

# Working to Learn and Learning to Work

## *A state-by-state analysis of high school work-based learning policies*

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# Contents

## 01

Introduction

2

## 02

Work-based learning evaluation rubric

2/26/21

## 03

State-by-state results

ASA

# Introduction

01

# Introduction

High-quality work-based learning (WBL) experiences can help students earn industry credentials while in high school, build the technical and interpersonal skills they need to succeed in the workplace, and provide a pathway into the labor market.

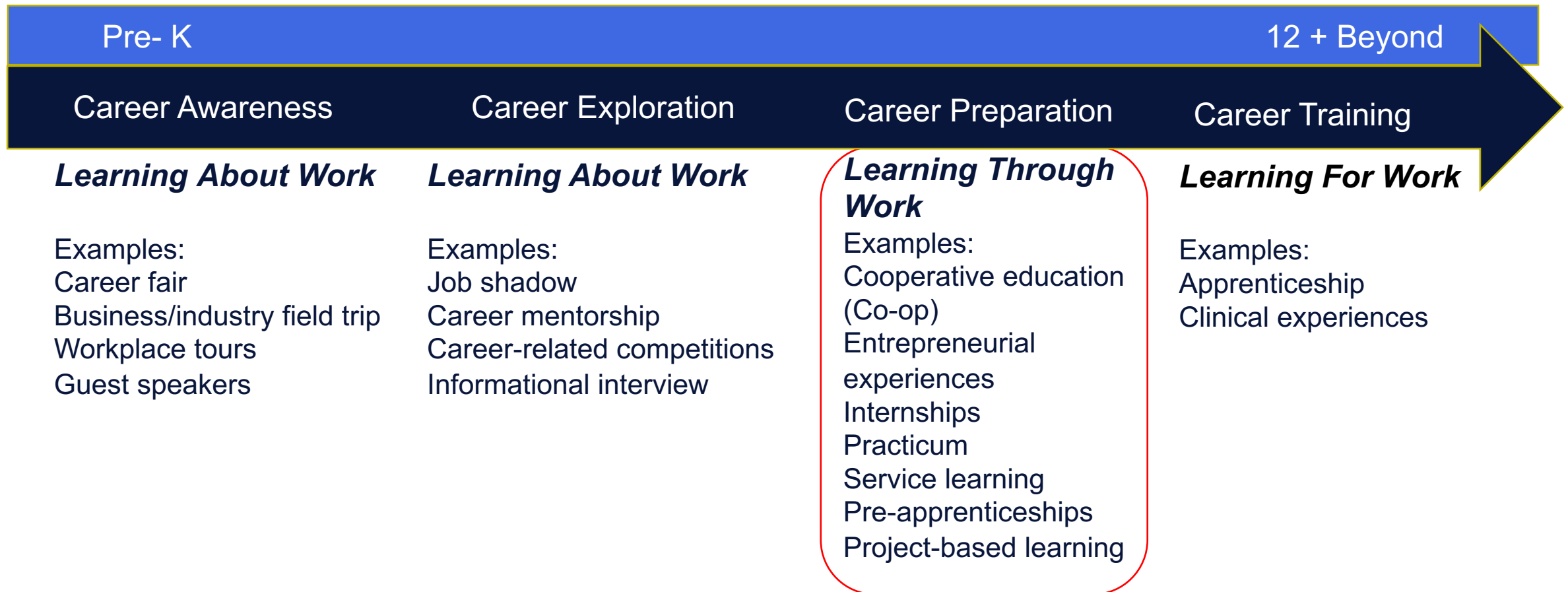
While WBL is not a new concept, it is seeing a growth in high schools across the nation. The national education dialogue has undergone a shift over the past several years, away from “college for all” to a broader, more inclusive vision for post-high school “college and career readiness.” Several major pieces of federal legislation have included an emphasis on work-based learning, including the most recent authorization of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the Workforce Innovation and Opportunity Act (WIOA), and the Every Student Succeeds Act (ESSA). States have responded by passing laws and updating policy to encourage the development and expansion of WBL programs in schools and communities.

It is in this context that we set out to better understand how states are approaching WBL at the school level: how they conceptualize and define WBL and how they implement programming, including student eligibility and access, funding, support infrastructure, and quality and accountability.

This document provides an overview of our findings and a detailed state-by-state review of WBL policies; see the accompanying [report](#) for a discussion of themes and recommendations.

# We defined WBL as opportunities for students to learn through work

Work-based learning is often described as a continuum of work-related activities spanning elementary and secondary grades:



# Three federal laws incentivize state WBL programs ...

	Strengthening Career and Technical Education for the 21st Century Act (Perkins V)	Workforce Innovation and Opportunity Act (WIOA)	Every Student Succeeds Act (ESSA)
<b>Primary goals</b>	Strengthen and expand secondary and postsecondary career and technical education (CTE) programming	Help job seekers access employment, education, training, and support services to succeed in the labor market	Provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps
<b>WBL provisions</b>	<ul style="list-style-type: none"> <li>Provides a new definition of WBL</li> <li>Allows Perkins funds to support WBL in CTE programs</li> <li>Requires states to describe how they will develop or expand WBL opportunities, including how they will communicate among stakeholders</li> <li>Encourages collaboration with employers to promote WBL</li> <li>Offers states the option to include WBL participation as a program quality indicator</li> </ul>	<ul style="list-style-type: none"> <li>Sets WBL as a required activity of Job Corps centers</li> <li>Allows federal vocational rehabilitation funds for training and services for employers to include working with employers to design WBL activities for students with disabilities</li> <li>Requires WBL as part of pre-employment services for individuals with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Requires local education agency plans to describe support for WBL programs</li> <li>Provides professional development for teachers and administrators on WBL instruction</li> <li>Includes WBL as a possible indicator of career readiness for secondary schools</li> </ul>

# ... but alone are insufficient to ensure quality and widespread access

Perkins V, WIOA, and ESSA offer important incentives for states to create and strengthen WBL programs. But to make high-quality WBL accessible to all students, state policymakers and education leaders must do more than what federal legislation requires. They must create robust WBL offerings accessible through both CTE and general education programming and develop student support structures, quality expectations, data collection processes, and program accountability mechanisms to ensure that all students have broad access to high-quality WBL opportunities.

As a result, we considered states' activities under these laws as they relate to WBL but did not rely on them exclusively. For example:

- In assessing funding for WBL, we determined whether a state is using federal Perkins funds to support WBL directly by determining whether or not they selected WBL participation as a program quality indicator in their Perkins V plans; we did not include Perkins V or WIOA funds as a component of state funding.
- In assessing program quality frameworks and accountability structures, we looked at whether states had materials in place that go above and beyond the minimum requirements in federal legislation, including methods of administration (MOA) plans.
- In assessing access to WBL for underserved groups of students, we looked at whether states have programs or policies that explicitly support these groups to access WBL; we did not include WIOA-funded programs such as pre-employment transition services as the goals of these services are broader than access to WBL.
- In assessing data collection and analysis, we included processes in place to capture WBL data through CTE program reporting requirements; however, these processes alone are insufficient in states where students can access WBL outside of CTE programs.

# Our analysis surfaced six themes across state WBL policies ...

- 1 State approaches to high school WBL policies tend to fall into two broad buckets: centralized with the state or decentralized out to districts.
- 2 A majority of states have broad eligibility requirements for participation in work-based learning; however, very few states commit to ensuring that every student can access a variety of work-based learning experiences.
- 3 Very few states have developed explicit policies or programs to support high-need high school students and remove barriers to equitable access and success in work-based learning.
- 4 States commonly leverage federal funds focused on workforce supports to fund WBL, while a few states provide state funding and employer incentives specific to WBL.
- 5 Very few states do a good job communicating available WBL opportunities.
- 6 Many states have not yet set clear quality and accountability expectations or developed systems to collect and use data on high school work-based learning for program improvement.



# ... and pointed to key priorities for states seeking to strengthen WBL

<p><b>States in the early stages of developing WBL policies and programs should ...</b></p>	<ul style="list-style-type: none"> <li>• Clearly define what WBL means, decide what quality looks like, and develop clear expectations</li> <li>• Develop guidelines that promote widespread access to WBL opportunities for all students</li> <li>• Develop explicit supports to ensure high-need student groups have equitable access to WBL</li> <li>• Develop explicit supports to ensure a diverse pool of employers have the ability to provide WBL</li> <li>• Ensure adequate funding for all parties involved — students, schools, and employers</li> <li>• Establish a strong communications infrastructure to share available opportunities</li> </ul>
<p><b>States that have WBL policies in place but aren't sure how well those policies are working for students should ...</b></p>	<ul style="list-style-type: none"> <li>• Ensure the state has a clear definition of quality and related expectations; revise as needed</li> <li>• Create a system to assess and track the quality measures developed</li> <li>• Ensure widespread and equitable access for all students, including high-need student groups</li> <li>• Develop the processes and structures to collect and disaggregate data on WBL programs</li> <li>• Ensure adequate funding for all parties involved — students, schools, and employers</li> <li>• Establish a strong communications infrastructure to share available opportunities</li> </ul>
<p><b>States that have strong quality standards and data collection processes in place should ...</b></p>	<ul style="list-style-type: none"> <li>• Ensure that data are being used for quality improvement</li> <li>• Ensure that program implementation is broad enough to allow widespread, equal access for students</li> <li>• Use data to identify gaps in implementation and barriers to access; revise policies as needed</li> <li>• Ensure adequate funding for all parties involved — students, schools, and employers</li> <li>• Develop or strengthen WBL coordinating infrastructure (e.g., intermediaries, public-private partnerships)</li> <li>• Establish a strong communications infrastructure to share available opportunities</li> </ul>
<p><b>States that have strong standards in place but don't have widespread access or participation should ...</b></p>	<ul style="list-style-type: none"> <li>• Use data to understand where there are gaps in access and participation and identify barriers</li> <li>• Ensure policies and funding streams encourage and incentivize universal access</li> <li>• Explore and pilot opportunities to adapt work-based learning to virtual environments to expand access</li> <li>• Establish a strong communications infrastructure to share available opportunities</li> </ul>

# Work-based learning evaluation rubric

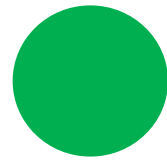
# 02

# We developed a rubric to evaluate states' WBL policies

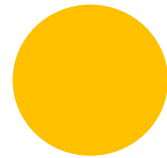
Category	Criteria	Description
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?
	Equity of access	Are there state policies designed to support access for underserved groups of students (e.g., preference for low-income students or students enrolled in low-performing schools, explicit supports for students with disabilities, transportation stipends, etc.)?
	Addressing policy barriers	Does state policy address key barriers to WBL?
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?
	Dedicated state funding	Is there a dedicated source of state funding for WBL?
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?

# We rated components of states' WBL policies using a color-coded scale

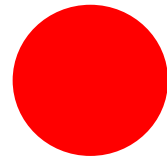
Exact definitions of red, yellow, and green vary for each component of the rubric, but they indicate general alignment to a “desired state”



**Green ratings** indicate that a state's policy reflects the desired state for a particular component



**Yellow ratings** indicate that a state's policy has elements of the desired state but that there is room for improvement



**Red ratings** indicate that a state's policy has no elements of the desired state or that a particular element is missing altogether

Several following slides offer more detail on the exact green/yellow/red ratings for each criterion. We intentionally held a high bar, and in several of our rating categories, few states earned our highest rating. We rated each category independently, and a high or low rating in one category did not necessarily lead to a high or low rating in another. Where states had multiple types of WBL programs, we did our best to describe those efforts and note how the various policies interacted with one another.

# Criterion: WBL definition

	Red	Yellow	Green
Description of ratings	The state does not have a definition of WBL.	The state defines WBL in broad terms but does not specify what activities qualify as WBL.	The state has a definition of WBL that has a defined set of activities/experiences that qualify as WBL.
Number of states with each rating	1	5	45

## Key Insights

- Establishing a sufficiently detailed definition of WBL provides a foundation on which high-quality opportunities and policies ensuring quality and equity of access are built.
- Defining specific activities and experiences helps ensure that schools know what they can offer to students, and that students know what experiences are available to them.

## STATE HIGHLIGHTS

Multiple states offer strong examples of WBL definitions. For example, **Alaska** defines work-based learning as “a coordinated effort between school districts and employers in the Alaska workforce, and refers to learning that results from work experience. It is an opportunity for our high school youth to see firsthand some of the various work environments, to experience some of the job duties for a brief period while receiving classroom credit.”

Key components of Alaska’s definition of WBL are that it has a work experience component, that the work experience is connected to instruction in the classroom, and that it is a planned learning activity. WBL can consist of internships, apprenticeships, paid student-learners, school-based enterprises, etc. Definitions of each are included in the state’s WBL guide.

# Criterion: WBL as part of HS graduation requirements

	Red	Yellow	Green
Description of ratings	WBL does not count for credit toward graduation.	WBL counts as credit toward graduation but is not required for all students.	WBL is required for graduation from HS.
Number of states with each rating	0	51	0

## Key Insights

- Requiring WBL for high school graduation helps ensure that students have the opportunity to develop workplace and job-embedded skills and competencies and gain work experience regardless of their immediate postsecondary plans.
- All states allow WBL opportunities to count for credit toward graduation.
- In some states, WBL is required for certain students, such as those pursuing a CTE certificate or graduation pathway. However, no states require *all students* to participate in WBL in order to graduate.

## STATE HIGHLIGHTS

While no state currently requires students to participate in a work-based learning experience to graduate, some states have structures in place that lay the foundation for doing so. **Oregon**, for example, requires students to participate in career-related learning experiences. These can include WBL experiences like internships or apprenticeships, but they can also be other opportunities, such as field trips, guest speakers, or job shadows. Beginning with the class of 2023, **Oklahoma** students will be required to participate in service learning or work-based learning at least once in grades 9-12 to meet graduation requirements.

# Criterion: Student eligibility

	Red	Yellow	Green
Description of ratings	The state imposes eligibility requirements beyond age/grade level requirements that limit WBL opportunities to certain groups of students or students enrolled in certain courses (like CTE).	The state does not impose eligibility restrictions other than age/grade level but allows for local eligibility requirements that may be more limiting.	The state has broad eligibility for WBL experiences, with no restrictions other than age (16+) or grade level most often correlating with age.
Number of states with each rating	1	12	38

## Key Insights

- Because all students benefit from acquiring work experience and workplace skills to prepare for life after high school, ideally WBL opportunities are available to any student without restriction.
- Many states embed WBL solely within CTE pathways or coursework, which can limit broad access to opportunities and experiences that would benefit all students.
- A handful of states impose no restrictions from the state level, but allow local districts to define eligibility, creating differences in opportunity across districts and potentially confusing variability from district to district.

## STATE HIGHLIGHTS

In most states, all students are eligible to enroll in WBL courses. In **New Mexico**, for example, all students must craft a “next step plan” beginning in the eighth grade. This plan could include a college or university, the military, or an internship or apprenticeship. Because of the breadth of options students have through their next step plan, all students are eligible to participate in WBL experiences.

# Criterion: Equity of access

	Red	Yellow	Green
Description of ratings	The state does not have policies or support structures in place to help underserved student groups access WBL opportunities beyond the minimum requirements laid out in Perkins V and WIOA.	The state has policies or support structures in place to support at least one group of underserved students to access WBL opportunities.	The state has policies or support structures in place to support multiple groups of underserved students to access WBL opportunities.
Number of states with each rating	32	14	5

## Key Insights

- All states meet the minimum requirements laid out in Perkins V and WIOA for meeting the needs of underserved student groups. In addition, many states have programs such as pre-employment transition services or Jobs for America's Graduates (JAG)\* that support specific groups of students to succeed in high school and career and may incorporate WBL.
- Just 19 states have programs above and beyond the minimum requirements in Perkins V and WIOA and that focus specifically on helping particular subgroups access WBL.
- States take a variety of approaches to supporting underserved student groups, ranging from creating separate WBL programs for certain student groups (e.g., students with disabilities), to requiring that districts include in their applications to operate a WBL program details about the program's plan to support underserved students, to providing additional funding to ensure students have the materials they need to be successful in WBL.

## STATE HIGHLIGHTS

**Illinois** has several policies and programs in place to support underserved students to access WBL opportunities:

- The Youth Apprenticeship program provides wraparound supports to students (e.g., case management and counseling) and holistic upskilling (e.g., technical skills and soft skills).
- The Chicago Jobs Council and Young Invincibles produced a report on integrating diversity across the IL apprenticeship system. Within it are practices that high schools and school districts can implement to diversify their student pipeline.
- SB 1525 (2019) requires the Illinois Department of Children and Family Services Act to provide eligible youth an apprenticeship stipend to cover costs associated with entering an apprenticeship program, such as fees, tuition for classes, work clothes, or occupation-specific tools.

\*Note: We did not include pre-employment transition services, vocational rehabilitation services, or programs like JAG in our analysis of this indicator, as the goals of these programs are broader than helping students access WBL.



# Criterion: Addressing policy barriers

	Red	Yellow	Green
Description of ratings	State does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers and has taken no active steps to address known barriers.	State provides a centralized resource with information or guidance about relevant laws and policies (e.g., safety, liability, child labor laws, workers' compensation).	State has a comprehensive plan and/or has taken active steps to address one or more of the most common barriers to WBL such as safety, liability, child labor laws, or workers' compensation.
Number of states with each rating	8	29	14

## Key Insights

- More than half of states provide stakeholders with a centralized resource (a WBL “manual”) that contains information and guidance about relevant laws and policies. Fewer states have taken active steps to address known barriers.
- States’ WBL data collection tends to be limited (see slides 22-24), which can make it difficult to identify trends in WBL participation and understand how those trends might be driven by existing laws and policies that act as barriers to certain communities, districts, student groups, or employers.

## STATE HIGHLIGHTS

One of the major barriers to WBL in **New Jersey** was ensuring students are participating in a safe working environment. In response, the state launched the New Jersey Safe Schools Project, a collaboration between the NJ Department of Education and Rutgers University, to mitigate liability concerns for schools and employers as well as improve the workplace conditions of students participating in WBL. In **South Carolina**, a review of WBL enrollment data pointed to several barriers facing districts that were leading to a decline in WBL enrollment, including scheduling conflicts within schools and between high schools and local career centers; new privacy laws and age restrictions with business/industry liability insurance coverage that impact the WBL opportunities that are available for high school students; and expensive transportation costs for districts. To combat this decline, the state Department of Education partnered with regional coordinators and Apprenticeship Carolina to develop and implement solutions to those challenges.

