



ALABAMA
WORK-BASED
LEARNING
SEAL OF EXCELLENCE
2024

ALABAMA WORK-BASED LEARNING HANDBOOK





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 was originally 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 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.

The development of a WBL handbook was 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. 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 on WBL on their own.

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.

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.

Employability
Skill Training

Simulated Workplace

School-Based
Enterprise

Externship

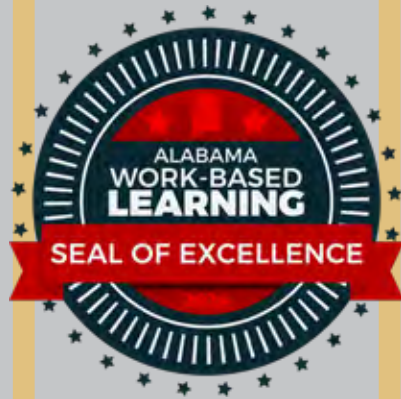
Cooperative Education

Internship

Work-Based Learning Seal of Excellence Winner

Troy City Schools and Pike County Schools

Registered Apprenticeship
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The Pike County and Troy City School Systems collaborated with the Alabama Department of Early Childhood (ADECE) to establish Alabama's inaugural Early Childhood Apprenticeship in public education, fostering a comprehensive partnership with Enterprise State Community College (ESCC) and Troy University. Through this program, both high school students and adults can transfer 64 college credits from ESCC to Troy University for an AS or AA with a focus on Child Development. High school students attend Dual Enrollment Early Childhood classes at the Hank Jones Early Childhood Center, earning an Associate Degree in Child Development or the Auxiliary Teaching Short-Term Certificate (STC), qualifying them to work as auxiliary teachers in First-Class Pre-K classrooms statewide. Graduates with an AA or AS can become lead teacher apprentices in Pike County or Troy City School Systems, with the opportunity to pursue a B.S. in Early Childhood Education at Troy University at no cost to the apprentice.

The ECE apprenticeship model offers opportunities across three stackable levels. ECE 1 apprentices earn a short term certificate and complete 30 OJL competencies as auxiliary teachers, progressing to ECE 2 for an AA or AS in Child Development and additional competencies, and finally to ECE 3 for a B.S. in Early Childhood. Apprentices receive pay raises upon successful completion of half of the coursework and competencies and again upon completion of the level. Apprentices also receive mentorship from experienced educators. The ADECE supports apprentices by covering their educational expenses, eliminating financial barriers.



Work-Based Learning Seal of Excellence Winner

JF Ingram State Technical College

Registered Apprenticeship
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Through a partnership with Alabama Department of Corrections (ADOC), Alabama Office of Apprenticeship, and Montgomery-based FourStar Freightliner, J. F. Ingram State Technical College is offering students a unique training opportunity through the inaugural Diesel Mechanic apprenticeship program. The apprenticeship is one part of a comprehensive program designed to prepare students for the transition from classroom to workforce. Participants, housed at Frank Lee Community-Based Facility complete credit courses and earn select lab credit hours as apprentices through Four Star Freightliner.

During the in-field training, students work with skilled professionals to maintain and repair diesel engines, as they would on the job. As they progress in the program their in-field hours will increase, enhancing their experience. Students who complete both the program of study and the apprenticeship will then become full-time employees at Four Star Freightliner through the ADOC work release program.

Ingram's 60-credit hour Diesel Mechanic program includes training in preventative maintenance, troubleshooting and repair of engines, brake, suspension and drive train systems. In addition to college credit, students can earn OSHA safety and forklift certifications. Students participating in the program are required have a high school diploma or GED and must maintain minimum-community custody level in accordance with the ADOC Classification Manual.

J. F. Ingram State Technical College is a fully accredited member of the Alabama Community College System serving justice-involved students exclusively. The College offers training in 21 career and technical programs.



Awareness



Exploration



Preparation



Work-Based Learning Seal of Excellence Winner

Calhoun Community College

Cooperative Education
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Since its inception in 2016, Calhoun Community College's Cooperative Learning Program has seen active engagement from over 300 students and 100 employers. The program's unique parallel format, combined with its accessible application process, empowers students to apply for CoOp positions and secure paid, relevant placements year-round.

