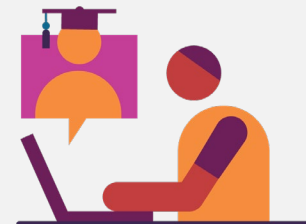




WORKFORCE READINESS

Work-Based Learning

Establish a statewide K–12 and postsecondary work-based learning program that promotes learning through a series of progressive learner experiences both in the classroom and in a work setting. Provide guidance and support for how education and business and industry collaborate to achieve mutual priorities.



Colorado

The Business Experiential-Learning Commission, which is overseen by the Department of Labor and Employment in partnership with the Office of Economic Development and International Trade and the Colorado Workforce Development Council, is responsible for engaging Colorado's business and industry communities with respect to three issues: (1) developing a systematic approach to business involvement in educating and training students and workers in partnership with the state's K–16 education system, workforce development system and related civic agencies; (2) creating a digital badging system to provide the opportunity for students, interns, apprentices and workers to document skills they have obtained in the workplace and to share that information with the K–16 system to support curriculum development; and (3) leveraging existing resources to create a portal of information to connect students, job-seekers, schools, employers and civic agencies with experiential learning, training opportunities and careers. The resulting work-based learning program includes the Work-Based Learning Continuum, an incubation program and funding opportunities for work-based learning participants. The Department of Education's Office of Postsecondary and Workforce Readiness and the Colorado Workforce Development Council created and are administering (from September 2020 through June 2021) the Work-Based Learning Incubator. The incubator is designed to support the development of work-based learning programs in Colorado schools and school districts and share resources and promising practices with K–12 educators.

OPPORTUNITY TO STRENGTHEN

While the Work-Based Learning Continuum is progressive in that it facilitates students' movement from learning about work to learning through work and then to learning at work, it is not clear that work-based learning is embedded within all K–12 and postsecondary CTE programs of study. Similarly, strengthening the existing CTE programs of study as noted before will help ensure that student experiences are aligned with high-demand, high-skill and high-wage occupations.

RESOURCES

- [Colorado Department of Education Work-Based Learning](#)
- [Colorado Workforce Development Council Work-Based Learning](#)

POLICIES

N/A



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Georgia

Work-based learning, which has been in statute in some form since the 1990s, is a fairly mature initiative with stable employer engagement. The Georgia Department of Education administers five categories of work-based learning, each of which must meet specific requirements:

1. Youth apprenticeship (must include a postsecondary training component; 720 hours of on-the-job training; be for high-demand, high-skill, high-wage jobs);
2. Internship;
3. Cooperative education (requires concurrent enrollment in a related career, technical and agricultural education course; must be a paid job);
4. Employability skill development (must have a training plan based on the application of identified employability skills); and
5. Great Promise Partnership (includes nonprofit foundations working under a memorandum of understanding with the Department of Education to place at risk students on work-based learning sites).

The Department of Education's Work-Based Learning Manual includes 24 standards for promoted work-based learning programs. These standards include integrating career-related education into the curriculum, placing and supervising students on job sites, and program evaluation. Only students in grades 11 or 12 who have a defined career pathway qualify for a work-based learning placement. The Department of Education administers a database for placed students, which allows work-based learning coordinators to customize training plans and track student progress.

OPPORTUNITY TO STRENGTHEN

The Department of Education can continue to strengthen partnerships with regional and local stakeholders to ensure experiences are consistent for students and are employer valued. Similarly, strengthening the department's existing CTE programs of study will help ensure that student experiences are aligned with high-demand, high-skill and high-wage occupations.

RESOURCES

- [Work-Based Learning Manual](#)
- [Work-Based Learning Standards](#)
- [Georgia Work-Based Learning Website](#)

POLICIES

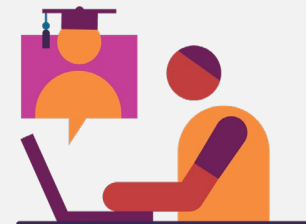
- [GA Administrative Code Rules of the Georgia Department of Education Rule 160-4-3-.14](#). Work-Based Learning Programs
- [O.C.G.A. 33-9-40.3](#). Employers to Provide Work-Based Learning Opportunities for Students Age 16 and Older
- [O.C.G.A. 39-2-11](#). Employment Certificates; Requirements for Issuance



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Rhode Island

In 2017, Rhode Island launched the Prepare RI initiative with one of the goals being to provide high-quality work-based learning opportunities in every high school by 2020. Under Prepare RI, the state established the Prepare RI Internship program, through which high school juniors are placed in paid summer internships with employers in a range of industries and have the opportunity to earn college credit.

Prepare RI is run by an interagency task force that includes the Governor's Office, Department of Education, Governor's Workforce Board, Rhode Island Commerce Corporation, Office of the Postsecondary Commissioner and Community College of Rhode Island. The task force also partners with employers and communities.

The state's Governor's Workforce Board provides guidance and recommendations to high schools, postsecondary institutions, training providers, nonprofits, government agencies and other workforce network partners on work-based learning, noting that work-based learning opportunities must be of high quality and be rigorous, relevant, reflective, interactive and integrated. The board also released standards for high-quality K–12 work-based learning to ensure outcomes are achieved and employer expectations about work-based learning opportunities are clear.

OPPORTUNITY TO STRENGTHEN

Rhode Island can collect data on the various types of work-based learning placements and experiences to gauge student access to consistent high-quality placements and to ensure that the state's K–12 work-based learning graduation requirement is having its intended outcomes. ExcelinEd's [Developing High-Quality State Work-Based Learning Programs](#) playbook provides guidance on developing a comprehensive work-based learning program.

RESOURCES

- [Prepare RI Work-Based Learning](#)
- [Workforce Guidance: Defining Work-Based Learning Activities and Standards](#)

POLICIES

- [RI Education Code Chapter 16-80](#). Rhode Island School-to-Career Transition Act of 1996
- [200-RICR-20-10-3](#). Regulations Governing Career and Technical Education in Rhode Island



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Tennessee

Tennessee includes work-based learning at both the K–12 and postsecondary levels. For K–12 the work-based learning framework is codified in state board policy. Tennessee’s work-based learning framework spans elementary to high school and progresses from industry awareness up to and through career preparation and training. In middle school students can take a career awareness elective course, and in high school, they can take a credit bearing capstone course with a required personalized learning plan.

At the postsecondary level, the Tennessee Board of Regents system and the Tennessee Higher Education Commission coordinate the curriculum development and resource materials to support workplace training and placement.

In 2018 Governor Haslam’s Rural Task Force recommended the Work-Based Learning Grants to be awarded to projects that promote community-led work-based learning to improve the career awareness and readiness of students and improve local/regional talent pipelines. These projects could be new or expansions of existing programs. In the first round 29 recipients were awarded, and then a second round was awarded to 10 recipients.

OPPORTUNITY TO STRENGTHEN

Tennessee can continue to analyze the data on work-based learning experiences and outcomes to provide appropriate supports to enhance equity in the offerings and experiences.

RESOURCES

- [Work-Based Learning](#)
- [Work-Based Learning Grant](#)
- [Tennessee Rural Task Force](#)

POLICIES

- [State Board Policy 2.103](#). Work-Based Learning Framework
- [TN Code Annotated 49-7-1205](#). Labor Education Alignment Program Curriculum and Materials