# Criterion: Financial incentives

	Red	Yellow	Green
Description of ratings	The state does not provide financial incentives for employers to offer WBL opportunities.	State policy provides financial incentives to some types of participating employers and/or for some types of WBL.	State policy provides financial incentives to all participating employers for all types of WBL.
Number of states with each rating	24	20	7

## Key Insights

- About half of states provide no financial incentives to employers to offer WBL opportunities for high school students.
- The most common approach that states take to incentivize employers to participate in WBL is offering tax credits. These programs are often limited to employers offering certain types of WBL (most commonly apprenticeships), rather than being available to employers participating in all types of WBL.

## STATE HIGHLIGHTS

The **Vermont** Training Program provides performance-based workforce grants for pre-employment training, training for new hires, and training for incumbent workers. Grants may cover up to 50% of training costs. The program includes employers that partner with a school or education program to employ and train high school students participating in work-based learning experiences. In addition, the Vermont Department of Labor's Vermont Internship Program provides grants to organizations that support or connect Vermont employers with student interns from regional technical centers or postsecondary educational institutions.

# Criterion: Dedicated federal funding

	Red	Yellow	Green
Description of ratings	The state did not select participation in WBL as a performance quality indicator in its Perkins V plan.	N/A	The state selected participation in WBL as a performance quality indicator in its Perkins V plan.
Number of states with each rating	22	0	29

## Key Insights

- Perkins V gave states the option to select one or more program quality indicators; 28 states selected “the percentage of CTE concentrators graduating from high school having participated in work-based learning” in their plans.
- While Perkins funds can be used to support WBL whether or not the state selected WBL as a program quality indicator, selection of this indicator suggests that WBL will be a focus of states’ CTE programs and thus those states will use their Perkins funds explicitly to support and expand WBL.

## STATE HIGHLIGHTS

Selection of WBL participation as a program quality indicator expresses a commitment from the state to dedicate Perkins V funds to drive WBL outcomes specifically. For some states, like **Connecticut**, participation in WBL is the only performance quality indicator they will report as part of their Perkins V plans. Other states, such as **West Virginia**, plan to report multiple indicators including attainment of postsecondary credentials and attainment of postsecondary credits.

# Criterion: Dedicated state funding

	Red	Yellow	Green
Description of ratings	There is no dedicated source of state funding for WBL.	There are grant opportunities or other sources of funding for WBL that are time-bound or less consistent.	There is a line item in the state's budget or other consistent source of state funding dedicated to WBL.
Number of states with each rating	27	19	5

## Key Insights

- States fund WBL efforts through a variety of funding streams, including state categorical and foundational per-pupil funds;\* however, only about half of states have funding streams dedicated to WBL.
- WBL grant funds are the most common type of funding available; these programs can provide an important infusion of cash to support schools, districts, or other organizations to launch WBL programs. However, the funds are not a consistent source of support, meaning that districts and organizations may have difficulty sustaining WBL programs beyond the duration of the grant period.

## STATE HIGHLIGHTS

In **Massachusetts**, the state provides annual funding to its Connecting Activities initiative — a statewide network of 16 workforce boards charged with supporting work-based learning and other career development education activities for students — through a line item in the state budget.

In **South Carolina**, the state provides WBL funds to districts, which districts can use in a variety of ways to support their WBL programs, such as hiring a WBL coordinator, transporting students, or providing staff with professional development related to WBL.

\*Note: We did not include state categorical or foundational funds in our analysis of this indicator; we looked at whether a state has funding streams primarily or exclusively targeted to WBL.

# Criterion: Statewide support infrastructure

	Red	Yellow	Green
Description of ratings	There is no system or organization in place to facilitate cross-sector partnerships related to WBL.	There are systems or organizations operating at the local level to support certain schools or communities in developing WBL opportunities, and/or the statewide infrastructure lacks capacity to support a meaningful number of students to access WBL.	There is a statewide support infrastructure (an organization or system) that facilitates cross-sector partnerships that result in WBL opportunities for high school students.
Number of states with each rating	24	20	7

## Key Insights

- Statewide intermediary organizations and/or public-private partnerships play a critical role in connecting schools and businesses and ensuring students can access WBL opportunities.
- More than half of states lack a statewide organization or system to facilitate cross-sector partnerships related to WBL.
- About one-third of states have small and/or local intermediaries in operation that could be scaled to serve more students in more regions of the state.

## STATE HIGHLIGHTS

In **Delaware**, Delaware Technical Community College (DTCC) is the lead agency for WBL in the state. DTCC supports county teams to provide regional and statewide coordination by organizing meetings, maintaining shared resources, and providing professional development. The Office of Work-Based Learning, which functions as part of the DTCC, serves as an employer intermediary in support of local education agencies, and business and industry partners.

**Iowa's** Intermediary Network comprises 15 regional intermediary networks designed to connect business and education by offering WBL activities to students in their region.

# Criterion: WBL communications

	Red	Yellow	Green
Description of ratings	The state lacks clear guidance, expectations, or systems to facilitate communication about WBL among stakeholders.	The state has communications processes in place (e.g., a website aggregating registered apprenticeships or a set of expectations for local WBL coordinators to communicate among stakeholders), but lacks a unified, statewide approach to communicating among stakeholders about WBL opportunities.	There is a statewide communications infrastructure in place to ensure students and families have access to information about WBL opportunities (e.g., statewide website, regional lists of opportunities updated annually, etc.).
Number of states with each rating	10	34	7

## Key Insights

- A majority of states require or recommend that districts operating WBL programs have a school- or district-based coordinator in place to manage the program. Often, the responsibility for communicating among stakeholders is part of the coordinator's job responsibilities.
- Many states have websites with apprenticeship opportunities; however, these tend not to include other WBL opportunities — and it is not always clear how comprehensive, up-to-date, or well-used these websites are.

## STATE HIGHLIGHTS

In **Nevada**, LifeWorksNV.org is a work-based learning hub where users can find internships, apprenticeships, on-the-job training, and career and technical education (CTE) programs. LifeWorks utilizes strategic partnerships among Nevada government agencies, K-12 public education, business and industry leaders, and the Nevada System of Higher Education.

**Rhode Island's** Work-Based Learning Navigator is an online platform that connects students with career exploration and work-based learning opportunities. Employers can post opportunities and educators can request resources based on their need.

# Criterion: Experience quality

	Red	Yellow	Green
Description of ratings	The state lacks guidance or policies about employer expectations, or the policies aren't intended to measure the quality of the student experience.	The state may provide guidance such as sample rubrics or checklists against state and federal laws that address some elements of the student experience, but there is no accountability for their implementation.	The state has a clear definition or framework outlining the components of quality WBL experiences, and a process in place to assess WBL placements and hold them accountable.
Number of states with each rating	30	20	1

## Key Insights

- Setting clear definitions and guidelines for the employer role in WBL experiences helps ensure that students have a high-quality experience.
- A handful of states set expectations for worksites and worksite mentors and may offer checklists or sample rubrics. However, just one state — Washington — has set clear standards and developed a process for holding employers accountable to those standards.

## STATE HIGHLIGHTS

In **Washington**, WBL programs must be endorsed by the state's public-private partnership, Career Connect Washington. The endorsement requires a rigorous application and review process, which includes a review of the worksites where students will complete supervised training. Endorsements last for three years, and programs must undergo a review process to renew their endorsement. Programs with worksites that do not meet expectations may not be re-endorsed.



# Criterion: Program quality

	Red	Yellow	Green
Description of ratings	The state does not define or assess the quality of WBL programs OR The state has outlined WBL program development plans in its Perkins and MOA plans but has not created structures beyond those plans to define or assess the quality of WBL programs.	The state has a framework or provides guidance for assessing the quality of WBL programs that goes beyond the program development plans outlined in Perkins or MOA plans, but the state does not hold WBL programs accountable for quality.	The state has a clear definition or framework to describe the components of quality WBL programming that goes beyond the program development plans outlined in Perkins or MOA plans, and a process in place to assess programs and hold them accountable.
Number of states with each rating	19	26	6

## Key Insights

- Setting clear quality standards for WBL programs operated by schools can help ensure that WBL opportunities are equally rigorous and valuable for students.
- Many states include WBL program contours in their Perkins V or MOA plans;\* however, just 31 states have developed frameworks, rubrics, or quality expectations beyond those plans.
- States tend to review WBL programs as part of the CTE program reviews they do for Perkins-funded programs; however, only a few states have mechanisms in place to hold *all* WBL programs accountable to quality expectations.

\*Note: We did not include programmatic details included in Perkins V plans or methods of administration (MOA) plans in our assessment of this indicator. Reviews of WBL programs that happen as part of broader CTE program review cycles were counted as “yellow” on our rubric.

## STATE HIGHLIGHTS

**New York** has defined quality expectations for WBL programs and holds them accountable by requiring that they re-register every few years. Registered WBL programs must have: a certified teacher or guidance counselor to serve as WBL coordinator, an industry advisory committee, safety training prior to placement at a worksite, supervised on-the-job training, related in-school instruction, a memorandum of agreement between schools and employers, a student training plan, and an employer evaluation. Programs must have their applications approved by the state Department of Education, and then reapply after the registration expires.

**Pennsylvania’s** WBL activities have to meet certain quality standards to qualify for the Industry-Based Learning Indicator on the state’s school-level accountability index.



# Criterion: Data collection

	Red	Yellow	Green
Description of ratings	<p>The state has not selected WBL participation as a program quality indicator in its Perkins plan</p> <p style="text-align: center;">AND</p> <p>The state does not have a data collection system in place to track key demographic information about student participation in WBL or their outcomes.</p>	<p>The state has selected WBL participation as a program quality indicator in its Perkins plan but implements WBL outside CTE</p> <p style="text-align: center;">AND/OR</p> <p>The state has a process in place to track data around WBL, but it does not include student participation rates as well as the outcomes (such as grades or employer ratings) within their WBL experiences.</p>	<p>The state has selected WBL participation as a program quality indicator in its Perkins plan and implements WBL only through CTE programming</p> <p style="text-align: center;">AND/OR</p> <p>The state has a data collection system in place for WBL that tracks key demographic information about students and their outcomes.</p>
Number of states with each rating	9	22	20

## Key Insights

- Collecting data on WBL experiences is key to spotting trends, highlighting promising practices, and identifying and addressing gaps.
- Most states collect at least *some* data on WBL participation, primarily as part of CTE data collection required by Perkins V. This results in gaps in data, however, leading to incomplete analyses of trends.
- The best-performing states collected information about student participation (such as how many students participated) and outcome information (such as how students performed and what they learned).

## STATE HIGHLIGHTS

**Virginia** offers 11 types of WBL experiences and collects data on all types, including demographics and special populations, three times a year through its Master Schedule Collection and Student Record Collections processes.

**Tennessee** has created the WBL Student Placement Portal, in which all WBL programs are required to share information about WBL student participation and outcomes.

# Criterion: Use of data to drive equity

	Red	Yellow	Green
Description of ratings	The state's data collection system does not disaggregate WBL outcomes by student subgroups or by type of program, or the state does not collect data specific to WBL.	The state's data collection system disaggregates WBL for only a few subgroups of students or only a subset of WBL program types or appears to be a one-time effort.	The state's data collection system disaggregates WBL by gender, ethnicity, income, geography, and type of experience (e.g., industry sector, internship vs. apprenticeship, etc.) at a minimum.
Number of states with each rating	15	25	11

## Key Insights

- States need to be able to disaggregate data to ensure high-quality WBL opportunities are accessed at similar rates across different student groups, with no equity gaps.
- Most states have the ability to disaggregate CTE program data, which frequently includes WBL program data.
- Fewer have comprehensive data systems that allow them to both capture and disaggregate data for *all* WBL programming, in and out of CTE courses.

## STATE HIGHLIGHTS

As part of its annual CTE report, **Iowa** disaggregates WBL participation data over time by school size and service area, student grade level and gender, and whether the student qualifies as a minority or is eligible for free- or reduced-price lunch. The report also makes comparisons across the same categories for WBL participation and general CTE participation.

**Maryland** collects WBL data through its accountability system and disaggregates those data by student demographics. In addition, Maryland collects some student-level data through a WBL survey system. These data are disaggregated by gender, race, and experience type, among other factors.

# Criterion: Use of data to drive quality

	Red	Yellow	Green
Description of ratings	The state is not using disaggregated data to inform WBL program improvement efforts.	The state is using disaggregated data to inform WBL program improvement for certain programs or in certain schools or regions.	The state is using disaggregated data to inform comprehensive, statewide WBL program improvement.
Number of states with each rating	34	15	2

## Key Insights

- The use of disaggregated data to identify gaps and barriers at the state and/or local level is a critical component of a continuous improvement feedback loop.
- A handful of states use WBL data to inform state planning efforts related to CTE programs as part of their Perkins plans, while just two states have developed comprehensive, statewide program improvement processes using WBL data.
- Without collecting data about student participation rates or outcomes in WBL experiences, states are not able to spot trends or find areas for improvement.

## STATE HIGHLIGHTS

Just two states earned a green rating in this category. **South Carolina** produces an annual WBL report, which analyzes WBL data and identifies gaps in and barriers to WBL programming statewide. The state uses these data to inform policy and program changes to strengthen WBL programs. In **Washington**, the state's public-private partnership Career Connect Washington uses disaggregated student-level data to identify gaps in programming, inform its overarching strategy, and provide additional support and assistance to individual programs as needed.

# State-by-state results

# 03

# Our approach to assessing states' WBL policies

Between summer 2020 and winter 2021, we conducted a desk research review of information that states have made publicly available on their agency websites, as well as information contained on other affiliated or partner organization websites.

Because it can be difficult to get a full picture of WBL implementation based solely on reports, documents, and information contained on agency and partner websites, we sent our initial evaluation, along with our rubric, to leaders in each state (e.g., directors of CTE, WBL program coordinators, etc.), asking for their feedback and clarification. We heard back from leaders in 43 states and made adjustments to our state-level descriptions and evaluations as needed.

The state summaries that follow offer as full a picture of each state's approach to work-based learning as possible. They are, however, a snapshot of a moment in time. Many states are actively making revisions and improvements to their work-based learning programs. Where it was clear that work was in process or continuing, we did our best to note those planned developments.

*Note: Neither our research nor the rubric we use to assess states' policies account for COVID-19 and the shift to virtual work-based learning opportunities that many states have taken or are in the process of developing. Virtual internships and other virtual work-based learning opportunities not only allow states and districts to continue to offer work-based learning in the midst of public health crises like the COVID-19 pandemic, but also enable states to expand access to groups of students who may not be able to take advantage of in-person work-based learning opportunities. They are important components of high-quality work-based learning programs and deserve further research and analysis.*

# Summary: Alabama

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Red
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Alabama State Department of Education has clear definitions for a wide variety of WBL experiences, including job shadowing, internships, and apprenticeships, both inside and outside of formal CTE programs. The state has a one-stop [WBL manual](#) that provides details on things like teacher certification, grade levels served, and time requirement for credit for each type of WBL opportunity. It also provides sample contracts and evaluation rubrics for WBL opportunities, although programs are not required to use them. In the fall of 2020, Alabama began offering certification of [pre-apprenticeship programs](#). Employers must summarize the training curriculum, describe the hands-on learning component, and explain the industry credentials that participants will earn. Gov. Kay Ivey [championed](#) a recent tax credit program for employers to take on apprentices, with extra money for employers that take on youth apprentices. However, Alabama relies on local school district coordinators to pursue WBL opportunities, match students with employers, and evaluate the quality of those experiences. Through an initiative called Alabama Works!, the state [reports](#) high-level data on college and career readiness, but it's not focused on WBL programs.

# Detail: Alabama

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Alabama State Department of Education has a clear <a href="#">definition</a> of WBL and defines multiple different types of WBL opportunities in its <a href="#">WBL manual</a> .
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	WBL experiences <a href="#">can count for credit</a> toward graduation. Participation in WBL is <a href="#">not a requirement</a> for graduation, however.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: yellow;">B</span>	In order to <a href="#">participate in WBL</a> , students must be 16 years or older, in 11th or 12th grade, and on track to graduation. Alabama also requires students participating in WBL opportunities to have a clearly defined career objective, complete an application, and provide references.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>	Alabama does not appear to have explicit policies to support access to WBL for underserved student groups in traditional K-12 systems. However, the Alabama Workforce Council has <a href="#">programming</a> for out-of-school youth and other youth with barriers to employment between the ages of 16-24 to access educational and occupational skills training, including work-based training opportunities.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Alabama's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. It also acknowledges some barriers and has a sample contract and training agreement that outline roles and responsibilities, including things like pay and transportation. However, the state does not appear to have policies or requirements in place to address existing policy barriers.

# Detail: Alabama

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	Alabama has a <a href="#">tax credit program for employers that offer apprenticeships</a> . Apprenticeships are open to anyone over age 16, and employers can receive \$1,250 per apprentice, with \$500 extra for any in-school youth apprentices. Employers can receive credits for up to 10 apprentices per employer, and credits are available up to \$7.5 million statewide per year. However, there are no incentives in place for employers to provide opportunities for other types of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	Alabama did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Alabama does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Alabama does not appear to have a system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	According to the <a href="#">WBL manual</a> , Alabama relies on local school district coordinators to pursue WBL opportunities and match students with employers. There is no unified, statewide approach to communicating among stakeholders about WBL opportunities.



# Detail: Alabama

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Alabama's <a href="#">WBL manual</a> offers some sample WBL rubrics, but those are optional and do not clearly define quality workplace experiences, nor do they provide a process for holding employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Alabama's <a href="#">WBL manual</a> offers a sample rubric, but it asks students/programs to identify the tasks, learning outcomes, and ratings, and there is no accountability for programs.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Alabama <a href="#">reports</a> some high-level data for college and career readiness, career tech credentials, WorkKeys, etc. However, the state does not appear to collect data on WBL opportunities or their outcomes.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Alabama does not appear to have a process in place to collect (or disaggregate) any WBL data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Alabama does not appear to have a process in place to use data to inform WBL program improvement.

# Summary: Alaska

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Red
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Alaska Department of Education and Early Development (DEED) has a [clear definition](#) of WBL as well as definitions of different experiences that are considered WBL (e.g., internships, school-based enterprises). Alaska implements WBL at the district level through district-level [CTE programming](#). The state has three CTE magnet high schools, but CTE courses are also offered in comprehensive high schools. Students can take CTE courses as electives to count toward the seven elective credits required for high school graduation. However, Alaska's decentralized approach to WBL means that the onus for program creation and implementation is placed on individual districts. The state does not mandate that [high school CTE](#) programs include WBL. As a result, it is not clear at the state level which high schools have CTE courses that include WBL experiences. Moreover, because districts define their own student eligibility requirements, it is unclear at the state level which students can participate in WBL (although there are no state-level restrictions in place).

