.





Governor's Seal of Excellence Winner



Region 7 - Coastal Alabama Community College Nursing Apprenticeship

Dr. Tiffany Scarborough
(251) 580-2256
tiffany.scarborough@coastalalabama.edu

Coastal Alabama Community College has partnered with several healthcare institutions to provide registered apprenticeship opportunities in the areas of registered nursing (RN) and licensed practical nursing (LPN).

The nursing workforce is experiencing shortages due to multiple factors. The COVID-19 pandemic placed increased tension on an already strained labor force. Currently, there are over 500 job postings for practical nursing positions in Baldwin and Mobile counties alone. Additionally, the need for registered and practical nurses is projected to increase by 3.7% in the near future.

In response to the shortage, Coastal Alabama Community College was the first institution in the state of Alabama to launch an LPN apprenticeship program and immediately followed with registering an RN program. This initiative allows partnering healthcare institutions to hire students while they are in nursing school. Apprentices work under the Alabama Board of Nursing's newly established Nurse Apprentice Permit, and they are paid for all work and clinical hours, while incurring no student debt.

The apprenticeship program aims to increase the supply of skilled nurses, enhance recruitment potential for employers, and reduce turnover rates. It also allows for nontraditional approaches to education and creates more accessible advancement opportunities in the healthcare industry.



Awareness



Exploration

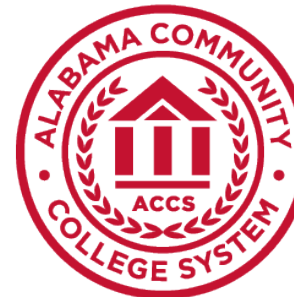


Preparation

AT A GLANCE WBL INVENTORY

| WBL Type | Is the workplace activity aligned with the job specific coursework? | What is the typical duration? | Is there a paid option? | Is there an opportunity to earn credit? | Type of activity | Does my organization or program offer this? |
|-------------------------------------|---|-------------------------------|-------------------------|---|------------------|---|
| Job Shadowing | NO | 1 Day | NO | NO | A | |
| Career Fair/Expo | NO | 1 Day | NO | NO | A | |
| Employability Skill Training | Sometimes | Varies | NO | YES | A/E | |
| Industry Tours | NO | 1 Day | NO | NO | A | |
| Simulated Workplace | YES | 1-2 Semesters | NO | YES | A/E | |
| Externship | NO | 1-2 Weeks | Maybe | NO | A/E | |
| Internship | Sometimes | Varies | Maybe | Maybe | A/E/P | |
| Clinical/Practicum Field Experience | YES | 1-2 Semesters | Maybe | YES | E/P | |
| Cooperative Education | NO | Varies | YES | YES | E/P | |
| On-the-Job Learning | YES | Varies | YES | Maybe | P | |
| Pre-Apprenticeship | YES | Varies | Maybe | YES | A/E/P | |
| Registered Apprenticeship | YES | 1-4 Years | YES | YES | P | |

A - Awareness E - Exploration P - Preparation



Governor Ivey would like to extend her appreciation to all of the state agencies who have committed a great deal of time and energy to this project. The success of work-based learning is a team effort, requiring collaboration among many stakeholders including employers, education institutions, and diverse state agencies. These partners' dedication to expanding work-based learning is a key to success in strengthening our talent pipelines and ensuring that Alabama citizens are on paths to good jobs and promising careers. Integrating work and education increases the value and authenticity of training programs, providing employers with the skilled workers they need to keep Alabama's economy moving forward.

Handbook Produced by



It is the policy of the Alabama Office of Apprenticeship (AOA) that no person shall ever be excluded from participation in, denied the benefits of, or subjected to discrimination under any program, activity, employment, or service administered by the AOA, on the basis of race, color, religion, national origin, sex, sexual orientation, age (40 or older), genetic information, and disability. The AOA likewise prohibits such discrimination in any registered and approved apprenticeship program.