Calhoun's CoOp Course Enrollment stands out as a dynamic platform, offering both one-credit and zero-credit courses tailored to the 8 NACE Core Career Competencies, emphasizing professional conduct and workplace expectations. This innovative program extends its impact through a CoOp Transfer Agreement with four local universities, streamlining the transition for Calhoun graduates transferring to these institutions while maintaining their current CoOp positions, allowing them to seamlessly join the new college's CoOp program without undergoing additional onboarding requirements.

To ensure the program's relevance and excellence, Calhoun has established a seasoned CoOp Advisory Board composed of industry representatives, convening 2-3 times annually to provide valuable insights, updates, and feedback. Recognition plays a pivotal role in the CoOp program, with annual nominations for Calhoun's CoOp Student and CoOp Employer of the Year, culminating in a special acknowledgment at the CoOp Appreciation Breakfast. Starting in spring 2022, CoOp Graduates have the added honor of receiving a graduation cord, symbolizing their achievement and dedication, to be proudly worn during the graduation ceremony.

This multifaceted approach underscores Calhoun's commitment to fostering a robust CoOp experience and preparing students for the challenges and triumphs of their future careers.



Work-Based Learning Seal of Excellence Winner

The Birmingham Promise

Internship
Mia Toole
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Birmingham Promise's mission is to support and prepare every Birmingham City School student to achieve economic security, mobility, and prosperity.

Birmingham Promise's internship program has placed over 200 Birmingham City Schools' students with over 100 businesses and organizations since 2021. They work to directly address barriers for students in the Birmingham City School District. Students primarily work during the school day while earning academic credit, and benefit from transportation to and from work sites, paid work experience at \$15 per hour, and access to a student support fund if a student is in need of professional clothing. By providing these services, students are able to participate in the program regardless of personal transportation or financial ability, and do not have to give up existing after-school jobs or extracurricular activities.

Students are matched with a variety of businesses and organizations representing industries including architecture, communications, information technology, engineering, health and medicine, and law and public policy. Internship experiences span over the course of 12 weeks, with students working an average of 15 hours per week. Students receive professional development and career assessments and end the experience with a professional resume and headshot.

92% of internship students from spring 2023 went on to become Birmingham Promise scholarship recipients, and they are currently attending an in-state college or university to further their education.



Awareness



Exploration



Preparation

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

2023 Seal of Excellence Winner

Region 6

Dothan Tech
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Dothan Tech's Job Shadow Day is open to Juniors and Seniors in the Dothan Tech CTE programs who meet outlined prerequisite qualifications. 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. Students are provided with information about what to do before, during, and after job shadowing day, including details about reaching out by email and phone in advance, questions to ask, and how to send a follow-up thank you note. The effectiveness of this awareness activity is greatly enhanced by the intentional activities implemented with the students before and after the event itself.



2024 WBL Statewide Contender

Region 1

Wallace State Community College Hanceville
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Wallace State Community College's Center for Career & Workforce Development launched A Day in the Life at....during the Fall 2022 semester through the Diesel Technology & Diesel by Distance Programs. A Day in the Life at.... are Job-Shadowing Field Trips that give students the opportunity to tour the facility of a company they are interested in, then they are broken into groups of two, where they will shadow different positions within the company on a 30-45 minute rotation. This allows the students to see how industry differs from the school setting, learn about different positions within the company, observe the company's culture, and visit companies they never even thought of that are tied to their course of study.



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.

2023 Best Practices

Region 1

Wallace State Community College Center for
Career & Workforce Development
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Dream. Plan. Do. Industry Comes to Wallace--Monthly events connecting employers to students in related field of study

Region 7

Baldwin County Chamber Coalition
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Connecting high school juniors and seniors with local employers who are ready to hire for internships, CoOps, apprenticeships, and summer employment

2024 WBL Best Practice

Region 1

Calhoun Community College
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Calhoun Community College Career Services has partnered with the Nursing and Health Sciences Department since 2016 to host a Nursing Fair for students to engage with employers as well as University partners interested in recruiting Calhoun graduates. What began as an event for current nursing students has since expanded to include all 10 health science programs. Local and regional employers consistently seek opportunities to engage with upcoming graduates often requesting classroom visits through faculty. Since establishing this event, all employers are referred to the nursing fair, and faculty require attendance and incorporate a resume-building and fair preparation presentation into their course schedule. Consequently, more than 2,000 students and 500 employers have participated, leading to the extension of hundreds of job offers.