DEED has created a [manual](#) to support districts and WBL teacher-coordinators to implement WBL programs and experiences. This guide offers some guidance for teacher-coordinators related to facilitating and communicating about opportunities, as well as expectations for participating employers. However, there are few structures in place to track data on WBL.

# Detail: Alaska

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Alaska Department of Education and Early Development (DEED) has a clear definition of WBL and in its <a href="#">WBL guide</a> , outlines a set of experiences that are considered WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	In order for students to <a href="#">participate in and receive credit for a WBL experience</a> , they need to be part of a school-organized activity such as a service-learning experience, job-shadow, OJT, cooperative education agreement, etc. Participation in WBL is <a href="#">not a component of the state's high school graduation requirements</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	There are no state-level eligibility requirements or restrictions outlined in the <a href="#">WBL guide</a> , suggesting broad eligibility.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	As part of its plan to ensure equal access to activities under the state's most recent <a href="#">Perkins plan</a> , DEED plans to provide professional development for CTE administrators and faculty members across the state to help them offer instruction and work-based learning opportunities for members of special populations.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	DEED's <a href="#">WBL guide</a> provides a centralized resource with information about relevant legislation and policy. However, the manual does not address policy barriers and while several barriers are noted in the state's <a href="#">Perkins plan</a> (e.g., the very rural nature of many communities and limited access to employers), the state does not appear to have policies in place to address known barriers to WBL.

# Detail: Alaska

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Alaska does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Alaska did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Alaska does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		There does not appear to be a system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Alaska does not have a unified, statewide communications infrastructure related to WBL. However, DEED's <a href="#">WBL guide</a> indicates that district and school leadership are responsible for facilitating information and collaboration between all stakeholders participating in WBL programs. In the WBL guide, DEED has included guidance for districts related to communications and relationships.

# Detail: Alaska

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Alaska's <a href="#">WBL guide</a> offers some high-level guidance around what employers should do, but it doesn't rise to the level of setting clear expectations around quality or hold employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Alaska provides some high-level guidance in the <a href="#">WBL guide</a> around what "good" WBL programs should look like, but it falls short of setting clear expectations around quality.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Alaska's <a href="#">WBL guide</a> makes no mention of data collection processes or requirements for WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Alaska does not appear to have a process in place to collect or disaggregate WBL data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Alaska does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: Arizona

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Arizona Department of Education has a clear [definition of WBL and defined a set of experiences that are considered WBL](#). The state implements WBL experiences primarily through school-level CTE programs, which are required to have a WBL component. However, local school districts can offer WBL opportunities outside of a CTE program. The state does not impose eligibility restrictions on WBL participation, and CTE programs are open to all students, but local school districts have the flexibility to design their programs as they see fit for their students and communities.

The Arizona Department of Education's Career and Technical Education office has compiled a WBL [manual](#) to support school-level coordinators in setting up WBL programs in their schools and districts. The manual includes some guidance around roles and expectations for worksite partners and WBL coordinators.

Schools can earn points on the state's [A-F School Accountability Plan](#) for students who [complete a WBL course](#).

# Detail: Arizona

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Arizona Department of Education has a clear <a href="#">definition of WBL</a> and, in its <a href="#">WBL guide</a> , defines the set of experiences that are considered WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	According to the <a href="#">WBL guide</a> , students can earn credit for participating in WBL through the corresponding CTE class. Students are required to earn one credit of fine arts or CTE to <a href="#">graduate from high school</a> . However, participating in a WBL experience is not required by the state.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	There are <a href="#">no state-level eligibility restrictions</a> for participation in WBL. Districts have flexibility over their local WBL program, however, and may choose to create eligibility requirements.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	There do not appear to be any explicit policies or programs designed to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	The state's <a href="#">WBL guide</a> provides a centralized resource with information about relevant legislation and policy. However, there do not seem to be policies or requirements in place to address existing, known policy barriers.

# Detail: Arizona

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Arizona does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Arizona did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Arizona does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		Arizona does not appear to have a system or organization in place to facilitate cross-sector partnerships related to WBL for high school students. Each local education agency determines the best system or organization for WBL opportunities in its community.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		The Department of Education mentions the need for a “communications strategy” in its <a href="#">WBL guide</a> , but offers no guidance for how that should happen. WBL communications are at the discretion of each LEA and are governed by local school boards. Local coordinators are responsible for setting up job sites and communicating among stakeholders.



# Detail: Arizona

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Arizona's <a href="#">WBL guide</a> provides some high-level guidance around the roles and responsibilities for employer partners; however, these do not provide a definition of a quality experience and there does not seem to be an accountability mechanism in place.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Arizona's <a href="#">WBL guide</a> describes the roles and responsibilities of WBL coordinators and provides detailed guidance to support coordinators in planning and developing quality WBL programs. There does not appear to be a program accountability mechanism in place, however.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		WBL coordinators are <a href="#">required</a> to keep a file on students that includes documents such as their WBL application, training plan, and employer evaluation reports. However, this file does not appear to include student participation, demographics, or outcomes data.  In addition, districts report enrollment data for all CTE courses, including any related WBL components. WBL participation can be captured as a part of the state's <a href="#">A-F School Accountability Program</a> (schools can <a href="#">earn additional points</a> for each student that completes a WBL course of at least 120 hours).
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Arizona does not appear to have a process in place to disaggregate WBL data by demographics and experience type.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Arizona does not appear to have a process in place to use data to inform WBL program improvement.

# Summary: Arkansas

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Red
WBL funding	Financial incentives	Green
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Arkansas Department of Education has adopted the Perkins definition of WBL and has clearly [defined four types of WBL experiences](#) that students have access to (internships, career practicums, youth apprenticeships, and pre-apprenticeships). These experiences are implemented through CTE programs at the school level. In addition, there is an internship course code that allows students to participate in other WBL opportunities not offered through CTE programming. Course instructors are responsible for establishing relationships with employers and communicating among stakeholders. All high school students 16+ are eligible for internships, apprenticeships, and pre-apprenticeships. Employers that host youth through apprenticeships or other WBL programs are eligible for both tax credits and grants to cover associated costs.

The Arkansas Department of Education's Division of Career and Technical Education has developed some high-level guidance related to WBL, which includes an [employer manual](#) and [instructor manuals](#) for each of the four WBL course options, and is in the process of developing a new data portal to track WBL data.

# Detail: Arkansas

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The Arkansas Department of Education has <a href="#">adopted a definition of WBL</a> and defined specific experiences that are considered WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	In Arkansas, students can access WBL through specific courses, which are <a href="#">worth credit toward graduation</a> . Students must have six credits in a career focus or additional content in order to <a href="#">graduate</a> . However, they are not required to participate in WBL.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	There are <a href="#">no state-level eligibility restrictions</a> on WBL courses; all students may participate in WBL.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Arkansas does not appear to have policies or programs in place to support high-need students to access WBL opportunities.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Red	Arkansas does not currently provide a centralized resource with information or guidance about relevant laws, policies, or barriers and has taken no active steps to address known barriers. However, the <a href="#">Office of Skills Development</a> is in the process of creating a website that will include links to apprenticeship opportunities, employers, and programs across the state.

# Detail: Arkansas

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Green	Arkansas has two tax credits for employers who host WBL students: The <a href="#">Apprenticeship Program tax credit</a> provides for an income tax credit for each qualified youth apprentice who is at least 16 years of age and is employed in an apprenticeship or work-based learning program. And <a href="#">Act 1168 of 1997</a> provides for an income tax credit of up to \$2,000 for each qualified youth apprentice in an approved apprenticeship or work-based learning program.  In addition, <a href="#">Act 892 of 2015</a> provides for grants to employers to cover the costs associated with training students participating in WBL programs.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	Arkansas did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Arkansas does not have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Arkansas does not appear to have a system or organization to facilitate WBL opportunities. WBL-related cross-sector coordination happens through relationship-building among key agency and partner staff, rather than through a structured process or system.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Arkansas' local WBL coordinators are responsible for facilitating WBL opportunities and communicating among stakeholders. That responsibility is clearly outlined in <a href="#">instructor manuals</a> for each WBL course. The website that the <a href="#">Office of Skills Development</a> is in the process of creating will serve as a centralized resource for WBL and include links to relevant laws and policies.

# Detail: Arkansas

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		The <a href="#">instructor manuals</a> for the individual WBL courses include a set of expectations for the WBL experience supervisor; however, there does not appear to be a process in place to evaluate employer placements for quality.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The <a href="#">instructor manuals</a> for the individual WBL courses include guidelines and responsibilities for teachers and coordinators as well as sample training plans that govern students' experiences. The <a href="#">Arkansas Department of Career Education</a> also provides professional development and an endorsement for WBL coordinators, helping ensure that those leading WBL programs in schools and districts have high-quality tools and best practices at their disposal.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The <a href="#">Arkansas Department of Education</a> collects WBL data through its affiliated CTE course codes. The <a href="#">Department of Labor</a> has a separate process for collecting data on youth and registered apprenticeships.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Arkansas is in the process of developing a WBL portal that will allow WBL coordinators to upload data on students' WBL placements, including any certifications earned and whether the experience was paid or not, that will allow for some disaggregation of WBL data. The department is planning to pilot the portal in spring 2021 and go into full implementation in fall 2021.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Arkansas does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: California

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Red

The California Department of Education (CDE) defines Work Experience Education (WEE) as a work-based learning course of study that offers internships and employment combined with instruction in critical workplace skills. The WEE is a course of study that may be established by the governing board of any school district or charter school, or other specified local educational agency (LEA) in accordance with the provisions of the California Education Code. LEAs can offer Exploratory WEEs, General WEEs, and Career-Tech WEEs, all of which are clearly defined in the CDE's [WEE guide](#). State law and policy outline the application requirements for LEA-level WEE programs. These include expectations that LEAs have, for example, a student eligibility and enrollment plan, but do not dictate the criteria an LEA should use.

California has laid out in [statute](#) an expectation that WBL programs be evaluated regularly by common metrics and processes, but the state is currently in the process of developing those indicators and program review materials. Currently, there are limited state-level data to understand the LEA-level implementation of WEE programs.

In addition to WEEs, [California Partnership Academies](#) (CPAs) are three-year programs (grades 10-12) structured as a school-within-a-school. Programming includes academic and career-technical education, business partnerships, mentoring, and internships. (Students are placed in internships after their junior year.)

# Detail: California

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The California Department of Education has a definition of " <a href="#">work experience education (WEE)</a> " and in its <a href="#">WEE guide</a> , provides definitions of different types of WEE programming offered in the state.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	California <a href="#">state law mandates</a> that WEE programs result in credit, but participation in a WEE is <a href="#">not required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	According to California's <a href="#">WEE guide</a> , General and Career Tech WEEs are open to all juniors and seniors who are working a minimum number of hours outlined by the district's WEE plan. <a href="#">For each new class admitted to a California Partnership Academy</a> , half must meet certain "at-risk" criteria, while the other half has no restrictions.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	Although there are no explicit policies or supports in place, the <a href="#">WEE guide</a> indicates that WEE programs are expected to address the needs of students with disabilities to ensure their success in WEE programs. Moreover, the WBL guide suggests that WEE programs are important components of serving students with disabilities and out-of-school youth, suggesting a focus on those groups for WEE programs. In addition, at least half of each new class in a <a href="#">California Partnership Academy must meet specific "at-risk" criteria</a> .
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	California's <a href="#">WEE guide</a> provides a centralized resource with information about relevant legislation and policy, and the <a href="#">Department of Education</a> provides technical assistance on child labor law and WBL. However, the state does not appear to have policies or requirements in place to address existing policy barriers.



# Detail: California

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		California does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		California did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		California does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		While there are a number of professional organizations that provide training and professional development to WBL teachers (e.g., <a href="#">California Association of Work Experience Educators</a> , <a href="#">California Internship and Work Experience Association</a> , <a href="#">New World of Work</a> , and <a href="#">Linked Learning</a> ), California does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		California's WEE programs are locally developed. The state's <a href="#">WEE guide</a> calls for local WEE coordinators who are responsible for forging relationships with employers. The Department of Education maintains a <a href="#">directory of CPA programs</a> . However, there does not appear to be a system in place to communicate broadly about these opportunities.



# Detail: California

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Red	California does not appear to have a framework or definition of quality for participating employers, or any accountability in place.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Yellow	California <a href="#">state law</a> includes a set of programmatic elements found in high-quality WBL programs. State law also <a href="#">requires that WEE programs be evaluated every three years</a> . The state is in the process of developing common metrics, indicators, and program review materials to support this evaluation process.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	<a href="#">As of the 2020-21 school year</a> , LEAs are required to submit WBL data in the California Longitudinal Pupil Achievement Data System ( <a href="#">CALPADS</a> ) using a course code system based on the type of WBL experience. Through CALPADS, the state can track student participation in WBL opportunities and their outcomes.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Green	The new <a href="#">CALPADS data reporting requirements</a> include data that can be disaggregated by demographics and experience type.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	California is <a href="#">in the process of developing</a> metrics and indicators to use in evaluating WEE programs.

# Summary: Colorado

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Green
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Red
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

There are a number of agencies and organizations involved in supporting and expanding WBL opportunities in Colorado. All [CTE programs](#) are required to offer WBL and do so as part of the [“level 4” course](#) in each pathway. The Colorado Department of Education (CDE) provides some [resources and guidance](#) related to WBL; however, there are few requirements as local school boards make all programmatic decisions, including [graduation requirements](#). In 2015, [state law](#) authorized the expansion of CTE high schools, known as [Pathways in Technology Early College High Schools \(P-TECH\)](#), which are innovative partnerships between a school district, one or more community college(s), and one or more local high growth industry employer(s). Internship opportunities are part of the programming, and students graduate with a high school diploma and an industry credential.





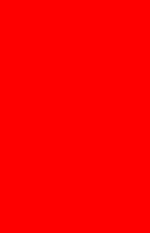
The [Colorado Workforce Development Council](#) is also active in supporting WBL, as are a number of other organizations:

- The [Business Experiential Learning \(BEL\) Commission](#), part of Colorado’s Workforce Development Council, focuses on integrating experiential learning opportunities into Colorado’s talent development network. Its 2019-20 priorities included scaling in-school youth apprenticeships
- Nongovernment agencies, such as [CareerWise Colorado](#) and [Colorado Succeeds](#), are working to develop or support youth apprenticeship and other WBL programs

# Detail: Colorado

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The <a href="#">Colorado Workforce Development Council</a> has a definition of WBL and a set of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Colorado Department of Education's <a href="#">student count guide</a> notes that students can earn credit for courses that include WBL; these courses can count for credit toward graduation. Local school boards develop graduation requirements using state guidelines articulated in the <a href="#">Menu of Options</a> . The state does not require that students participate in WBL in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Yellow	Within CTE programs, WBL is offered as a <a href="#">"level 4" course</a> , meaning that students must have prior experience in the pathway in order to enroll in that course. However, there are <a href="#">no state-level restrictions</a> on who can access WBL opportunities outside of CTE programs.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Colorado does not appear to have explicit policies or programs in place to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Yellow	Colorado provides a <a href="#">Q&amp;A on some barriers to WBL</a> as well as some <a href="#">legal and practical guidelines</a> . The state Department of Education has also <a href="#">surveyed CTE programs</a> to understand barriers to implementation. There do not seem to be policies, regulations, or legislation to address these barriers, however.

# Detail: Colorado

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		The <a href="#">School-to-Career Investment Credit</a> allows Colorado taxpayers to claim a tax credit for money expended for wages, insurance, or training expenses to employ a student or allow a student to participate in an internship through a qualified school-to-career program.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Colorado selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Colorado <a href="#">state law</a> provides school districts with \$1,000 for each high school student who earns a <a href="#">qualified industry certificate or completes a qualified internship or pre-apprenticeship program</a> , incentivizing WBL but not offering a dedicated source of funding.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		<p>Colorado's <a href="#">Sector Partnerships</a> bring together business, education, economic and workforce development, and community organizations to address workforce needs. In addition:</p> <ul style="list-style-type: none"> <li>• Colorado's <a href="#">Business Experiential-Learning (BEL) Commission</a> works to develop, evaluate, and implement work-based learning throughout the state</li> <li>• <a href="#">CareerWise Colorado</a> helps connect students in participating districts to youth internship and youth apprenticeship opportunities</li> <li>• <a href="#">Colorado Succeeds</a> offers resources and best practices for WBL</li> <li>• The <a href="#">Colorado Education Initiative</a> works with schools and districts to align improvement efforts to promote system-wide change</li> <li>• The statewide <a href="#">Postsecondary and Workforce Readiness Coordinator</a> supports school districts to align their programs with postsecondary and labor</li> </ul>
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Colorado does not appear to have a system in place to communicate among stakeholders about WBL opportunities.

# Detail: Colorado

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Colorado does not appear to have a framework that outlines quality expectations for employer partners or holds them accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The Colorado Workforce Development Council has developed a <a href="#">rubric to assess the strength of WBL communities</a> , but it does not seem to define what quality looks like for schools or other organizations that operate WBL programs, nor does it provide a way to hold them accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The <a href="#">Colorado Department of Education</a> collects participation data for students enrolled in WBL through CTE courses. It does not appear that there is a process to collect data on WBL participation outside of CTE.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		The <a href="#">Colorado Department of Education</a> can disaggregate data for students enrolled in WBL through CTE courses. It does not appear that there is a process to collect or disaggregate data on WBL participation outside of CTE.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		There does not appear to be a process in place to use WBL data for program improvement at the state level.

# Summary: Connecticut

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

The [Connecticut State Department of Education](#) (CSDE) offers 14 work-based learning experiences that engage students along a continuum of career awareness and development. The WBL opportunities that include a work component (as opposed to career fairs or guest speakers) are offered through CTE courses and include related CTE instruction. All students are eligible to participate in WBL experiences. The state's [ESSA](#) and [Perkins V](#) plans support the collection of WBL data.

The [Governor's Workforce Council](#) has been tasked with setting strategy and policy for the state's workforce pipeline. The council includes a work-based learning working group that is focused on setting WBL standards and developing resources and improving opportunities for students to participate in WBL, with the goal of increasing the number of residents who have postsecondary training in order to meet projected workforce demand. The council's [2020 Strategic Plan](#) includes two WBL-related milestones: creating a state-level WBL intermediary by June 2021 and launching a WBL portal and marketing initiative by December 2021.

