



TO: Governor's Workforce Cabinet Policy Committee
FROM: PJ McGrew, Executive Director
RE: Work-based Learning
DATE: August 19, 2020

Background: In March, the Policy Committee established priorities that the GWC would focus on over the course of the year. Work-based learning (WBL) was one of these topics. WBL was a focus of the GWC's strategic plan, and was also a component within CHE's strategic plan. Additionally, the Department of Workforce Development has a focus on WBL as a result of the Governor's creation of the Office of Work-based Learning and Apprenticeship via Executive Order in 2018.

HEA 1153 that was passed during the 2019 legislative session requires the GWC to provide a comprehensive plan for alignment of the education system with workforce training programs and employer needs by December 1, 2020. This inevitably will require a component that is focused on work-based learning.

At the August 17th Policy Committee meeting, the Policy Committee approved the creation of a Work-based Learning Stakeholder group to provide recommendations to the Policy Committee and the Governor's Workforce Cabinet regarding quality, alignment, and education and employer engagement for work-based learning across the education and workforce systems.

This work builds off momentum Indiana has seen the last several years around WBL, generally. This includes, WBL as a component within graduation pathways, the creation of the Office of Work-based Learning and Apprenticeship, philanthropic investment in WBL opportunities, and local efforts to expand those WBL offerings to students.

Recently, the Fairbanks Foundation has provided an opportunity for Ascend Indiana and EmployIndy to focus on two efforts:

1. Development a Community of Practice to outline: best practices, barriers, etc. in advancing WBL opportunities; and
2. Pilot Youth Apprenticeship programs.

Next Steps: The Governor's Workforce Cabinet will establish a stakeholder group to provide recommendations to the Policy Committee and subsequently the GWC for a more comprehensive approach regarding WBL across the education and workforce systems that can be included in the HEA 1153 recommendations to the legislature. This group will also examine current best practices, barriers, and identify potential areas for better integration and quality standards for WBL. This stakeholder group will minimally include:

- 1) GWC staff
- 2) CHE staff
- 3) DWD staff
- 4) K-12 state agency representation
- 5) GWC employers
- 6) Employer association groups
- 7) K-12 practitioners
- 8) Postsecondary practitioners
- 9) Additional employer representation

This group will include geographic representation throughout the state.

Entities and Initiatives that could inform this work

Office of Work-based Learning and Apprenticeship – Office created by Governor Holcomb via EO in March 2018. This office was established to, among other duties, enhance WBL and apprenticeship opportunities in non-traditional sectors and work with the United States Department of Labor to enhance opportunities for employers to more easily create federally recognized programs.

Ascend Indiana - Ascend is the talent and workforce development initiative of Central Indiana Corporate Partnership (CICP). Ascend's vision is for Indiana to be a place of economic opportunity for all.

EmployIndy – Serves as the workforce development board for Marion County. EmployIndy guides the local workforce ecosystem and makes strategic investments to remove barriers to quality employment for underserved and underrepresented residents within the Indianapolis area.

INFAME - The Indiana Federation for Advanced Manufacturing Education (INFAME) is a partnership of regional manufacturers that promote and utilize a work-and-learn, apprenticeship style career program for outstanding recent high school graduates who want to enter high-tech manufacturing careers.

Horizon Education Alliance - Horizon Education Alliance (HEA) is a non-profit organization created by Elkhart County education and business leaders. By engaging individuals from multiple sectors throughout the community, HEA supports the educational success of all residents.

Institute for Workforce Excellence – The Institute for Workforce Excellence (Institute) is an initiative of the Indiana State Chamber of Commerce. The Institute is dedicated to helping businesses attract, develop, and retain talent that will drive a highly skilled and productive workforce.

Commonly Used Terminology – See Appendix A

APPENDIX A: Work-based Learning Models

Work-based Learning opportunities are broadly defined as experiences that allow students and workers to acquire, refine, and/or strengthen knowledge and skills through hands-on experiences in a work place.

Model	Description	Objectives	Participants	Compensation	Academic Credit	Grade Levels	Typical Duration
Internship	Work at a company for a limited period of time	Exploration, skill development, career experience, networking	Employers, students (secondary & postsecondary), schools (high schools, colleges, universities)	Can be paid or unpaid	Yes or No	Grades 9-16	Typically 12-16 weeks to a year; PT or FT work
Externship	Short-term career exploration	Career observation	Employers, students (secondary & postsecondary), schools (high schools, colleges, universities)	Rarely	No	Grades 9-16	Typically a day to a week
Cooperative Education (co-op)	Occupational preparation, with classroom-based education and work experience	Career exploration, occupation development	Employers, students (secondary & postsecondary), schools (high schools, colleges, universities)	Usually	Yes	Grades 11-12, 14-16	Multi-semester, 6-40 hours/week, Or alternate FT school and FT work

Model	Description	Objectives	Participants	Compensation	Academic Credit	Grade Levels	Typical Duration
On-the-job training (OJT)	Individualized training at a job site	Training, skill development	Employers, adult participants, WIB	Wages for participant; reimbursement for employers	No	Adults	Varies, longer-term and should lead to full-time employment
Clinical Training	Occupational study and worksite training with examination often required for licensure	Occupational development	Postsecondary students, colleges and universities, employers (mostly medical related occupations)	Rarely	Yes	Grades 13-16	10-30 hours/week
Pre-Apprenticeship (Youth Apprenticeship, School-to-Apprenticeship)	Students begin part-time participation in apprenticeship programs	School-based and work-based learning, career counseling, occupational and academic instruction, mentoring	Secondary students, employers, schools	Usually	Industry recognized credential	Grades 11-14. Extends from high school to post-secondary	Varies: 4-30 hours/week
Apprenticeship	On-the-job training with accompanying study for a trade or profession. Programs are 1-6 years, but most are 4 years	Career training, national industry certification, wage increases, on-the-job learning and related classroom instruction	Employers, associations, unions, participants, postsecondary institutions, apprenticeship training centers	Yes	Potential to earn college credit and even a degree	Eligible starting age 16 but most require age 18	For each year normally 2,000 hours OJT and minimum 144 hours classroom instruction

Model	Description	Objectives	Participants	Compensation	Academic Credit	Grade Levels	Typical Duration
Federal Work Study	Part-time jobs for students with financial need	Career exploration, occupation development, soft skills	Postsecondary students, colleges and universities	Yes	No	Grades 13-16	Varies
School-Based Enterprises	Students work part-time in a school-owned business	Career exploration, occupation development, soft skills	Secondary students, high schools	Rarely	No	Grades 11-12	4-15 hours/week