2024 WBL Statewide Contenders

Region 5

Elmore County Technical Center-Elmore County Schools
Lindsay Jordan, Career Coach
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The ECTC hosts an Employer Showcase event each spring on its campus. The goal is to connect employers to students in a forum where real conversations about careers can take place. Each classroom hosts a company, often one related to that CTE program of study. Students select three sessions and have the opportunity to meet for 15 minutes with employers for in-depth, one-on-one or small group discussions. Some students have even conducted preliminary interviews or completed job applications during their sessions.

Region 7

Baldwin Girls Build Camp
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The Baldwin County Home Builders Association's Professional Women in Building teamed up with the Baldwin County School System to host its first Baldwin Girls Build Camp. The weeklong program hosted middle school girls from rising 7th grade through 9th grade, with a goal to introduce them to the trades and provide them with a hands-on project that they could take home at the end of the week. The campers constructed a lamp, toolbox and laser engravings. Speakers throughout the week introduced the campers to all facets of the home building industry, including skilled trades and areas such as home mortgages and insurance, and shared their journeys as women in the industry. They wrapped the week up with a field trip to job sites and supply companies.



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.

2024 WBL Statewide Contenders

Region 2

Kronospan--Project Gen-Next
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Kronospan deeply believes that investing in the education and career readiness of local high school students is an investment in their future. GenNext is an immersive, six-day manufacturing crash course designed for high school seniors who intend to enter the workforce immediately upon graduation. GenNext introduces students to the world of manufacturing by providing real world training and hands-on experiences focusing on soft and technical skills. Whether working directly with experienced technicians during the job-shadow portion of the program or learning about social media best practices, participants in Kronospan's GenNext program leave with skills they can use as building blocks in their life journey.



Region 1

Kids to Love-KTECH
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KTECH is a licensed private school and workforce initiative of the nonprofit Kids to Love located in Madison, Alabama. The KTECH mission is to train, prepare, and connect tomorrow's workforce today. In just 16 weeks, students can earn certifications in Mechatronics, Robotics, Soldering, and Snap On. These certifications can lead directly to employment in some of North Alabama's biggest manufacturers. KTECH accepts students of all ages and backgrounds with a special emphasis on helping underserved populations find a pathway to success. The KTECH difference can be found in their hands-on and interactive curriculum, as well as their Life Lab component that offers employability skills training in financial literacy, nutrition, resume building, and interview best practices. They also offer their students access to weekly mental health and wellness services.

Region 6

Alfred Saliba Family Services Center--CCDC and Work Plus
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The Alfred Saliba Family Services Center offers skill-building and job placement services to open doors to employment opportunities in their community. The Community Career Development Center serves as a gateway, offering skill-building and job placement services to open doors to employment opportunities. Their HIPPY Program empowers parents to become their child's first teacher, fostering a foundation for lifelong learning. At the core of their efforts lies WorkPlus+, a transformative program that not only financially compensates individuals for earning job skill certificates, but also serves as a cornerstone for lifelong career development. The Alfred Saliba Family Services Center remains steadfast in its commitment to building a resilient and thriving community, one empowered individual and small business at a time.



Awareness



Exploration



Preparation

2023 WBL Best Practices

Region 1

Reach and Teach – Education through Experience
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Students plan, promote, and execute a REAL concert on their school campus.

Region 2

Gadsden State Community College Adult Ed
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Students earn credentials that prove their commitment to being strong employees

2023 WBL Seal of Excellence Winner

Region 5 - That's My Child

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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. 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.

Region 7

Flight Works Alabama--Flight Path 9
Michelle Hurdle
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Pre-employment training program designed to prepare individuals for a full-time apprenticeship position

Region 4

The Onin Group--High School Ready to Work
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Combines employability skills with industry specific training



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 misperceptions 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.



Industry Tours Best Practices

2024 WBL Statewide Contender Region 2

Gadsden State FAME
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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 may 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.