# Detail: Connecticut

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Connecticut State Department of Education has a clear definition included in its <a href="#">Perkins V plan</a> , and the state offers 14 WBL experiences through CTE programming, including clinicals and practicums, registered pre-apprenticeships, school-based enterprises, and simulated workplace experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Students are not required to participate in WBL in order to <a href="#">graduate</a> from high school. However, students may integrate WBL courses into their STEM or Humanities pathways or into the required <a href="#">mastery-based diploma</a> assessment.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	All Connecticut students can access WBL opportunities through corresponding CTE courses.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>	Connecticut does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;">A</span>	Connecticut has <a href="#">taken some steps</a> to address known barriers, in particular creating a waiver from state regulations that place age restrictions on participation in WBL opportunities in certain industries. The state also created the <a href="#">Connecticut Young Worker Health and Safety Team</a> , which is responsible for overseeing train-the-trainer sessions on workplace safety, collecting and monitoring data on workplace injuries of young workers, and facilitating workshops for teachers on worker safety for students participating in work-based learning.



# Detail: Connecticut

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	<a href="#">Connecticut's Apprenticeship Subsidized Training and Employment Program</a> helps small businesses and manufacturers hire high school and college students by providing on-the-job training wage subsidies for new apprentices. The subsidy provides employers hiring a new apprentice with a maximum of \$10 per hour for six months. Companies must be registered with the Connecticut Department of Labor's Office of Apprenticeship Training to be eligible.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Connecticut selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Connecticut does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	The Governor's <a href="#">Workforce Council's 2020 Strategic Plan</a> indicates that the Office of Workforce Strategy (OWS) will become the coordinating body for WBL activities at a statewide level. Coordination activities will include creating a digital platform for sharing best practices, enabling communication, and facilitating a community of practice among WBL system participants. The Workforce Council set a goal of June 2021 for creating a state-level intermediary through OWS.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	The Connecticut Office of Apprenticeship Training <a href="#">regional apprenticeship representatives</a> , also known as field representatives, are assigned a specific geographic workload in the state for purposes of program implementation, oversight, and administration. The <a href="#">Office of Apprenticeship Training website</a> includes resources for apprentices and current apprenticeship opportunities updated regularly. In addition, as indicated in the Workforce Council's 2020 <a href="#">strategic plan</a> , OWS will take on the responsibility of promoting and marketing WBL activities to stakeholders including students, parents, school counselors, educators, and employers to engage more participants in WBL activities. The Workforce Council set a goal of December 2021 for launching a WBL portal and marketing initiative.



# Detail: Connecticut

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Connecticut does not appear to provide any statewide definition of or framework for quality WBL experiences.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Connecticut does not appear to provide any statewide definition of or framework for quality WBL programs.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Connecticut's <a href="#">ESSA plan</a> identifies 12 indicators included in the state's accountability system. Indicator 5, Preparation for Postsecondary and Career Readiness Coursework, tracks the percentage of students in grades 11 and 12 who participate in two workplace experience courses. Additionally, accountability for the state's <a href="#">Perkins V plan</a> includes reporting the percentage of CTE concentrators graduating from high school having participated in WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Schools and districts report data for CT's <a href="#">ESSA Indicator 5</a> and can access disaggregated data for their students. In addition, programs receiving <a href="#">Perkins</a> funds must disaggregate data for the indicators of performance for each subgroup of student.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		<a href="#">Perkins V</a> mandates that each eligible recipient of funds develops and implements an evaluation of the CTE programs carried out with those funds. This would include CTE programs that have WBL components. However, Connecticut does not appear to have a process to use these data to inform program improvement.

# Summary: Delaware

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Green
	WBL communications infrastructure	Green
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

The Delaware Department of Education [implements WBL](#) through its [Pathways](#) initiative, which develops CTE programs of study based on regional and state workforce needs. All students are [required](#) to complete three credits in a pathway in order to graduate, meaning that WBL is broadly accessible to students. To facilitate this requirement, all students are required to have a [Student Success Plan](#) beginning in eighth grade that benchmarks their interests and career plans to their courses, including career pathway courses.

Delaware Technical Community College (DTCC) provides regional and statewide coordination for WBL. The [Office of Work-Based Learning](#) (OWBL), which operates out of DTCC, serves as an employer intermediary in support of school districts, business, and industry partners.

While there are no permanent sources of funding, Delaware does have two current grant programs, one that provides [grant funds to districts](#) to expand WBL programming, and one (the [“Learning for Careers”](#) initiative) that provides funds to employers to create or expand WBL opportunities.

# Detail: Delaware

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	Delaware's Office of Work-Based Learning has a clear <a href="#">definition</a> of WBL and has defined a <a href="#">set of experiences</a> that students have access to.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	According to the Delaware Department of Education's <a href="#">WBL manual</a> , in order to be credit-bearing, WBL experiences must be in alignment with the student's CTE program of study and student success plan and meet the standards of the WBL practicum course. While students are <a href="#">required to complete three credits in a CTE pathway in order to graduate</a> , they are not required to participate in a WBL experience.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	Delaware implements WBL through its CTE programming. However, <a href="#">all students are required to take three credits of CTE programming</a> to graduate, which can include courses with a WBL component. There do not appear to be requirements at the state level that limit eligibility for WBL.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	Delaware does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Delaware's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers, and it does not appear that the state has taken steps to address barriers through policy or legislation.

# Detail: Delaware

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	Through the <a href="#">Learning for Careers Initiative</a> , the Delaware Workforce Development Board, in partnership with Delaware Department of Labor, Division of Employment and Training, and Delaware Department of Education, provides grant funding to engage Delaware's business community in a planning process that results in the creation or expansion of paid work experiences for youth and adult learners in the state. This is a time-bound incentive, however; <a href="#">awards expire</a> Aug. 31, 2021.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Delaware selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	The Delaware Department of Education has made <a href="#">grants</a> available to districts to support them in implementing activities related to the Pathways initiative. The state was also a <a href="#">recipient of funds</a> through the New Skills for Youth (NSFY) initiative developed by JPMorgan Chase, Council of Chief State School Officers (CCSSO), and Advance CTE. While these grant funds are an important source of support, they are not a consistent source of state funding.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Green	Delaware Technical Community College (DTCC) is the lead agency for WBL in the state. The Office of Work-based Learning (OWBL) operates out of DTCC and <a href="#">serves as an intermediary</a> to support connections among employers, school districts, and business/industry partners to scale WBL. Staff from the DTCC work with school districts, employers, and community-based organizations to expand and build upon regional employer engagement and help to coordinate the supply and demand of WBL opportunities. This ensures that a variety of early career experiences are available to all students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Green	DTCC supports county teams to <a href="#">provide regional and statewide coordination</a> by organizing meetings, maintaining shared resources, leading and/or supporting school and employer engagement, and providing regional professional development.

# Detail: Delaware

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		The Office of WBL offers some <a href="#">guidance</a> to employers looking to engage in WBL across the K-12 spectrum, but it's mostly focused on what employers need to know (e.g., goals, time commitment, preparation) for the various experiences rather than setting clear expectations for quality.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		According to the Delaware Department of Education's (DDOE) <a href="#">WBL manual</a> , WBL programs will be monitored as part of the department's five-year cycle to ensure continuous program improvement. The Delaware State Auditor and DDOE have the right to audit programs more frequently for compliance and quality. While it's not a detailed quality framework, Delaware has set clear expectations about review cycles for WBL programs.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Local education agencies have to report the number of students who participate in WBL during <a href="#">monitoring visits</a> ; however, these visits appear to happen only on a five-year rotating basis. The monitoring form looks at progress from one visit to the next in terms of number of WBL participants. In addition, the state collects WBL annually as part of its <a href="#">accountability process</a> for both Perkins and ESSA.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		The data collected as part of the state's Perkins and ESSA accountability processes can be disaggregated by student demographics.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		The Delaware Department of Education conducts a biennial <a href="#">needs assessment</a> with LEAs, which includes a review of disaggregated data, including WBL data. Each district is required to develop a plan that addresses gaps identified as part of this process and sets performance targets.

# Summary: District of Columbia

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Yellow

The District of Columbia Public Schools district (DCPS) provides students in CTE programs with access to WBL opportunities like internships and apprenticeships in its [Level IV courses](#). In addition, the city operates three summer internship programs for young people:

- The Office of the Comptroller of the Currency operates the [High School Scholars Internship Program](#) (HSSIP), which is a six-week paid summer internship opportunity for students entering their senior year. Students must be nominated by a school counselor or administrator, participate in an interview, and then complete a rigorous application process
- The [Mayor Marion S. Barry Summer Youth Employment Program](#) (SYEP) connects youth ages 14-24 with internship, apprenticeship, and other WBL opportunities
- The [Career Ready Internship](#) is a partnership between DCPS and the SYEP to provide paid internships for DCPS students ages 15-21. Participating students also receive [employability skills training](#) through their CTE programs



# Detail: District of Columbia

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		The <a href="#">District of Columbia Public School</a> system has a definition of WBL and a set of experiences that students can access through its CTE programming.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		Students can <a href="#">earn credit</a> toward graduation for participating in WBL; however, students are <a href="#">not required to participate in WBL</a> in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		DCPS does not appear to offer any guidance for student eligibility requirements for CTE-based WBL opportunities. DC's <a href="#">Career Ready Internship</a> is open to all students ages 15-21 who have either completed or are enrolled in <a href="#">employability skills training</a> at their school. The <a href="#">Marion Barry Summer Youth Employment Program</a> , operated by the Department of Employment Services, is open to all DC youth ages 14 to 24. The <a href="#">HSSIP</a> has a rigorous application and selection process to identify eligible students.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		While DC's <a href="#">SYEP</a> internship is open to all students, it is a paid experience, helping ensure that low-income and other underserved groups of students can take advantage of it without losing out on income. Beyond this, there do not appear to be supports in place to help underserved students participate in WBL.
	Addressing policy barriers	Does state policy address key barriers to WBL?		The DC Department of Transportation's <a href="#">Kids Ride Free</a> program allows students to ride for free on the city's bus and metro systems, ensuring they have free transportation to and from school and school-based opportunities, including WBL experiences. In addition, the Office of the State Superintendent of Education's (OSSE) <a href="#">Postsecondary and Career Education division</a> has recently established the Office of Industry Engagement to serve as a centralized resource for providing the framework, resources, and connections to industry partners to address key barriers to WBL including developing strategic goals; guidance documents; advisory boards; success metrics; performance dashboards; and coordination of WBL opportunities for CTE students as well as CTE teachers.

# Detail: District of Columbia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	DC does not provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	DC selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	OSSE administers the <a href="#">DC Career Academy Network (DC CAN) grant</a> , which provides annual funding to approved career academies to support WBL activities. The paid internship opportunities use the funding and programmatic infrastructure associated with the youth programs offered by <a href="#">DC Department of Employment Services</a> . Additionally, OSSE and individual LEAs have set aside funding for central office staff to support the coordination of WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	OSSE's newly established <a href="#">Office of Industry Engagement</a> serves as the centralized entity for the DC CTE Network to facilitate WBL opportunities for high school students via the use of intermediaries and public-private partnerships. This office staffs and facilitates an Executive Advisory Board (EAB) and several internal advisory boards.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	The SYEP has a <a href="#">website</a> where applicants can submit their information, including their interests and background, and get paired with an employer. <a href="#">DC.getmyinterns.com</a> is another online registration platform for employers and students. The DC Office of the State Superintendent of Education also has several internal communications tools: <ul style="list-style-type: none"> <li>• A WBL Master plan that captures WBL needs for each school and program of study</li> <li>• An Industry Partner Opportunities Form that allows industry partners to commit to fulfilling a WBL need or advertising an opportunity</li> <li>• A Student Forecasting Tool that monitors student enrollments in WBL</li> </ul>



# Detail: District of Columbia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		There does not appear to be a framework to define the elements of a quality WBL experience. However, OSSE implements an internal stakeholder evaluation process that includes customized evaluations for each stakeholder, forwarded at the conclusion of a WBL activity.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The DC CTE Network has some internal documents that define roles and responsibilities of school staff related to WBL, and <a href="#">DC's CTE State Plan</a> includes goals related to expanding the number of students participating in internships or apprenticeships and expanding Industry Advisory Boards across career clusters to ensure stakeholders' feedback is considered as CTE programs are reviewed.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The DC Department of Employment Services (DOES) collects participation data for the SYEP and publishes it in an <a href="#">annual report</a> . In addition, <a href="#">OSSE's State Office of CTE</a> collects data on student participation in WBL opportunities provided through CTE programming.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		DOES <a href="#">collects and disaggregates data</a> for the SYEP program. <a href="#">OSSE</a> , via annual reporting requirements tied to CTE grant funding, tracks all CTE student outcomes (including participation, persistence, performance, WBL completion, certification attainment, and post-exit employment/enrollment) by LEA, campus, program of study, grade level, course level, and student demographics (including students with IEPs and students deemed at-risk).
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		<a href="#">OSSE's State Office of CTE</a> collects all CTE student participation and performance data, including WBL programs, and uses that data to inform subsequent years' grant requirements for each LEA. OSSE also facilitates a biennial strengths, weaknesses, opportunities, and threats analysis of its DC CTE Network. This process includes an analysis of student data, stakeholder surveys, and interviews, and results in the creation of new strategic focus areas, goals, and strategies for continuous improvement. There does not appear to be a similar process in place to use data to improve summer internship programs.

# Summary: Florida

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

Students can access WBL in Florida through both CTE and general education programming. All of Florida’s Perkins-funded CTE programs [are required](#) to offer WBL, CTE student organizations, or a capstone project. FLDOE’s [experiential learning framework](#) includes examples of WBL opportunities, such as internships, pre-apprenticeships, and clinicals, that satisfy the WBL requirement. The Florida Department of Education has developed some guidance for [cooperative education programs](#), which include both school-based learning and on-the-job training. There are some [general guidelines for students](#) interested in these programs (e.g., have a specific career objective and desire “work experience” in that field, have a need for financial assistance, etc.). The department maintains a [list](#) of these courses and has developed a [manual](#) to support districts in implementing co-op programs.

FLDOE also operates a statewide [youth pre-apprenticeship program](#). As of 2018-19 there were 31 youth pre-apprenticeship [sites](#) statewide. With the help of several [active grants](#) to support the expansion of apprenticeship and pre-apprenticeship programs, the FLDOE is currently [working](#) with apprenticeship sponsors and school districts to create pre-apprenticeship programs in more high schools across the state.

In addition to CTE courses and registered apprenticeships, all Florida students can enroll in [executive internship](#) courses, which connect students to internships with local businesses.

The Florida Legislature and FLDOE have recently taken some active steps to reduce barriers to entry for apprenticeship and pre-apprenticeship sponsors, including creating [new grant programs](#) for sponsors and [streamlining the program approval process](#).

# Detail: Florida

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Florida Department of Education has <a href="#">adopted a definition of WBL and defined</a> a set of experiential learning opportunities.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Students are <a href="#">not required to participate in WBL</a> to earn a standard high school diploma. However, students who complete registered apprenticeships or pre-apprenticeships can use that experience to satisfy either a practical arts or elective credit toward graduation. In addition, Florida offers a <a href="#">CTE Pathway Option</a> for a standard diploma. This is an accelerated graduation pathway that requires two credits of WBL.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	There do not seem to be any state-level eligibility requirements (or constraints) to enroll in CTE courses, including those that offer WBL. The co-op implementation <a href="#">manual</a> notes that it is a flexible model and students with varied interests may enter the program and be successful. In addition, all students 16 and over are <a href="#">eligible</a> for pre-apprenticeship and apprenticeship programs and all students are eligible for <a href="#">executive internship courses</a> .
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>	Florida does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;">A</span>	In 2019, the Florida Legislature passed <a href="#">HB 7071</a> , which requires the state Department of Education to provide assistance to students, parents, and members of the community about apprenticeship and pre-apprenticeship opportunities, and created the <a href="#">Florida Pathways to Career Opportunities Grant Program</a> to provide competitive grants to expand existing apprenticeship and pre-apprenticeship programs and establish new programs. In addition, the state has worked to reduce the barriers to starting new pre-apprenticeship programs by <a href="#">streamlining the program approval process</a> .

# Detail: Florida

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Florida does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	Florida did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	Florida's <a href="#">Executive Order 19-31</a> included a directive to the commissioner of education to secure \$10 million for the Pathways to Career Opportunities Grant. Under this grant, the department will select proposals from high schools, school district career centers, charter technical career centers, and other entities authorized to sponsor programs. Funds must be used for the creation of new or expansion of existing Florida registered apprenticeship or Florida registered pre-apprenticeship programs.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Florida does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Florida's apprenticeship and training representatives (ATRs) <a href="#">work to bring awareness</a> about registered apprenticeship and pre-apprenticeship programs among stakeholders, including local workforce boards, community partners, and veterans' advocacy groups. In addition, in 2019 the state launched <a href="#">Apprentice Florida</a> , which is a partnership between the Florida Department of Education, Career Source Florida, Inc. and the Florida Department of Economic Opportunity. Apprentice Florida serves as a convener and facilitator of cross-sector partnerships related to apprenticeship as well as a statewide communications portal.

# Detail: Florida

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		The Florida Department of Education developed an <a href="#">employer guide for cooperative education programs</a> , which answers some common questions about cooperative education programs, including transportation, pay, attendance, and training agreements. It does not set quality expectations for the training experience, nor does it outline a process to hold employers accountable. There do not seem to be similar employer guides available for other types of WBL.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The Florida Department of Education developed a <a href="#">teacher guide for cooperative education programs</a> , which outlines expectations and responsibilities for teachers who manage and coordinate cooperative education courses. In addition, the department's <a href="#">experiential learning framework</a> includes minimum expectations for WBL programs: They must include network-building opportunities and skill-building opportunities and must be integrated into the classroom. There are no additional state-level quality expectations for programs, or a process to hold them accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		When they are offered in partnership with a Florida school district, the state Department of Education <a href="#">tracks</a> registered apprenticeship and pre-apprenticeship programs for accountability and funding purposes. The Department of Education uses these data to produce an <a href="#">annual apprenticeship report</a> . The state also <a href="#">collects enrollment data</a> for WBL courses for which there are <a href="#">distinct course codes</a> .
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Florida's <a href="#">longitudinal student data system</a> allows for the disaggregation of data by student subgroup, including for WBL courses for which there are <a href="#">distinct course codes</a> .
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Florida does not currently use disaggregated WBL data to inform program improvement. However, in 2020, Florida was awarded a \$70,000 grant from <a href="#">Advance CTE</a> to enhance postsecondary WBL data over the next two years with the technical assistance of Advance CTE and other cohort states. While the focus of the project is postsecondary, the project will shape secondary WBL data collection as well.

# Summary: Georgia

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Green
	Addressing policy barriers	Green
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Green
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

The Georgia Department of Education (GADOE) implements WBL through career, technical, and agricultural education (CTAE) programming. WBL consists of [several experiences](#), including cooperative education, internships/practicums, youth apprenticeships, and the [Great Promise Partnership](#) (for at-risk youth). School-level WBL coordinators are tasked with implementing WBL for students. All juniors and seniors who are at least 16 can participate in WBL, as long as they have a defined career pathway (and there do not seem to be any restrictions on which students can define a pathway). The GADOE has put together a comprehensive [implementation manual](#) that includes 24 standards and accompanying rubrics that set expectations about program quality, student evaluation, expectations for WBL coordinators, and more. The manual also references an online data collection system called [C-NET](#), in which WBL coordinators are expected to submit student demographic information, employer data, worksite visit documentation, work/wage earnings records, employer evaluations/student assessment records, training plans, and training agreements.



# Detail: Georgia

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Georgia Department of Education (GADOE) has developed a <a href="#">WBL coordinator resource manual</a> that includes both a clear definition of WBL and a set of WBL experiences that students can access.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Students can <a href="#">earn credit</a> toward graduation for completion of WBL courses. However, WBL is <a href="#">not required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: yellow;">B</span>	WBL is implemented as part of Georgia's career, technical, and agricultural education (CTAE) programming. To qualify for any type of WBL placement, including co-ops, internships, and youth apprenticeships, a student must be at least 16 years old. There are <a href="#">additional eligibility requirements</a> in place for different experiences, which might include having a defined career pathway, being concurrently enrolled in coursework directly related to the job placement, or having completed at least one unit of credit in a pathway prior to the WBL experience.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: green; color: white;">A</span>	Georgia's <a href="#">Great Promise Partnership</a> works specifically with students at risk of not graduating to place them in WBL settings that prepare them for future goals. Indicators that the state uses to consider students "at risk" for dropping out include free and reduced lunch (FRL) eligibility, family instability, and inadequate housing. In addition, standard 23 in the GADOE's <a href="#">WBL manual</a> sets a clear expectation that school-level WBL coordinators develop plans to provide WBL opportunities to at-risk students and those with disabilities.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;">A</span>	Georgia's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. In addition, in 2016 the Legislature <a href="#">enacted legislation</a> related to regulation of insurance rates and workers' compensation to help encourage employers to provide WBL opportunities for students 16 and over; to provide for an optional reduction in workers' compensation premiums for employers that provide WBL; to provide that WBL students are covered under workers' compensation insurance; and to establish criteria for employers providing WBL.

# Detail: Georgia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Georgia does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Georgia selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Georgia does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Georgia does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Georgia uses a " <a href="#">one school-wide coordinator</a> " model to deliver WBL. According to the WBL guide, WBL coordinators are responsible for networking with the business community to create partnerships. Standards 12 and 22 provide further guidance for WBL coordinators for how to create those partnerships and how to develop a PR and marketing plan to communicate about WBL programs to stakeholders. This work is localized, meaning there is no unified, statewide approach to communicating among stakeholders about WBL opportunities.



# Detail: Georgia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Georgia's <a href="#">WBL manual</a> addresses WBL site quality in two ways: Standard 14 sets expectations for how WBL sites are selected and how mentors at those worksites are trained. The rubric seems to evaluate the WBL coordinator's role in selecting and training, however, rather than the implementation of the WBL experience by the employer. Standard 20 sets an expectation that WBL coordinators conduct site visits and ensures what's happening at the WBL site is integrated into classroom instruction. Beyond these standards, there does not appear to be a definition of or framework to describe high-quality WBL experiences or hold employers accountable to those standards.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Georgia has defined <a href="#">standards</a> for high-quality WBL experiences and developed accompanying rubrics to assess program quality.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Georgia has an online data collection system called <a href="#">C-NET</a> where WBL coordinators are expected to submit student and parent demographic and contact information, employer data, worksite visit documentation, work/wage (earnings) records, employer evaluations/student assessment (grading) records, training plans, and training agreements.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Georgia reports data disaggregated by experience type (and CTAE cluster) on its <a href="#">Georgia Work-Based Learning by the Numbers</a> website. However, these data are not disaggregated by student demographics.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Georgia does not appear to have a process in place to use disaggregated data to inform WBL program improvement. Disaggregated data aren't included in any of the <a href="#">standards</a> used to assess programs in Georgia.

# Summary: Hawaii

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Yellow
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Red
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

Hawaii’s [CTE Programs of Study](#), which span a minimum of two years at the high school level and extend to postsecondary education, incorporate WBL “where feasible and appropriate.” Each Program of Study culminates with a Level IV “capstone” course, which may include WBL. Only students enrolled in CTE programs of study can access these WBL courses. However, the state also has a generic WBL course code to allow students to take advantage of WBL opportunities through general education courses.

WBL is an initiative of [Hawaii P-20 Partnerships for Education](#), a statewide partnership led by the Executive Office on Early Learning, the Hawaii State Department of Education, and the University of Hawaii System. However, while the Hawaii P-20 website includes some resources, such as a [WBL continuum](#) and an [Employer Engagement Menu](#) designed to help employers understand different WBL options they could provide, it is not clear the extent to which this initiative has actually increased WBL opportunities for students in Hawaii.

While there are no set standards for [apprenticeship programs](#) in Hawaii, guidance from the Hawaii Workforce Development Division indicates that most programs require participants to have a high school diploma or equivalency.

# Detail: Hawaii

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		The Hawaii Department of Education has <a href="#">adopted</a> the Perkins V definition of WBL. Separately, the <a href="#">Hawaii P-20 Partnerships for Education</a> has developed a <a href="#">WBL continuum</a> that includes examples of experiences along the continuum (e.g., internship, apprenticeship, school-based enterprise).
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		Hawaii's CTE programs of study, which include WBL " <a href="#">where feasible and appropriate</a> ," do count toward graduation requirements. However, WBL is <a href="#">not required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		WBL courses are available for CTE students in a <a href="#">CTE program of study</a> . The state also has a generic WBL course code that students can use when they participate in WBL through courses outside of a CTE program.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		Hawaii does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?		Hawaii does not appear to provide a centralized resource with information or guidance about relevant laws, policies, or barriers and does not appear to have taken any active steps to address known barriers.

# Detail: Hawaii

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Hawaii does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Hawaii did not select WBL as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Hawaii does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		Hawaii does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		The Hawaii State Department of Education and Hawaii workforce development nonprofit ClimbHI recently <a href="#">partnered</a> to create <a href="#">ClimbHi Bridge</a> , an online portal connecting students and teachers with career, internship, and mentorship opportunities across the state.

# Detail: Hawaii

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Hawaii does not appear to have a state-level framework that defines quality expectations for WBL employer partners.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Hawaii's <a href="#">authorized courses and code numbers guide</a> provides some guidelines for WBL courses; however, there are no program quality expectations or a process to hold programs accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The Hawaii Department of Education captures the number of students participating in the capstone WBL course at the end of each <a href="#">CTE program of study</a> .
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		The Hawaii Department of Education is able to disaggregate the data for students participating in the capstone WBL course at the end of each <a href="#">CTE program of study</a> .
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		As part of <a href="#">Perkins V</a> requirements, beginning in the 2021-22 school year the Hawaii Department of Education will conduct a gap analysis of CTE program of study data, including WBL.

# Summary: Idaho

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Yellow
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Red
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Red
	Use of data to drive quality	Red

Idaho's WBL efforts are spread across many different agencies, including the state Board of Education, the Division of Career and Technical Education, the Department of Labor, the Department of Commerce, the governor's office, and the Idaho STEM Action Center. Efforts seem to be coordinated through the [Next Steps Idaho website](#), run by the Idaho State Board of Education.

The [Idaho LEADER initiative](#), an initiative of the state's Workforce Development Council, created a [work-based learning continuum](#) with definitions for different categories of WBL (i.e., career education, employer engagement, internships, pre-apprenticeships, co-ops), including example activities. The continuum is used as an employer engagement tool that invites employers to identify the type of participation that best meets their needs.

There are two main ways high school students access WBL: (1) Idaho's [Career & Technical Schools](#) (CTS), which are separate high schools that offer WBL experiences as part of their programming; and (2) the [School-to-Registered Apprenticeship Program](#) (STRAP), which enables high school juniors or seniors to be employed part-time as registered apprentices, and their structured on-the-job training is combined with applicable high school classroom studies. Students may also be able to access WBL through CTE programming at traditional high schools, though the state provides less detail on that. (However, [legislation](#) passed in 2018 established an incentive program to encourage high schools to build and maintain CTE pathways for all students, which can include work-based learning.)

# Detail: Idaho

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		None of Idaho's state agencies seems to have a clear definition of WBL. However, both <a href="#">NextSteps Idaho</a> and the <a href="#">Idaho Workforce Development Council</a> have developed definitions of different WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		WBL experiences offered at career-technical high schools count toward graduation. In addition, Idaho <a href="#">requires</a> high school students to complete a senior project in order to graduate. This project can take the form of an internship, but internships are one of several options, and WBL is otherwise not required.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		WBL does not appear to be widely available in Idaho. Students mainly access WBL through <a href="#">CTE schools</a> , which are separate schools that require students to apply and be admitted. Once students are admitted, it is not clear whether there are additional eligibility requirements to participate in WBL. Also, STRAP programs appear to be <a href="#">available to students</a> in grades 11 and 12, although specific programs may have additional eligibility criteria.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		Idaho does not appear to have policies or programs in place to support underserved students in accessing WBL opportunities.
	Addressing policy barriers	Does state policy address key barriers to WBL?		Idaho does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers and has taken no active steps to address known barriers.



# Detail: Idaho

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Idaho does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Idaho selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	The <a href="#">Advanced Opportunities program</a> offered through the Idaho Department of Education provides funds to students in grades 7-12 who wish to take advanced coursework such as AP, IB, dual credit, or workforce training. Workforce training can include apprenticeships. Aside from these funds, there is no state funding dedicated to supporting WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Idaho does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	The <a href="#">Next Steps Idaho website</a> , an initiative of the state Board of Education, provides students with information about education and career opportunities, including WBL. However, the information about WBL primarily defines different opportunities; it doesn't provide links to existing opportunities.

# Detail: Idaho

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Idaho does not appear to have a state-level framework that defines quality expectations for WBL employer partners.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Idaho does not appear to have a process in place to assess the quality of WBL programs.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Idaho's <a href="#">Every Student Succeeds Act (ESSA) plan</a> indicates the state collects data on WBL participation (internships, job shadowing, apprenticeships).
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Idaho does not appear to report WBL data disaggregated by subgroups.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Idaho does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: Illinois

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Green
	Addressing policy barriers	Green
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Red
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

In 2016, the Illinois Legislature enacted the [Postsecondary and Workforce Readiness \(PWR\) Act](#), which identified [four components](#) to improve alignment and transition from high school into college and careers. PWR defined “[career development experiences](#)” (CDEs) to be opportunities for students to obtain authentic work experiences, such as internships, school-based enterprises, or cooperative education, related to a college and career pathway endorsement. The state’s [career development experience toolkit](#) supports districts to implement CDEs. In addition to CDEs, Illinois students can access WBL through [youth apprenticeships \(ages 16-24\)](#) and [registered apprenticeships \(16+\)](#).

Also in 2016, then-Governor Rauner created the Governor’s Cabinet on Children and Youth to build a cohesive, statewide strategy to address the well-being and success of the state’s young people. The [Workforce Readiness through Apprenticeship and Pathways \(WRAP\)](#) Project is an initiative of the Cabinet. WRAP supported the development of a [digital platform](#) for the state’s career pathways work and developed a “[career pathways dictionary](#).”

Despite the state-level activity, WBL in Illinois is largely decentralized, with districts owning much of the development and implementation of programs. As a result, some organizations and communities have used state policy and guidance to develop their own local approaches to WBL to ensure quality. There are also a number of entities providing support to local WBL implementation: The Illinois Workforce Innovation Board’s Apprenticeship Committee is supporting the development of [regional apprenticeship navigators](#) and [apprenticeship intermediaries](#). [HB 2868](#), passed in 2019, mandates the development of a WBL database to facilitate relationships between schools and businesses. The recently launched [Illinois Work-Based Learning Innovation Network \(I-WIN\)](#) is working to scale high-quality WBL in school districts and community colleges across the state.

# Detail: Illinois

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		Illinois' <a href="#">career pathways dictionary</a> includes both a definition of WBL and a set of experiences that are considered WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		WBL is <a href="#">not required</a> for high school graduation for all students; however, it is required for students seeking to earn a <a href="#">College and Career Pathways endorsement</a> . Students can <a href="#">earn</a> high school credit for certain WBL experiences, while they earn financial compensation for others.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		All Illinois youth 16+ are <a href="#">eligible</a> for youth and registered apprenticeship programs. There are no eligibility requirements or restrictions for participation in CDEs noted in the <a href="#">CDE toolkit</a> .
	Equity of access	Are there state policies designed to support access for underserved groups of students?		Illinois has in place several programs to support access to WBL opportunities: <ul style="list-style-type: none"> <li>The Youth Apprenticeship program provides <a href="#">wraparound supports</a> to students (e.g., case management and counseling) and holistic upskilling (e.g., technical skills and soft skills)</li> <li>The Chicago Jobs Council and Young Invincibles produced a <a href="#">report</a> with practices for building diversity across the state's apprenticeship system and a separate <a href="#">report</a> with recommendations to support young people engaged in youth apprenticeships</li> <li><a href="#">SB 1525</a> (2019) requires the Illinois Department of Children and Family Services to provide eligible youth an apprenticeship stipend to cover costs associated with entering an apprenticeship program, such as fees, tuition for classes, work clothes, or occupation-specific tools</li> </ul>
	Addressing policy barriers	Does state policy address key barriers to WBL?		In 2018 and 2019, Illinois passed laws that redefined WBL and <a href="#">mandated the development of a WBL database</a> , required the state's school <a href="#">report cards to capture data on WBL</a> and CTE program opportunities, <a href="#">broadened registered apprenticeship programming to include high schoolers 16 and over</a> , and created <a href="#">additional support for young people in the care of DCFS to access apprenticeship opportunities</a> .

# Detail: Illinois

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	<a href="#">Illinois' Apprenticeship Tax Credit</a> went into effect Jan. 1, 2020. It allows employers to claim a tax credit for qualified educational expenses associated with qualifying apprentices. Employers may receive a credit of up to \$3,500 per apprentice, and an additional credit of up to \$1,500 for each apprentice if (1) the apprentice lives in an underserved area or (2) the employer's principal place of business is located in an underserved area. However, employers are eligible only if they participate in apprenticeships, not other types of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Illinois selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Illinois does not appear to have a dedicated source of state funding for WBL opportunities. However, the various agencies involved in WBL have funding streams to support the programs and policies they oversee.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	Because WBL implementation in Illinois is very decentralized, there is not one single system or organization that provides support infrastructure to schools and districts. Illinois has a system of <a href="#">regional apprenticeship navigators and intermediaries</a> to support access to apprenticeships. These systems do not include broader WBL opportunities. In addition, <a href="#">HB 2868</a> , passed in 2019, mandates the development of a work-based learning database to help facilitate relationships between school districts and businesses; however, this is not yet operational. The recently launched <a href="#">Illinois Work-Based Learning Innovation Network</a> (I-WIN) is working to scale high-quality WBL in school districts and community colleges across the state.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Red	Illinois does not appear to have a system in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities.

# Detail: Illinois

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Illinois does not appear to have a statewide framework that defines quality expectations for WBL experiences. However, the <a href="#">Career Pathways Dictionary</a> contains implementation guidance and the <a href="#">CDE Toolkit</a> includes information for career development experiences. These are supplemented by the <a href="#">technical and essential competencies</a> adopted by state agencies in line with the PWR Act. Some organizations and communities have used this guidance to develop their own local quality frameworks.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Illinois does not appear to have a statewide definition or framework for defining high-quality WBL programs or a process for holding programs accountable. However, the <a href="#">Career Pathways Dictionary</a> and the <a href="#">CDE Toolkit</a> include implementation guidance. These are supplemented by the <a href="#">technical and essential competencies</a> adopted by state agencies in line with the PWR Act. Some organizations and communities have used this guidance to develop their own quality frameworks.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Illinois <a href="#">state law</a> requires school report cards to include current data on the percentage of students who participated in work-based learning opportunities and whether a school offers CTE opportunities. Even so, given the number of agencies involved in implementing WBL in Illinois, there is no single data source on WBL in the state. Each agency governs its own data on WBL, and the level of robustness varies by program and funding stream.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		<a href="#">SB 2024</a> (2019) required the state Department of Labor to produce a public-facing report on apprenticeships and WBL. This report provides disaggregated data for student enrollment, but it appears to be only a one-time report. As of now, it's unclear if student participation will be tracked in the future. In addition, because so much of WBL implementation is controlled locally, the robustness of data varies by district.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Illinois does not appear to have a statewide quality framework or use disaggregated data as part of one. Local districts and communities may have their own process in place, however.



# Summary: Indiana

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Green
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Red

Indiana's [Office of Work-Based Learning and Apprenticeship](#) has developed a [framework of various WBL pathways](#) for adults and youth. Youth can access WBL through CTE programming, internship and capstone courses, and State Earn and Learn programs. In addition, the Indiana Department of Education (IDOE) has created structures for standalone WBL learning courses (e.g., WBL capstone, multiple pathways) outside of CTE that students can take if available in their districts. These courses count toward fulfillment of [graduation pathway](#) requirements. IDOE has developed a [WBL manual](#) that includes definitions and examples of different types of WBL opportunities as well as a set of 11 program criteria and rubrics that accompany each criterion.

[State Earn and Learn](#) programs are certified through the Office of Work-Based Learning and Apprenticeship. They are structured programs that include industry certifications.

WBL is one of many strategies embedded in the Indiana Department of Workforce Development's [Sector Partnerships](#) initiative. Through these partnerships, multiple employers within a critical industry bring together education, economic development, workforce systems, and community organizations to identify and collaboratively meet workforce needs of the industry within a regional labor market.