2024 WBL Best Practice Region 5

Auburn University Facilities Management
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The Auburn University Facilities Management tour provides an engaging experience for high school students to see the vast span of AUFM and connect what they see with an opportunity for a future employment experience. In addition, the program provides a platform for marketing the AUFM summer internship program and their registered apprenticeship program. Tours are completely customizable based on the student's needs and interests. They can learn about the utilities/energy, landscaping, and HVAC departments. AUFM also provides industry tours for local CTE Directors and WBL teachers to showcase all the career paths, job opportunities, and tour options



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.

Objectives of Alabama Simulated Workplace

- Place business and industry processes directly into CTE programs
- Incorporate foundational academic and career-ready skill sets
- Provide students an understanding of all aspects of an industry or business and how their individual success leads to company success
- Provide each student with an understanding and knowledge of how workplace processes and behaviors are integral skills to successful employment

Simulated Workplace Best Practices

2023 Statewide Best Practice Contender Region 4

Riverchase Career Connection Center
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Students receive ID badges and clock in and out daily; they receive quarterly bonus reward cards for attendance, academics, and behavior

2023 Statewide Best Practice Contender Region 6

Geneva City Schools--G-Tech Industries
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A workplace environment where the employees (students) have roles and responsibilities that transform the department from supervisor (instructor) to employee-led



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, counselors, and teachers 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

Alabama STEM Council
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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
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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.



Awareness



Exploration



Preparation

School-Based Enterprise



A school-based enterprise (SBE) is an entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market. SBEs are managed and operated by students as hands-on learning. SBEs provide realistic and practical learning experiences that reinforce classroom instruction. SBEs can sell to consumers through a permanent location, a mobile kiosk or through Internet marketing. Products may include spirit wear, food and beverage items, school supplies, signs and banners and more, while other SBEs provide services such as creative design, advertising sales and more. School-based enterprises are effective educational tools in helping to prepare students for the transition from school to work or college. For many students, they provide the first work experience; for others, they provide an opportunity to build management, supervision and leadership skills.

School-Based Enterprise Best Practices

2023 WBL Best Practice - Region 3

University Charter School - Brew CS
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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.



2024 WBL Statewide Contender Region 1

Redstone Federal Credit Union
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Redstone Federal Credit Union's Schools Program provides work experience and grows the financial literacy of participating students. Program participants can also earn scholarships and employment with Redstone upon graduation. The program consists of eight high school branches and three college/university branches that are fully operated by the students. Students gain real-life work experience, improve their financial literacy, and earn money while training. Schools also benefit from Redstone's specially designed debit card that pays the school each time it's swiped. The branded debit cards have generated over \$742,000 for their educational partners. The program educates youth on financial matters, trains them to teach their family and classmates, and then shows them how beneficial it can be by providing employment, class credit, and a stronger financial foundation.



2024 WBL Statewide Contender Region 6

DTI.Center
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The Center for Design, Technology, and Industry, known as DTI.center, functions as a fully operational graphic communications studio. The studio is offered as a capstone course in the BA Graphic Design Program. Student designers work with actual clients and are expected to produce creative solutions from concept to final production. Students compete for each job with the possibility of earning a commission for work produced. DTI.center was founded on the idea that graphic design can serve as a catalyst for social change and the creative economy. The creative economy emphasizes the importance of creativity, innovation, and intellectual property in driving economic growth, job creation, and business practices. In a creative economy, value is derived from the generation and exploitation of intellectual and cultural assets, such as art, design, media, technology, and innovation. The success of this program is anchored in the principles of entrepreneurship, economic development, revitalization, community outreach and advancement, and industry partnerships.



Awareness



Exploration



Preparation

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.

Teacher preparation programs often use student teaching internships as the capstone to degree programs. Teacher interns are provided opportunities to demonstrate the content knowledge they have gained in methods courses under the supervision and guidance of a mentor teacher. When employers establish internship programs themselves, the program may have no connection with academic credit. Some companies use summer intern programs as evaluation periods prior to making job offers to new talent.