# Detail: Indiana

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	In its <a href="#">WBL manual</a> , the Indiana Department of Education has a clear definition of WBL and a set of clearly defined WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Indiana allows WBL experiences to <a href="#">count for credit</a> toward graduation, but they are <a href="#">not required</a> for most students. However, IDOE has developed three <a href="#">graduation pathways</a> , one of which is "Learn and Demonstrate Employability Skills." Students on this pathway must complete a project-based, service-based, or work-based learning experience in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: yellow;">B</span>	WBL is implemented primarily through CTE courses. While there do not appear to be eligibility requirements for enrolling in CTE courses, the IDOE's <a href="#">WBL manual</a> includes a list of courses that are best aligned for the integration of WBL experiences. Many of those courses have additional <a href="#">entry requirements</a> , such as having completed a minimum number of CTE credits in a pathway or specific prerequisite courses. However, not all WBL opportunities are implemented through CTE coursework; individual teachers can partner with local businesses and organizations to facilitate internships or other opportunities for students on an individual basis. There are no formal eligibility requirements for these opportunities.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>	Indiana does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Indiana's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies in place to address existing policy barriers and it does not appear that the Indiana Legislature has taken steps to address known barriers.

# Detail: Indiana

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	The <a href="#">Next Level Jobs Employer Training Grant</a> reimburses employers up to \$5,000 per employee trained and retained for six months. Training must be offered in one of six sectors: advanced manufacturing, agriculture, IT & business services, building & construction, health & life sciences, or transportation & logistics.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Indiana selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	There does not appear to be a dedicated source of state funding for WBL outside of Perkins funding for CTE courses.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Green	The Indiana Department of Workforce Development's (DWD) <a href="#">Sector Partnership Initiative</a> encourages local partnerships to implement workforce development strategies, which could include WBL. In addition, DWD's <a href="#">Office of WBL and Apprenticeship</a> has three main <a href="#">objectives</a> , one of which is coordinating efforts and partnering with state agencies to expand registered apprenticeships.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Criteria 3 in the IDOE's <a href="#">WBL manual</a> sets the expectation that the WBL coordinator will have a process in place to build and nurture business partnerships and to establish meaningful work-based learning experiences for students. Beyond that, there is no unified, statewide approach to communicating among stakeholders about WBL opportunities.  In addition, the <a href="#">Office of Work-Based Learning and Apprenticeship</a> connects secondary and postsecondary education to the employers and industry leaders to create WBL and comprehensive apprenticeship opportunities for youth across the state. This work is accomplished through multiple communication formats including directed outreach, webinars, summits, and face-to-face meetings.

# Detail: Indiana

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Yellow	Indiana's <a href="#">State Earn and Learn (SEAL) programs</a> are certified by the Office of WBL through a nine-step process that defines, for each program, the requirements, related instruction, on-the-job training, outcomes, and reporting requirements. There does not appear to be a similar process in place for other WBL programs.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Yellow	Indiana has created a set of <a href="#">criteria</a> to evaluate WBL programs, but they are guidelines, not requirements. Only the <a href="#">SEAL programs</a> have a required certification process in place.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	Criteria 10 outlined in IDOE's <a href="#">WBL guide</a> places responsibility for maintaining accurate records regarding enrollment, assessment, and awarding of credit on the school-based WBL coordinator. Criteria 11 sets the expectation that an annual program review is submitted to the IDOE to ensure continuous program improvement.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Green	Indiana's data collection <a href="#">template</a> collects WBL data by student demographics and experience type, allowing for it to be disaggregated by these factors.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	There does not appear to be a process in place to use WBL data for program improvement.

# Summary: Iowa

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Green
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Green
	WBL communications infrastructure	Green
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Green
	Use of data to drive quality	Yellow

In 2016, Iowa began implementing a new, [integrated CTE system](#) to provide access to CTE to all students. WBL courses are implemented through CTE courses at the local level, meaning that districts choose whether to offer WBL courses. As of 2018-19, about [one-third of districts](#) offered WBL courses. There are several types of WBL experiences available to students outlined in the Department of Education's [WBL guide](#), including internships, co-ops, apprenticeships, and service learning. This guide offers guidance to districts to help them design WBL programs.

There are some centralized supports for districts to implement WBL, including the [Iowa Clearinghouse for Work-Based Learning](#), which is a website designed to connect students to employers and professional experiences; the [Intermediary Network](#), which comprises 15 regional intermediary networks designed to connect business and education by offering WBL activities to students in their region; and the Governor's STEM Advisory Council's [STEM BEST](#) (Businesses Engaging Students and Teachers) program, which launches school-business partnerships that engage students in relevant, real-world work-based learning in communities across the state. The state publishes an annual report on CTE, which includes disaggregated data on WBL participation.

In addition, [Future Ready Iowa](#) operates a [registered apprenticeship program](#). Youth must be at least 16 to be eligible for an apprenticeship. There are several registered apprenticeships specifically for [students in high school](#) as well as several [pre-apprenticeship programs](#).

# Detail: Iowa

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Iowa Department of Education's <a href="#">WBL guide</a> includes both a definition of WBL and a set of WBL activities that students can access.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Most types of WBL experiences <a href="#">can or do count for credit</a> toward high school graduation. Iowa does not have any state-level graduation requirements, including for WBL ( <a href="#">legislation</a> simply directs local school boards to adopt a policy outlining graduation requirements).
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	There are <a href="#">no state-level eligibility restrictions</a> on who can participate in WBL. <a href="#">Youth 16 and over</a> are eligible for pre-apprenticeships and registered apprenticeships.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	Iowa's <a href="#">Future Ready Iowa Summer Intern Pilot Program</a> recruits at-risk students age 14-21 to help develop employability skills and technical skills.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Iowa's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers, and it does not appear that the Legislature has worked to address known barriers to WBL.

# Detail: Iowa

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		In 2014, the Legislature enacted the <a href="#">Iowa Apprenticeship Act</a> that provides grants for eligible apprenticeship programs, including those sponsored by employers, employer associations, or labor-management partnerships. In addition, Iowa's <a href="#">Registered Apprenticeship Development Program</a> provides \$1 million annually in start-up funds for sponsors with 20 or fewer registered apprentices, which has helped support high school apprenticeship expansion.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Iowa selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		The Legislature appropriated \$1.45 million to the Iowa DOE to <a href="#">develop and implement a statewide network</a> comprising 15 regional WBL intermediary networks (one for each community college). In addition, districts can access funding through the governor's <a href="#">STEM BEST program</a> . Most recently, Governor Reynolds announced <a href="#">two grant opportunities</a> to create or expand registered apprenticeships.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		The <a href="#">STEM BEST</a> program launches school-business partnerships that engage students in relevant, authentic work-based learning in communities across the state. Since 2014, the <a href="#">Iowa Governor's STEM Advisory Council</a> has awarded 75 STEM BEST programs, which involve a significant public-private match. In addition, the <a href="#">Iowa Intermediary Network</a> comprises 15 regional intermediary networks that connect business and education by offering WBL activities to students in their regions.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		The <a href="#">Iowa Clearinghouse for WBL</a> connects students and employers online through shared projects that enable students to learn through real-world professional experiences they can do in the classroom. It includes a project board that allows employers to post real-world tasks that students can complete with teacher supervision and a business partner director for teachers to find other kinds of WBL opportunities, like internships. In addition, Iowa's <a href="#">15 intermediary networks</a> are designed to facilitate and streamline communication between schools, employers, and other stakeholders to increase access to WBL opportunities for high school students.



# Detail: Iowa

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Iowa's <a href="#">WBL guide</a> provides guidance but not a formal policy around program expectations, and there is no clear means for accountability.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Iowa's <a href="#">WBL guide</a> provides guidance but not a formal policy around WBL program expectations, and there is no means to hold programs accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Both the Department of Education's annual CTE <a href="#">report</a> and Iowa's Intermediary Network's annual <a href="#">report</a> include participation data in several types of WBL experiences; however, the data included in the report do not include student outcomes. In addition, as part of the state's <a href="#">Perkins V</a> reporting, the state will collect data on WBL experiences integrated in CTE programs.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		In its annual CTE <a href="#">report</a> , Iowa disaggregates WBL participation data over time by school size and service area, student grade level and gender, and whether the student qualifies as a minority or is eligible for free- or reduced-price lunch. The report also makes comparisons across the same categories for WBL participation and general CTE participation.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		WBL data collected as part of Iowa's <a href="#">Perkins V</a> reporting will be used to drive program improvement initiatives for WBL experiences integrated in CTE programs.



# Summary: Kansas

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Red
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Kansas State Department of Education implements WBL through CTE programming. While all students can take CTE courses to fulfill elective credit requirements for graduation, only students taking more advanced-level CTE courses can access WBL. The state has developed some CTE program [guidance documents](#) that include definitions of each WBL experience type and recommendations for how to implement those programs. The state has also recently launched a [WBL pilot program](#), using Perkins reserve funds to provide funding to five districts (one in each of the five labor market regions in the state) to scale high-quality WBL. The grant will also support the development of regional WBL intermediaries. The application closed in May 2020, and awards are to be spent by June 30, 2021.

# Detail: Kansas

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Kansas State Department of Education's (KSDE) <a href="#">WBL guide</a> includes both a definition of WBL and a set of WBL experiences that students have access to.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Students in Kansas can <a href="#">earn credit</a> for participating in different WBL experiences. However, students are <a href="#">not required</a> to participate in WBL in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: yellow;">B</span>	Kansas primarily implements WBL through its CTE programs. In order to enroll in a CTE-based WBL course, <a href="#">the student must</a> have been enrolled and/or be currently enrolled in a technical or application-level course (not the introductory-level course) in the pathway related to the career experience. Beyond the course requirement, there do not appear to be additional eligibility requirements in place. Students may be able to count non-CTE-related work-based experiences toward school attendance time if the work experience has academic, employability skills, and occupational job performance competencies that are related to a course the student is currently taking or has taken. KSDE's <a href="#">WBL guide</a> does not provide additional eligibility criteria for these WBL opportunities.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	Kansas' <a href="#">WBL guide</a> includes some general language related to meeting diverse student needs, but beyond that the state does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Kansas' <a href="#">WBL guide</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers. Moreover, it does not appear that the state has taken steps to pass legislation to address known barriers.

# Detail: Kansas

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Kansas does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Kansas did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		The KSDE has a current <a href="#">grant opportunity</a> to support pilot sites in scaling WBL. However, this funding is time-bound and limited; only five applicants can win awards in the first round of funding. <a href="#">Applications</a> were due in May 2020.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		While Kansas does not currently have in place a system or organization to facilitate WBL, there are some promising early steps. First, in December 2019 the Governor's Council on Education issued <a href="#">five recommendations</a> to improve schools, one of which was to establish a WBL coordinating council charged with implementing a comprehensive and aligned policy approach to WBL. <a href="#">In 2020</a> , the Governor's Council began working on plans to develop the Advantage Kansas Coalition, which will include the statewide WBL Coordinating Council. In addition, under the <a href="#">WBL pilot</a> , there will be one regional work-based learning intermediary in each of the five workforce regions.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		<p>Various Kansas state agencies operate websites aimed at communicating among stakeholders about workforce needs. For example:</p> <ul style="list-style-type: none"> <li>The Kansas Department of Labor has a <a href="#">high-demand occupations website</a> with state and regional information to help students learn about employment opportunities to guide their CTE and WBL course choices/pathways</li> <li>The <a href="#">Kansas Career Navigator</a> is an online dashboard to help identify education and training programs and help individuals access workforce training providers</li> <li>The Kansas Department of Commerce administers the workforce system <a href="#">Kansas Works</a>, which links businesses, job seekers, and educational institutions</li> </ul>

# Detail: Kansas

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		KSDE's <a href="#">WBL personalized learning plan guidance document</a> includes some bullet points outlining expectations for the worksite supervisor; however, these bullet points do not fully define "quality" in terms of the experience, nor do they lay out a system for holding employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		KSDE's <a href="#">WBL personalized learning plan guidance document</a> includes some bullet points outlining expectations for the school coordinator; however, these bullet points do not fully define "quality" in terms of the experience, nor do they lay out a system for holding employers accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		KSDE's <a href="#">WBL guide</a> emphasizes for schools the importance of measuring the skills and knowledge that students gain from WBL experiences, but stops short of requiring specific data collection, and there does not seem to be a statewide system for reporting WBL data. KSDE also publishes some CTE-based WBL participation data, suggesting there is a method for capturing that data through CTE course enrollment.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		KSDE does not appear to disaggregate WBL data by student demographics or experience type.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Kansas does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: Kentucky

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Red
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

Students in Kentucky can access WBL through CTE programming and general education courses. The Office of Career and Technical Education published a [WBL manual](#) defining eight different WBL experiences. The state's youth and pre-apprenticeship programs ([TRACK](#), a partnership between the Department of Education's CTE office and the Education and Workforce Development Cabinet's Office of Apprenticeship) can also be accessed through CTE programming. The youth apprenticeship program is offered through a CTE co-op. To enroll in a pre-apprenticeship, students must either be in the final of four courses, or completed all four courses, in the CTE pathway sequence.

WBL courses are implemented at the local level, with district leaders tasked with developing programs establishing and communicating about partnerships with employers.

# Detail: Kentucky

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		The Kentucky Department of Education's <a href="#">WBL manual</a> includes a definition of WBL and a defined set of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		Students may <a href="#">earn credit</a> for participating in WBL experiences, but <a href="#">WBL is not required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		The state has set forth <a href="#">eligibility requirements for cooperative education</a> programs. To be eligible for <a href="#">TRACK</a> , students must be enrolled in a CTE pathway and take the four-course pathway sequence — and must have completed or be in the fourth course to be eligible. There are <a href="#">no state-level eligibility requirements</a> for other types of WBL, such as internships.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		The Kentucky Department of Education has created <a href="#">two career readiness pathways</a> for students completing the alternate diploma course of study and alternate assessments. Both of these pathways, <a href="#">Career Work Experience Certification</a> and <a href="#">Employability Skills Attainment Record</a> , support students with cognitive disabilities to access WBL experiences that prepare them for future careers.
	Addressing policy barriers	Does state policy address key barriers to WBL?		Kentucky's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. In addition, the Department of Education and the Kentucky Labor Cabinet, <a href="#">in partnership with nationally known staffing agency Adecco</a> , created the <a href="#">Youth Employment Solutions</a> (YES) initiative to addresses businesses' workers' compensation and liability concerns related to hiring students under 18. Through YES, partners work with schools and businesses to build WBL programs that meet all relevant laws and regulations.

# Detail: Kentucky

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Kentucky does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Kentucky did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Kentucky does not appear to have any dedicated state funding for WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		While there is not a statewide infrastructure to facilitate WBL in Kentucky, the <a href="#">KDE Office of Career and Technical Education</a> (OCTE) has some important resources, including a full-time staff person who is dedicated to business/industry engagement and WBL, and who supports all school districts and state-operated technology centers statewide. This individual serves on many cross-agency teams, including the Apprenticeship Steering Committee coordinated by the <a href="#">Cabinet for Education and Workforce Development</a> . OCTE's partnership with ADECCO also serves as an intermediary for secondary programs when executing the YES agreement.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Kentucky does not appear to have a system in place to communicate among stakeholders about WBL opportunities.



# Detail: Kentucky

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Red	Kentucky does not appear to have a statewide framework that defines quality expectations for WBL experiences or holds employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Yellow	Kentucky's <a href="#">WBL manual</a> includes implementation guidance for the development of WBL programs and clear roles and responsibilities for the teacher/program coordinator. Programs must be approved locally. WBL programs are included in monitoring visits for CTE programs.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	Kentucky collects enrollment and completion data on WBL experiences through its <a href="#">student information system</a> , as well as the <a href="#">Technical Education Data System</a> (TEDS) for all CTE programs.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Yellow	WBL data captured through Kentucky's <a href="#">student information system</a> and <a href="#">TEDS</a> can be disaggregated by student subpopulations.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Yellow	Kentucky utilizes the state's longitudinal data system, known as <a href="#">KYSTATS</a> , to create custom and statewide reports on many aspects of CTE data, including WBL. These include <a href="#">CTE Feedback Reports</a> for districts, as well as longitudinal studies of WBL student outcomes, etc. These are utilized to inform program improvement and policy development, as well as for advocacy and advising purposes.

# Summary: Louisiana

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Yellow
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

The Louisiana Department of Education does not have a formal definition of WBL; however, its CTE program, [Jump Start](#), includes WBL opportunities such as cooperative education and internships and its [Bulletin 741 Handbook for Administrators](#) requires that WBL programs include on-the-job training, such as cooperative education or internships. All juniors and seniors may enroll in WBL through Jump Start/CTE programming. The state provides some guidance for the implementation of Jump Start internships during the academic year and for Jump Start Summers programs. Louisiana also has a small [pre-apprenticeship program](#) that provides students with a pathway into a registered apprenticeship. There are some organizations operating as intermediaries at the local level, such as [YouthForceNOLA](#), to provide internship opportunities to high school students, separate from Jump Start.

Although existing WBL activities are currently limited in Louisiana, there is much work underway at the state level. In 2019, the Legislature passed a [concurrent resolution](#) directing the state Board of Regents to study WBL and, prior to the 2021 legislative session, devise a framework for WBL in the state and submit recommendations to the Legislature. As part of this work, partners across the state began pursuing the development of a statewide youth apprenticeship program. This work was largely put on hold in spring 2020 due to the COVID-19 pandemic; however, leaders have set several priorities for the near future, including reconvening the WBL task force, continuing to pursue development of a youth apprenticeship, developing additional WBL models for high school students, and developing a comprehensive, coordinated statewide framework and implementation plan by June 2022.

In addition, in January 2021, the Board of Regents and the Board of Elementary and Secondary Education approved a new dual enrollment program, [Fast Forward](#). Students in this program will have the option to participate in one of three pathways, one of which is a high-demand apprenticeship pathway.