2024 WBL Statewide Contenders

Region 4

The Birmingham Promise
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Birmingham Promise's internship program has placed Birmingham City Schools' students with businesses and organizations since 2021. Students primarily work during the school day while earning academic credit, and benefit from transportation to and from work sites, paid work experience at \$15 per hour, and access to a student support fund if a student is in need of professional clothing. Students are matched with a variety of businesses and organizations representing industries including architecture, communications, information technology, engineering, health and medicine, and law and public policy. Internship experiences span over the course of 12 weeks, with students working an average of 15 hours per week. Students receive professional development and career assessments, and end the experience with a professional resume and headshot.



Region 4

Southern Research – LIFT
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The Southern Research Leadership Initiative for Future Teachers (LIFT) program provides a comprehensive experiential learning opportunity for undergraduates aspiring to enter STEM education. This immersive internship facilitates collaboration with distinguished scientists and contributes to Southern Research's mission of inspiring passionate and innovative students to pursue their STEM interests. As a LIFT Fellow, pre-service educators play a pivotal role in designing, facilitating, and leading varied STEM experiences with real-world applications. Beyond exposure to diverse student groups and STEM content, the program cultivates extensive leadership and non-profit experience, molding adept and informed future educators committed to fortifying the Alabama STEM community.



Region 4

UAB School of Physics – Magic City Data Collective
Lauren Rast
(205) 975-0219
laurenr@uab.edu

The Magic City Data Collective is a public-private partnership that aims to equip students with the skills needed to excel in the data industry. The program, housed in the Department of Physics at the University of Alabama at Birmingham, involves a two-semester data workforce training program. During this program, students engage in data coursework and professional development and then work on a real data project supported by partnerships with local training firms and company sponsors. The program culminates in a Demo Day event, where students present the results of their work to community stakeholders. The goal of the program is to create the necessary infrastructure for data-driven decision-making in Alabama, beginning with our local talent



Awareness



Exploration



Preparation

2023 Internship WBL Best Practices

Region 2

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

Half day paid internship for high school seniors in machining, mechanics, welding, hydraulics/pneumatics, and electronics.

Region 4

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

Mutually beneficial semester-long internship for UAB students with local small business owners.

Region 5

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

First city-wide Career Skills Program in the nation; serves as a bridge from active-duty military service to civilian careers

Region 7

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

Paid summer internship tied to the students' field of study, including hands-on, relevant, and credit-bearing rigorous courses

Region 7

Mobile County Public Schools
Claire Minto
(337) 515-1184
cminto@mcpsps.com

Summer internship for rising juniors and seniors tied to three-course academy sequence exposes students to career fields and entire industries

Statewide

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

Paid, 10-week internship for university students; participants learn about the economic development profession, including work at state, regional, local, and private ED organizations



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 profession. Similarly, students in education and social work pathways participate in field and practicum experiences where they have the opportunity to apply what they are learning.

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.

WBL Best Practices

2023 Statewide Best Practice Region 2

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

Summer work experience for health science students, using credentials earned while in high school in roles such as a Patient Care Technician (PCT) as a first step on a career path in healthcare

2024 WBL Statewide Contender Region 2

Randolph County Schools—Bloom's Café
(256) 357-2839
lcofield@randolphboe.org

"Bloom's Cafe" emerged from the Education and Training Program to address the pressing demand for Special Education Teachers in the local region and the low employment rate of students with severe disabilities. Named after Bloom's Taxonomy, the cafe aims to nurture students to "bloom where they are planted." Education and Training students work daily with Severe Special Needs students, learning effective teaching strategies to impart Work-Based Learning Skills applicable to the restaurant, grocery store, and hospitality/tourism sectors. Committed to student growth, "Bloom's Cafe" contributes to business knowledge, skills, and personal responsibility. The incorporation of Electrical and Construction Program students during the cafe's construction phase adds real-world work experience, making Bloom's unique and impactful for Education and Training Program participants and the broader community.



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

Cooperative Education represents a cooperative agreement between an employer and an educational institution. Students participating in CoOp gain employability skills and industry experience. Cooperative Education is one of the most widely used forms of work-based learning and has seen a major resurgence in popularity in recent years. This form of training is commonly used in both secondary and postsecondary programs.

Successful CoOp implementations are built on flexible scheduling models established between the employer and the school. These arrangements are mutually beneficial, allowing for the student to continue academic study while providing value to the employer. Students are able to earn money while employers are able to fill entry-level jobs. 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.