# Detail: Louisiana

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		The Louisiana Department of Education's <a href="#">Bulletin 741 Handbook for Administrators</a> requires that WBL programs include on-the-job training, such as cooperative education or internships, and classroom instruction for students in all CTE program areas.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		Internships can <a href="#">count for credit toward Louisiana's Jump Start diploma</a> ; however, students are not required to participate in an internship to graduate with a Jump Start diploma. It's unclear whether pre-apprenticeships or internships provided through other organizations can count for credit. WBL is <a href="#">not required</a> for students pursuing a traditional high school diploma.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		WBL internships and cooperative education opportunities offered through CTE courses are <a href="#">open to all juniors and seniors</a> .
	Equity of access	Are there state policies designed to support access for underserved groups of students?		Louisiana does not appear to have policies or programs in place to support underserved groups of students in accessing WBL.
	Addressing policy barriers	Does state policy address key barriers to WBL?		In 2019, the Legislature passed a <a href="#">concurrent resolution</a> directing the state Board of Regents to study WBL and, prior to the 2021 legislative session, devise a framework for WBL in the state and submit recommendations for implementation. This work was put on pause due to the COVID-19 pandemic. However, moving forward, the state plans to reconvene the WBL task force, continue pursuing the development of a youth apprenticeship program, and ultimately develop a statewide framework for WBL to present to the governor by June 2022. In addition, in 2021 the Board of Regents and BESE approved a new dual enrollment program, <a href="#">Fast Forward</a> . Students in this program will have the option to participate in one of three pathways, one of which is a high-demand apprenticeship pathway. The state is currently offering planning grants to districts to develop and pilot programs.

# Detail: Louisiana

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Louisiana does not provide financial incentives to employers to offer WBL opportunities to high school students. (Louisiana's <a href="#">tax credit</a> for employers offering registered apprenticeships sunset in 2015. That program was focused on apprenticeships, which, in Louisiana, require individuals to be <a href="#">18+ and have a high school diploma or equivalent.</a> )
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Louisiana did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		<a href="#">Districts can use</a> both <a href="#">course choice/supplemental course allocation funds and career development funds</a> to cover costs associated with WBL internships and cooperative education opportunities. These funds are not solely focused on WBL, however. There is also a <a href="#">planning grant</a> available to secondary school systems to develop and pilot dual enrollment programs as part of the new <a href="#">Fast Forward</a> program.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		Louisiana has some support structures in place at the local level. For example, <a href="#">Greater New Orleans Inc.</a> , a regional economic development organization, and <a href="#">Junior Achievement of Greater New Orleans</a> are acting as employer-facing intermediaries to coordinate and centralize industry involvement and investment in work-based learning opportunities for students attending schools that partner with <a href="#">YouthForce NOLA</a> — a nonprofit that helps high school students access internships. However, there are no systems or organizations doing this work at the state level.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		WBL <a href="#">teacher-coordinators</a> are <a href="#">tasked with</a> communicating among stakeholders about internships. There is no unified, statewide approach to communicating among stakeholders about WBL opportunities.

# Detail: Louisiana

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		The Louisiana Department of Education provides a <a href="#">checklist of responsibilities for employers</a> hosting student internships, but does not have a definition/framework for quality or any accountability for employers.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The Louisiana Department of Education provides a <a href="#">checklist of responsibilities for teachers</a> who coordinate internship placements, but does not have a definition/framework for quality or any accountability for schools.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Louisiana collects data on WBL as part of its CTE program data collection processes.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		The Louisiana Department of Education provides disaggregated CTE data to schools, which includes WBL data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		The Louisiana Department of Education provides disaggregated CTE data to Perkins-eligible schools in order to evaluate and improve CTE and WBL programs.

# Summary: Maine

Category	Criteria	Rating
Existence of WBL policy	WBL definition	
Content of WBL policies	WBL as part of HS graduation requirements	
	WBL eligibility	
	Equity of access	
	Addressing policy barriers	
WBL funding	Financial incentives	
	Dedicated federal funding	
	Dedicated state funding	
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	
	WBL communications infrastructure	
WBL quality	Experience quality	
	Program quality	
WBL accountability	Data collection	
	Use of data to drive equity	
	Use of data to drive quality	

In 2019, the Maine Legislature enacted new [legislation](#) allowing students to demonstrate achievement of standards through multiple pathways. Elementary and secondary schools [must provide opportunities for learning in multiple pathways](#), which could include CTE courses or apprenticeships. Beyond that, the Maine Department of Education does not appear to have a definition of WBL or a comprehensive approach to WBL programming.

Maine does have a [cooperative education program](#), which is a CTE program that includes workplace skills and on-the-job training. There are eight co-op programs in the state. Students must be enrolled in those programs to access related WBL activities. Maine also has three [school-to-work programs](#) in the state, which are high school programs that include a job component but have no connection to CTE.

While there is limited WBL activity at the state level, in 2018, the Maine State Chamber of Commerce [received a grant](#) from the US Chamber of Commerce Foundation to implement a WBL program to “better connect students with academic and experiential learning opportunities in their community.” This grant concluded in summer 2020. In addition, the state’s 2019 adult apprenticeship program [annual report](#) indicates that in 2020, the state Department of Labor’s adult apprenticeship program (MAP) will begin working with high school CTE programs to encompass youth apprenticeship programs. That does not currently exist, however.



# Detail: Maine

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		The <a href="#">Maine Department of Education</a> does not appear to have a definition of WBL or a defined set of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		Maine students are not required to participate in WBL <a href="#">in order to graduate from high school</a> ; however, cooperative education courses can count for credit toward graduation.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		Maine offers cooperative education programming only in its <a href="#">27 CTE schools</a> . All <a href="#">secondary students can access</a> one of those CTE centers; however, it appears that students must be enrolled in a CTE school in order to enroll in a co-op program.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		Maine does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?		The Maine Department of Labor's <a href="#">2019 adult apprenticeship report</a> notes that in 2020, the state Department of Labor will be working with CTE high school programs to expand apprenticeship programs to include youth apprenticeship programs. However, there aren't yet any formal policies in place, and the state does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers related to WBL.



# Detail: Maine

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Maine does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Maine did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Maine does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		In 2018, the Maine State Chamber of Commerce <a href="#">won a grant</a> to develop a Career Readiness Lab to expand WBL in the state. However, this pilot ended in summer 2020 and does not appear to have been expanded. Currently, there does not appear to be a system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Maine does not appear to have a system in place to communicate among stakeholders about WBL opportunities.

# Detail: Maine

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		In Maine, co-op agreements require employers to be in compliance with state and federal laws, but there is no framework or definition of quality for employer placements.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		While Maine does not have a framework to define quality WBL programs, there are <a href="#">statewide standards</a> that define what students should know and be able to do upon completion of a co-op program. There does not appear to be a process in place to hold co-op programs accountable to quality expectations.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		It is not clear from the <a href="#">Maine Department of Education website</a> what kind of data the state collects on students who enroll in cooperative education programs.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Maine does not appear to disaggregate cooperative education program student data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Maine does not appear to have a process in place to use disaggregated data to inform cooperative education program improvement.

# Summary: Maryland

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Green
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Green
WBL quality	Experience quality	Yellow
	Program quality	Green
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Yellow

The Maryland State Department of Education (MSDE) [implements work-based learning through CTE programming](#). All CTE programs are required to provide opportunities for students to engage in work-based learning. CTE programs and WBL experiences are available to all of Maryland's students.

MSDE recently released a [resource](#) summarizing the research and best practices for implementing WBL experiences along the state's WBL continuum. This document includes guidance for employers and instructors to develop high-quality WBL opportunities for students. Maryland uses this guidance as part of its program monitoring process to hold WBL programs accountable to high-quality standards.

Maryland is also in the process of a research study to understand the impact that WBL can have on the academic and career success of students with disabilities. This program, [Way2Work Maryland](#), will follow 401 high school graduates of the classes of 2019 and 2020 for two years after graduation to understand the impact of WBL experiences on their future outcomes.

# Detail: Maryland

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	Maryland has a <a href="#">definition</a> of WBL and a defined set of <a href="#">activities and experiences</a> that qualify as WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Maryland high school students <a href="#">can earn credit</a> for participating in WBL. Completion of WBL is a graduation requirement for students pursuing <a href="#">certain CTE programs of study</a> ; however, it is not required for all students.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	Under Maryland's <a href="#">Perkins V state plan</a> , all CTE programs of study are required to provide opportunities for students to engage in WBL, and all students are eligible to participate in WBL experiences.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Yellow	<a href="#">Way2Work Maryland</a> , which is a research partnership between the University of Maryland's Center for Transition and Career Innovation and the Division of Rehabilitation Services through the Maryland State Department of Education, is designed to improve the academic and career success of students with disabilities in Maryland through work-based learning experiences.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Green	The Department of Education's Division of College and Career Readiness conducts regular surveys of WBL instructors, student participants, and employer partners to inform modifications to WBL policies, including to reduce barriers and increase student access to WBL. These surveys have informed changes to Maryland regulations. For example, in late 2020, the Maryland Department of Education published <a href="#">revised regulations</a> that include a requirement for CTE programs to provide the opportunity for students to engage in WBL.

# Detail: Maryland

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Maryland's Department of Disabilities operates a <a href="#">Work Opportunity Tax Credit</a> that provides a credit for wages paid during the first 12 months to each new hire to employers who hire certain targeted low-income groups. Summer youth employees are included among the targeted groups; however, it does not appear that those youth need to be in school or participating in an apprenticeship, internship, or other type of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Maryland did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Maryland has several funding streams to support the expansion of apprenticeships. The state allocated \$2 million in <a href="#">CTE Innovation Grant</a> funds to support school systems and community colleges to expand access to apprenticeships. The Maryland State Department of Education also received a three-year, \$600,000 <a href="#">Pathways to STEM Apprenticeship grant</a> from the US Department of Education to support apprenticeship experiences at the secondary and postsecondary levels.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		<p>Although there is not an entity or partnership dedicated solely or primarily to facilitating WBL, Maryland has a number of organizations and partnerships that support CTE programs and workforce development initiatives, which often include WBL:</p> <ul style="list-style-type: none"> <li>• <a href="#">Program advisory committees</a>: inform and monitor individual career pathways</li> <li>• <a href="#">Local advisory councils</a>: provide direction to meet regional workforce needs</li> <li>• <a href="#">Maryland CTE advisory committee</a>: provides guidance and direction for the statewide CTE system, which includes WBL</li> <li>• <a href="#">Workforce development board</a>: chief policymaking body for workforce development</li> </ul>
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		<p>Maryland's assistant superintendents of instruction and CTE directors from all 24 school systems meet monthly to share information on apprenticeships and internships. In addition, there are several websites that help students learn about WBL opportunities:</p> <ul style="list-style-type: none"> <li>• <a href="#">STEMnet</a> contains information about internships</li> <li>• The Maryland Department of Labor's <a href="#">apprenticeship locator website</a> allows students to search for available apprenticeship opportunities and employers to hire an apprentice</li> <li>• The <a href="#">Career One Stop website</a> allows students to search for available job opportunities</li> </ul>

# Detail: Maryland

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		The Maryland State Department of Education has published a <a href="#">comprehensive review</a> of the research and best practices on high-quality WBL experiences. This document provides research-based guidelines for designing WBL experiences and outlines expectations for employers. Whether and how these guidelines and recommendations are implemented at the local level and serve to hold employers responsible for quality experiences is less clear.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The <a href="#">comprehensive review</a> of the research and best practices on high-quality WBL experiences noted above also includes research-based guidelines for designing WBL programs and outlines expectations for instructors. The Maryland State Department of Education uses these guidelines to shape site visits conducted as part of the state's CTE program <a href="#">compliance review process</a> . Schools are thus held accountable for implementing the best practices outlined in the research review.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Maryland's <a href="#">accountability system</a> requires school districts to report work-based learning data, including participation and outcomes. In addition, the Maryland State Department of Education conducts annual surveys of WBL coordinators, employer hosts, and student participants.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Maryland disaggregates the WBL data it collects through its accountability system by demographics. In addition, the student-level data collected through the state's WBL survey system are disaggregated by gender, race, and experience type, among other factors. The Maryland Department of Education is in the process of developing a dashboard to make its survey data publicly available.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Maryland schools report data to the State Department of Education, which, in turn, compiles and analyzes those data and creates a dashboard for schools. Schools use the data dashboard to identify priorities and gaps in their programming and outcomes, which are included in the annual needs assessments that schools conduct to access federal Title I or Perkins funding. Schools' applications must include a plan to address gaps identified through the needs assessment. WBL data are included in the data reported to the department and thus captured in needs assessments and subsequent planning.



# Summary: Massachusetts

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Green
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Green
	WBL communications infrastructure	Green
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

In Massachusetts, WBL is known as “[career development education](#)” or CDE. The [CDE glossary](#) provides definitions of different types of career development education opportunities. CDE activities are coordinated through [Connecting Activities](#) (CA), a statewide network led by the Massachusetts Department of Elementary and Secondary Education (DESE) and organized through 16 [MassHire Workforce Boards](#) charged with supporting work-based learning and other career development education activities for students. CA provides the infrastructure for schools and partners to connect locally, regionally, and statewide and responds to the desire for strong college and career planning experiences. Connecting Activities enables staff to recruit employers, prepare and place students in brokered work-based learning opportunities, and structure those experiences through the Massachusetts [Work-Based Learning Plan](#) (WBLP). The WBLP is a document designed as an easy-to-use system for focusing on identifying and assessing the skills developed through worksite learning experiences. The WBLP includes a job description, a description of the employability skills and career- and workplace-specific skills used in the student’s placement, and a performance review section.

In addition to CA, in 2016 DESE launched a [High Quality College and Career Pathways initiative](#) to serve as an overarching strategy for significantly expanding student access to high-quality career pathways. There are two new types of pathways for this effort: Early College and Innovation. [Innovation Pathways](#) are designed to give students coursework and experience in a specific high-demand industry, such as information technology, engineering, health care, life sciences, or advanced manufacturing, and to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school. Innovation Pathway programs are required to offer 100 hours of career immersion in either an internship or capstone class.



# Detail: Massachusetts

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Massachusetts Department of Elementary and Secondary Education has a <a href="#">definition of "career development education"</a> and has <a href="#">defined</a> a set of CDE experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	WBL is not required in order to graduate high school in Massachusetts for most students. Massachusetts high school students are required to earn five credits of "additional core courses" <a href="#">in order to graduate</a> . WBL can count toward these credits. However, students enrolled in an <a href="#">Innovation Pathway</a> must complete either a capstone project or 100 hours of internship in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	Most Massachusetts students can <a href="#">access Connecting Activities programming</a> , and all students are eligible for WBL opportunities. <a href="#">Innovation Pathway internship eligibility</a> is determined locally.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	In 2003, Massachusetts <a href="#">formally aligned its CA funding and programming priorities with Academic Support grants</a> to give priority to students who need to pass the Massachusetts Comprehensive Assessment System (MCAS) retest in order to graduate. Most regions have created " <a href="#">work and learning</a> " academic support programs, which combine work experience with classroom instruction in ELA, math, and STEM. Priority is given to students whose MCAS scores are in Needs Improvement or Warning/Failing ranges. In addition, one of <a href="#">five guiding principles</a> for high-quality college and career pathways is equitable access, setting the expectation that high-quality programs proactively address barriers through policies such as tuition-free participation, open enrollment, or other student support services.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	In 2020, CA released an <a href="#">updated version of its guide to career development</a> . This guide serves as a centralized resource of best practices related to career development programming.

# Detail: Massachusetts

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Through the <a href="#">Registered Apprenticeship Tax Credit</a> (RATC), eligible employers that employ registered apprentices may apply for tax credits of up to \$4,800 or 50% of wages paid for each apprentice.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Massachusetts selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Massachusetts provides <a href="#">annual funding to its CA program through a line item in the state's budget</a> . CA funds are allocated by the state Department of Education to all 16 local workforce development boards in the state. There are also planning grants available to Innovation Pathway schools.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		Massachusetts coordinates workforce development initiatives for adults and youth through a system of 16 <a href="#">MassHire Workforce Boards</a> , across 16 regions in Massachusetts. The workforce boards coordinate the Connecting Activities initiative, with funding from the state Department of Education, as well as the One Stop Career Centers, YouthWorks programs, labor market research programs, and several other workforce training and educational programs.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		<a href="#">Connecting Activities</a> is a statewide network in Massachusetts connecting employers and schools to support WBL and career development education activities for students. It enables staff to recruit employers, prepare and place students in WBL opportunities, and structure those experiences through the MA WBL plan. CA also maintains the <a href="#">Career Ready Database</a> , which is used by a variety of programs across the state and includes summer job programs, transition programs, internship programs, and co-op opportunities.

# Detail: Massachusetts

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		The <a href="#">Work-based Learning Plan</a> (WBLP) that employers must complete provides some structure for what WBL opportunities and internships should look like. The <a href="#">career development guide</a> includes some tips for employers and industry partners and examples of quality experiences. There do not appear to be consistent quality expectations in place for employers, or a process to hold them accountable, however.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The <a href="#">career development guide</a> includes some tips for teachers and program coordinators, as well as some best practices for program design. The <a href="#">model internship program guide</a> provides some program structures to help teachers and coordinators develop these programs; however, there do not appear to be broader quality standards for other WBL opportunities, nor does there appear to be a process in place to hold programs accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Each CA region submits a <a href="#">quarterly report</a> that includes data about work-based learning placements and participation numbers and descriptions of career development activities. In addition, DESE collects data from the districts and two-year colleges offering <a href="#">CTE programs</a> . The state's most recent CA <a href="#">annual report</a> provides a "skill gain analysis," suggesting that it captures data about student outcomes at the state level, as well.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Massachusetts only appears to disaggregate its <a href="#">CTE program data</a> by sex, race, and income status.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Massachusetts does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: Michigan

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Michigan Department of Education implements WBL through both [state-approved CTE programming](#) and [general education courses](#). The department has developed implementation guides for both types of WBL, as well as a host of resources for districts including sample forms, safety information, and guidance on applicable labor laws. State-approved CTE programs are required to provide students with an annual WBL experience (which may include field trips or job shadowing), and all districts are encouraged to provide WBL programs through their general education programming. There are no state-level eligibility restrictions for students to participate in WBL.

The Michigan Works! Association is a membership organization consisting of public and private sector leaders that serve as a unified workforce development system through the state's 16 workforce development regions. Through Michigan Works!, the state established [Apprenticeship Success Coordinators](#) in each workforce development region. These coordinators work with companies to develop apprenticeship programs and with career seekers looking to enroll in an apprenticeship program. [Apprenticeship programs](#) are open to all Michigan residents aged 16 and over. Financial incentives through the [State Apprenticeship Expansion grants](#) reimburse a portion of costs for employers that co-enroll high school students as registered apprentices.

In addition, the [Summer Young Professionals Program](#) provides at-risk youth, ages 14-24, with access to career awareness, preparation, and exploration activities, as well as onsite and virtual work experiences.