2023 WBL Best Practices

Region 1

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

Manufacturing work experience combined with professional skills training course for students who have previously struggled in school, producing a 100% graduation rate for ten consecutive years

Region 5

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

Students at all four traditional high schools and students at The Edge, their virtual school participate in CoOp, including summer CoOp opportunities that might not fit into their schedules otherwise



2024 WBL Statewide Best Practice Contender - Region 1

Calhoun Community College

Kelli Morris

(256) 306-2602

Kelli.morris@calhoun.edu



Calhoun's Cooperative Learning Program transitioned from workforce solutions to the Career Services & Cooperative Learning Department in fall 2016. The parallel format of the program and the open application process allow all degree-seeking students to apply to the CoOp program and be placed in a paid, related position year-round. Students accepted into a CoOp position are enrolled in the appropriate CoOp course, depending on their major. The online course captures student timesheets, evaluations, and essential workplace skills assignments (two per semester). The program boasts a 253% growth in enrollment since 2016, 100% placement rate for 2023 graduates, and has established 100+ employer partnerships.



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.

Examples

- A participant in a manufacturing program of study may have an OJL placement working in a manufacturing job. Not only are they learning employability skills and gaining work experience, they are also learning how to do the specific manufacturing work related to their academic program.
- A participant in a manufacturing program of study working at a flower shop in a CoOp placement is learning employability skills and gaining work experience. This would not be an OJL placement because the technical skills don't match the instruction.

2024 WBL Statewide Contender

Region 5

Dirt to Diva Productions, LLC
Jessie Lynn
(334) 322-7060
dirttodivaproductions@gmail.com

Paid work experience for university students in numerous day-to-day business practices associated with an entertainment and equine business, including scheduling, promotional material preparation, day-of-show set up, tear down, stage plotting, management practices, lesson management and more. Roles and responsibilities assigned are tied to the students' particular field of study, like marketing or business.



2023 WBL Best Practices

Statewide Best Practice Contender Region 3

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

High school graduates from across the country participate in a structured training program for a career at one of Nucor's modern manufacturing facilities. 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 3

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

Through a partnership with Childersburg Fire Department's Chief, the Alabama Fire College, and SAFE family services, TCBOE was 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, as a fast-track pathway for young adults to get into fire service.

Statewide Best Practice Contender Region 5

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 in a five-semester program at Southern Union State Community College. Students gain valuable employment experience in manufacturing while completing an associate degree in advance manufacturing while participating employers build their technical workforce of 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

2023 WBL BEST PRACTICE

Build UP Community School

Mark Martin

(504) 330-6198

mark@buildup.work

Build UP's mission is to empower youth, families & 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.



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. Apprenticeship programs are one of the most effective ways to reach our labor force participation and attainment goals and to ensure that Alabamians are on career pathways leading to economic mobility and self-sufficiency. Registered apprenticeships are unlike regular training models developed by education and delivered to employers. Instead, they are developed by education providers.

2024 WBL Statewide Contenders

Region 1

Huntsville Utilities
Kim Newell
(256) 535-1280
Kim.newell@hsvutil.org

Huntsville Utilities provides Electric, Fiber, Natural Gas, and Water services to the largest city in Alabama. These services are essential to the success and growth of Madison County and Huntsville Utilities consistently delivers them at award-winning levels. They continuously invest in the professional growth and development of their team members by offering diverse workforce opportunities, which include seven (7) registered apprenticeship programs approved through the Alabama Office of Apprenticeship. Opportunities include Equipment Operator, Journey Lineworker, Meter Technician, Substation Electrician, Fiber Operations Technician, Journey Gas and Water Worker. These programs range in duration from 28 – 48 months with ten classes currently in session..

Region 5

JF Ingram State Technical College
Dr. Ira Phillips
(334) 514-4016
Ira.phillips@istc.edu



J. F. Ingram State Technical College is offering students housed at Frank Lee Community-Based Facility a unique training opportunity through the inaugural Diesel Mechanic apprenticeship program. The apprenticeship is one part of a comprehensive program designed to prepare students for the transition from classroom to workforce. Participants complete credit courses and earn select lab credit hours as apprentices through Four Star Freightliner.

During the in-field training, students work with skilled professionals to maintain and repair diesel engines, as they would on the job. As they progress in the program their in-field hours will increase, enhancing their experience. Students who complete both the program of study and the apprenticeship will then become full-time employees at Four Star Freightliner through the ADOC work release program.



Awareness



Exploration



Preparation

Region 5

Auburn University Facilities Management
Hayley White
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hcw0028@auburn.edu

As an employer, Auburn University faces the same workforce challenges as everyone else in the state. With a lack of skilled workers available for their facilities operations, they became an active participant in building their own workforce. The Auburn University Facilities Management Apprenticeship Program is internal training for electricians, plumbers, and HVAC technicians. Apprentices are full-time Facilities Management employees with access to all employee benefits. Classes are offered twice a week for 3 hours each during work hours. The program aligns with the statewide goal of engaging high school graduates in the trades and skilled labor force. The apprenticeship program provides promotional opportunities for candidates and an avenue for entry into the skilled trades for those who have had minimal or no training.

Region 6

Troy City Schools and Pike County Schools
Jeremy Knox
(334) 804-8638
jknox@pikecountyschools.com



Troy City and Pike County Schools were the first school districts in Alabama to meet their workforce needs in Alabama First Class Pre-K classrooms through the Alabama Department of Early Childhood's apprenticeship program, in partnership with Enterprise State Community College and Troy University. These school systems are growing their own and building a skilled ECE workforce, removing barriers for their existing employees, and achieving pay parity for their early childhood workforce. They have also created a dual enrollment pipeline that affords CTE Early Childhood students the opportunity to begin taking Child Development classes in tenth grade, work hands-on in kindergarten and preschool classrooms several days a week, and graduate high school with an associate degree



Region 7

Chickasaw City Schools
David Wofford
(251) 452-2256
dwofford@chickasawschools.com

Chickasaw City Schools was the first school district in Alabama to hire one of their own students into a registered apprenticeship as a youth. To fill an open position for IT Support Specialist, they created a registered apprenticeship and conducted interviews with interested students. They selected one apprentice. He took core classes in the morning, took his IT classes online mid-day, and then worked under his journey worker every afternoon. He learned how to set up new devices, work on the network, resolve trouble tickets, etc. Distinct from a typical CoOp program, this apprentice has filled a permanent position for the school system and remains employed even after graduation.

Region 7

AM/NS Calvert
Danielle Pendleton
(251) 289-4080
Danielle.pendleton@arcelormittal.com

AM/NS Calvert partnered with Coastal Alabama Community College to create the first Industrial Maintenance Apprenticeship program in the area, which launched in 2020. This program has continued to evolve and provide a concurrent curriculum and on-the-job learning (OJL) format for selected students. This program was also recognized as a WBL Best Practice Contender in 2021. AM/NS Calvert partnered with Coastal again to expand and add a registered HVAC Apprenticeship Program in 2023. Beyond the CACC partnership, AM/NS Calvert has also connected with Bishop State Community College to host FAME (Federation of Advanced Manufacturing) students in the Process Technology and Manufacturing Technology programs beginning in 2022. Apprentices transition into full-time positions after successful completion of the curriculum and OJL.



Awareness



Exploration



Preparation

2023 WBL Best Practices

Region 1

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

Licensed Master Social Worker Registered Apprenticeship program 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), the nation's first master's level social worker registered apprenticeship developed with a HBCU

Region 3

Brookwood Career Tech Annex
Dennis Duncan
(205) 242-5919
dduncan@tcss.net

Modern Manufacturing Registered Apprenticeship for 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



2023 Seal of Excellence Winners

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

Dr. Mercy Mumba
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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. 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.

Region 7- Coastal Alabama Community College Nursing Apprenticeship

Tiffany Scarborough
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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 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	
CARRER FAIR/EXPO	NO	1 DAY	NO	NO	A	
EMPLOYABILITY SKILLS 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	
SCHOOL-BASED ENTERPRISE	SOMETIMES	VARIES	MAYBE	MAYBE	A/E/P	
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	MAYBE	E/P	
ON-THE-JOB LEARNING	YES	VARIES	MAYBE	YES	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

The Alabama Office of Apprenticeship would like to extend their appreciation to all 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 apprenticeship and approved apprenticeship program.