# Detail: Michigan

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Michigan Department of Education has a definition of WBL and a <a href="#">defined set</a> of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	The Michigan <a href="#">Career Development Model</a> outlines WBL opportunities that must be made available to all high school students. Michigan high school students <a href="#">can earn credit</a> toward graduation, but students are <a href="#">not required</a> to participate in a WBL experience in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	<a href="#">State-approved CTE programs</a> are required to provide students with an annual WBL experience. All school districts have the option of providing general education WBL as defined in the <a href="#">Michigan Pupil Accounting Manual</a> . There are no state-imposed eligibility requirements for participation in WBL.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	Michigan's <a href="#">WBL manuals</a> provide some general guidance and information related to serving students with disabilities. Beyond that, Michigan's WBL programs do not appear to include explicit supports for high-need students.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Michigan's <a href="#">WBL website</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers.

# Detail: Michigan

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Michigan's <a href="#">State Apprenticeship Expansion grants</a> program reimburses a portion of costs for employers that co-enroll high school students as registered apprentices.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Michigan did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		The state has dedicated approximately \$2 million to support the <a href="#">Summer Young Professionals program</a> .
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		To expand registered apprenticeship opportunities for all citizens, Michigan established <a href="#">Apprenticeship Success Coordinators</a> (ASCs) in each of Michigan's 16 workforce development regions. ASCs develop and implement strategies to support the expansion of registered apprenticeships. ASCs conduct outreach, work with employers and educators to start new apprenticeship programs, and expand and diversify participation apprenticeships. The <a href="#">Michigan Works! One-Stop system</a> , also known as American Job Centers, facilitates WBL opportunities for young adults enrolled in the WIOA Youth program. And Michigan has 16 <a href="#">Career &amp; Educational Advisory Councils</a> (CEACs) to facilitate relationship-building among schools, employers, and other stakeholders.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		<a href="#">The Michigan Career Placement Association</a> (MCPA) is a professional organization whose goal is to provide direction, placement, and leadership services to all personnel who assist in the placement of all students into work-based learning experiences. And the <a href="#">Michigan Career and Education Pathfinder</a> uses current labor market information, longitudinal wage data, and other institutional data and metrics to match skills to career paths and jobs. Students, parents, teachers, and counselors can use Pathfinder as a resource to access real-time, value-added information about education and career opportunities.



# Detail: Michigan

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		The Michigan Department of Education requires schools to implement WBL <a href="#">training agreements</a> and <a href="#">training plans</a> . <a href="#">These documents must include</a> a list of employer responsibilities and assurances related to safety, nondiscrimination, and compliance with applicable laws. The WBL coordinator and employer must develop a regular <a href="#">visitation plan</a> during which the WBL coordinator will check on the student's progress and evaluate the site, in terms of health and safety. There does not appear to be a mechanism for evaluating employer placements beyond health and safety or holding them accountable to quality expectations.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The Michigan Department of Education requires schools to implement WBL <a href="#">training agreements</a> and <a href="#">training plans</a> . <a href="#">These documents must include</a> a list of school and student responsibilities and a list of performance elements that the student is working toward. WBL experiences operated by CTE programs are monitored through the Office of Career and Technical Education's <a href="#">compliance review process</a> , which monitors and provides technical assistance to CTE programs. There does not appear to be a review process for general education WBL opportunities.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Michigan uses the <a href="#">Career and Technical Education Information System</a> (CTEIS) for districts to report student-level WBL data in state-approved CTE programs. And the Michigan Works! system tracks WBL opportunities and outcomes for students participating in WIOA-funded programs. There does not appear to be a data collection process for general education WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Michigan has recently <a href="#">redesigned</a> its data collection methodology and school districts will begin reporting disaggregated data for state-approved CTE WBL programs for the 2020-21 school year. Michigan Works! reports disaggregated data for WIOA-funded programs. It is not clear whether the state will collect (or disaggregate) data for general education WBL.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Michigan is in the process of developing a process to analyze and report disaggregated data for its state-approved CTE WBL programs that will enable it to use those data to inform its CTE compliance review process. It does not appear that this process will include WBL data or programming operated through general education courses, however.



# Summary: Minnesota

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Green
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Red
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

The Minnesota Department of Education (MDE) recognizes six different [work experience programs](#). Four of these programs are targeted at socioeconomically disadvantaged students and students with disabilities. The fifth work experience program is called work-based learning, and typically includes on-the-job training or internships. The sixth work experience program enables 11th- and 12th-grade students to access paid youth apprenticeships through CTE programming. Beyond the grade level requirement for youth apprenticeships, there are no obvious eligibility restrictions for the WBL program. However, districts must apply to MDE in order to operate one or more of these programs.

State law requires all students to have a [Personal Learning Plan](#) beginning in ninth grade, which should include academic scheduling, career exploration, 21st-century skills, community partnerships, college access, all forms of postsecondary training, and experiential learning opportunities.

# Detail: Minnesota

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The Minnesota Department of Education <a href="#">has a definition</a> of experiential and work-based learning and <a href="#">definitions</a> of different types of opportunities available to students.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Minnesota high school students may <a href="#">earn credit for participation in WBL</a> ; however, students are <a href="#">not required to take WBL for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	Minnesota state law requires all students to have a <a href="#">personalized learning plan</a> that includes experiential learning opportunities, and <a href="#">all students ages 14 through 21</a> can participate in WBL opportunities to fulfill that requirement.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Green	The Minnesota Department of Education's <a href="#">WBL reference guide</a> provides for six types of work experience programs, four of which are explicitly tailored to “disadvantaged” and “handicapped” students.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Yellow	Minnesota's <a href="#">WBL reference guide</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers.

# Detail: Minnesota

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Minnesota does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Minnesota selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Minnesota does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		Minnesota does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Minnesota does not appear to have a system in place to communicate among stakeholders about WBL opportunities.

# Detail: Minnesota

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Minnesota's <a href="#">WBL reference guide</a> provides some high-level guidance related to responsibilities for the employer and worksite supervisor, but does not outline quality expectations for students' experiences or processes to hold employers accountable for quality.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Minnesota's <a href="#">WBL reference guide</a> outlines the components of a WBL program (e.g., forming a WBL advisory committee, creating individual training plans) and notes some responsibilities of the WBL coordinator, but does not outline quality expectations for WBL programs. The Department of Education's <a href="#">rubric for assessing CTE programs</a> includes a review of WBL programs, including assessing the extent to which the WBL program is viewed as providing capstone experiences in career preparation and is able to demonstrate that student learning has transferred to real-world settings and that longstanding relationships exist among WBL partners.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The <a href="#">Minnesota Career Information System</a> (MCIS) is a comprehensive, web-based system that guides students through the career development process in order to create plans for postsecondary education and careers. Each student creates a portfolio to help keep track of their schools, occupations, assessments results, and scholarships, as well as their Personal Learning Plan (PLP). In addition, the state's <a href="#">CTE data collection</a> includes participation in WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Minnesota's <a href="#">CTE data</a> can be disaggregated by student demographics.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Minnesota does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: Mississippi

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Green
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Yellow

The Mississippi Department of Education (MDE) has a clear definition of WBL and a defined set of WBL experiences that students have access to. MDE's [WBL guide](#) includes 13 program quality standards developed by the MDE Office of CTE and Workforce Development to support districts in implementing the WBL course.

Students access WBL through a credit-bearing WBL course. The [MDE Office of CTE and Workforce Development](#) recently revised this course to increase the number of students who have access to it. Although it is offered through CTE programming, students do not have to be enrolled in a CTE program to take the WBL course. Students who enroll in this course during 11th or 12th grade can substitute one WBL credit for the college and career readiness credit that is required for graduation. Districts offering WBL programs must have in place active local advisory councils that include representatives from the community who represent local workforce needs.

In addition, in 2020 the Mississippi Legislature passed the [Mississippi Learn to Earn Act](#), which allows local school boards to develop an Extended Learning Opportunity for students in grades 9-12 that includes access to credit-bearing apprenticeship, internship, or pre-apprenticeship opportunities.

# Detail: Mississippi

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The Mississippi Department of Education's <a href="#">WBL guide</a> includes a definition of WBL and a defined set of experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Mississippi students are required to complete one credit of college and career readiness coursework in order to graduate. A <a href="#">WBL experience can be substituted for this credit</a> , counting toward graduation. Students seeking a <a href="#">CTE endorsement</a> on their high school diploma must complete a dual credit course or WBL experience or earn a national credential. WBL is <a href="#">not otherwise required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	All Mississippi students <a href="#">16 and older are eligible</a> for WBL courses.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Yellow	Standard 11 of the <a href="#">Mississippi WBL program quality standards</a> states: "The WBL program supports students with disabilities by providing a specific training plan to meet their individual needs." However, state policy does not address access to WBL for other groups of underserved students.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Green	Mississippi's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. WBL coordinators also have access to fact sheets on child labor laws and youth apprenticeships. In addition, in 2020 the Mississippi Legislature passed <a href="#">HB 1336</a> , known as the Mississippi Learn to Earn Act, which allows local school boards to develop an Extended Learning Opportunity for students in grades 9-12 that includes access to credit-bearing apprenticeship, internship, or pre-apprenticeship opportunities.

# Detail: Mississippi

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Mississippi does not provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Mississippi did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Mississippi does not have a dedicated source of state funding for WBL opportunities. The <a href="#">WBL manual</a> indicates that districts may receive funding from the MDE Office of CTE and Workforce Development if they are available, but advises districts to include WBL costs in their budgets. However, the Mississippi Department of Education is in the process of developing a funding source for WBL and apprenticeship opportunities in conjunction with the creation of the <a href="#">Mississippi Learn to Earn</a> legislation.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		While Mississippi does not have a statewide system/infrastructure in place, the state <a href="#">requires all WBL programs to have cross-sector local advisory councils</a> to help facilitate WBL. These councils must include representatives from the community involved in workforce development or who understand the needs of the local workforce, such as representatives from business/industry, economic development, community colleges, and local government. In addition, the <a href="#">Mississippi Learn to Earn legislation</a> outlines parameters for partnerships to support the development of extended learning opportunities.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Mississippi <a href="#">WBL coordinators</a> are responsible for coordination of classroom instruction and worksite learning experiences for students enrolled in work-based learning. There is no unified, statewide approach to communicating among stakeholders about WBL opportunities. In addition, the <a href="#">Mississippi Learn to Earn</a> legislation included a partnership among the Mississippi Community College Board, the Mississippi Department of Employment Security, and the US Department of Labor to communicate about and facilitate WBL opportunities and apprenticeships.



# Detail: Mississippi

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Developed	Mississippi has <a href="#">developed</a> a clear set of program quality standards and outlined expectations for employers. Each WBL placement is governed by a training plan that further cements roles and responsibilities for stakeholders. However, there are no obvious mechanisms for holding employers accountable to meeting them.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Developed	Mississippi has <a href="#">developed</a> a clear set of program quality standards. However, there are no obvious mechanisms for holding programs accountable to the standards.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Process in place	Mississippi has a <a href="#">process in place</a> to capture student participation in WBL courses and their outcomes at the district level.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Process in place	Local WBL coordinators use a data collection tool to report program data to the Mississippi Department of Education WBL supervisor. This data can be disaggregated by student demographics and WBL experiences. The department is currently working on obtaining a cloud-based tool for collecting data as well as managing business partnerships and tracking student/employer engagement.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Developed	WBL programs are included in the Mississippi <a href="#">Office of Career and Technical Education's</a> program audits.

# Summary: Missouri

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Yellow
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Red
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

Missouri has a number of WBL-focused activities in place. Back in 2012, the [Missouri Department of Elementary and Secondary Education](#) (MDESE) partnered with the Harvard Graduate School of Education, Jobs for the Future, and business and community leaders on a national education initiative called the Pathways to Prosperity Network. In 2017 Missouri transitioned out of the network but kept the work going through [MDESE's Career Pathways](#) team. This team serves as an intermediary to support partner districts and schools to implement WBL. Currently, with the exception of a few work-study programs, WBL is exclusively offered through CTE programming. All students can enroll in CTE courses, however. Students pursuing a CTE certificate are required to [complete at least 50 hours of WBL](#), and all students are eligible to complete a CTE certificate.

In 2019, the state's [registered apprenticeship program](#) recognized its [first cohort of youth apprentices](#). Youth apprenticeships are one way students can meet the CTE certificate requirements related to WBL. The state defines a [list of other WBL experiences](#) that students can use to fulfill requirements for a CTE certificate; however, it is not clear from existing documentation how those WBL experiences are implemented in schools or districts or how students might access them.

In addition, the state Department of Economic Development runs the [Youth Opportunity Program](#), which provides tax credits to businesses and organizations (e.g., schools, nonprofits, faith-based organizations, local governments) that administer positive youth development or crime prevention projects. The list of eligible projects is broad, but some WBL opportunities are included, such as internships, apprenticeships, and mentorships.

# Detail: Missouri

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Yellow	Missouri does not appear to have a formal definition of WBL; however, DESE has developed <a href="#">definitions</a> of different WBL experiences that count toward a CTE certificate.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Missouri <a href="#">requires WBL for students seeking a CTE certificate</a> (and all students may choose to seek a CTE certificate). However, WBL is <a href="#">not required</a> for graduation more broadly.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	All Missouri high school students are <a href="#">eligible to pursue a CTE certificate</a> , which includes a required WBL component. High school students 16 and over are <a href="#">eligible for registered youth apprenticeships</a> .
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Missouri does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Red	Missouri does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers and does not appear to have taken active steps to address known barriers.

# Detail: Missouri

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Through the <a href="#">Missouri Department of Economic Development's Youth Opportunity Program</a> , organizations administering approved positive youth development or crime prevention projects are allocated tax credits. Approved organizations secure contributions from their community, and the contributor receives tax credits for those contributions. There are 50% tax credits for monetary contributions and wages paid to youth in an approved internship, apprenticeship, or employment project, and 30% tax credits for property or equipment contributions used specifically for the project. The Youth Opportunity Program is a separate program from the WBL opportunities provided in high schools. In addition, this program has been put on hold due to budget constraints resulting from COVID-19.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Missouri did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Missouri does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		<a href="#">MDESE's Career Pathways Network team</a> serves as an intermediary to Missouri districts and schools by, among other things, assisting the district/school in partnering with business, nonprofit, and public employers to provide WBL experiences for students, teachers, and counselors. This team also assists districts and schools to develop a Career Pathway Network for each pathway that includes core courses, CTE courses, and personal plans of students that include WBL opportunities as well as business, industry, and postsecondary partnerships.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		In 2019, Missouri's governor signed an <a href="#">executive order</a> creating the Office of Work-based Learning in the state's <a href="#">Department of Higher Education and Workforce Development</a> to help facilitate communication about apprenticeships. In fall 2020, Missouri officials <a href="#">announced the launch</a> of a statewide apprenticeship matching service. <a href="#">Missouri Apprentice Connect</a> helps match apprentices with employers across the state.

# Detail: Missouri

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Missouri does not appear to have a quality framework for employers or a process for holding them accountable for providing high-quality WBL experiences.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Missouri does not appear to have a quality framework for WBL programs or a process in place to hold WBL programs accountable for providing high-quality WBL programming.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Missouri's <a href="#">CTE data collection process</a> captures WBL participation data for students pursuing a CTE certificate.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Missouri is able to disaggregate WBL participation data for students pursuing a CTE certificate.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Missouri does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: Montana

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Red
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Montana Office of Public Instruction defines a set of WBL experiences at each grade level in its [WBL manual](#). Montana implements WBL primarily through [CTE programming](#), although students may have opportunities to access WBL through other courses as well, such as general education science, art, or music courses.

CTE courses are found in middle schools, high schools, and career centers. All [CTE pathways offer “workplace experience” classes](#), which include co-ops, internships, school-based enterprises, supported employment, industry-recognized credentials, or registered apprenticeships. All students are [required](#) to earn at least one unit of study in CTE to graduate from high school. The state recently [passed legislation](#) to expand and improve district CTE programs through an annual competition worth \$750,000.

Individuals 16+ may be eligible for apprenticeships, although in Montana, apprentices are [generally between](#) the ages of 25 and 44. A public-private partnership called Reach Higher Montana is scaling up the [Montana Youth Apprenticeship Partnership \(MYAP\)](#). MYAP is a three-year program that matches high school juniors and seniors with employers. The MYAP program currently operates only in two cities, Billings and Helena, but expansion plans are underway.

# Detail: Montana

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	Montana <a href="#">has adopted</a> the federal Perkins Act's definition of WBL and has defined a set of WBL experiences for high school students.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Students <a href="#">can earn credit</a> for WBL opportunities taken through CTE courses. <a href="#">All students are required</a> to take at least one CTE course to graduate; however, WBL is not required.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	There are <a href="#">no state-level restrictions</a> on who can enroll in WBL courses. WBL is primarily offered through CTE courses, and all students <a href="#">must take at least one CTE course to graduate</a> .
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Montana does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Green	Montana's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. In addition, in 2018, then-Governor Steve Bullock <a href="#">issued an executive order</a> to create the <a href="#">Future Ready Montana Cabinet</a> , which works to coordinate education and workforce initiatives, including WBL. In 2019, the Legislature passed <a href="#">HB 732</a> , which allows for employers with certified WBL programs to apply for a subsidy on their workers' compensation premium.



# Detail: Montana

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	The <a href="#">Apprenticeship Tax Credit</a> allows Montana employers to apply for a tax credit of \$750 for every new position hired where the worker is offered on-the-job training through the <a href="#">Montana Registered Apprenticeship Unit</a> . Apprentices must be 16+. Employers with certified WBL programs can also <a href="#">apply for a subsidy</a> on their workers' compensation premium.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Montana selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	Recent legislation ( <a href="#">HB 0387 of 2019</a> ) created annual funding for Montana districts to expand their career pathways programs, which could include WBL. In early 2020, the state <a href="#">launched the first competition</a> of \$750,000 to fund district efforts. While these grant funds are an important source of support, they are not a consistent source of funding for WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	A public-private partnership called <a href="#">Reach Higher Montana</a> runs the <a href="#">Montana Youth Apprenticeship Partnership</a> (MYAP), a three-year program that matches high school juniors and seniors with employers. Employers pay MYAP a small fee to screen applicants, cover all of the students' training costs, and pay them at least minimum wage. In addition to being paid during their program, students earn college credits along the way. The MYAP program currently operates only in Billings and Helena, but expansion plans are underway.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Red	Montana does not appear to have systems in place to communicate among stakeholders about WBL opportunities.

# Detail: Montana

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Montana's <a href="#">WBL manual</a> provides a short evaluation rubric for students to fill out about their employer, but it's not required and the results do not appear to be collected systematically or used for employer evaluation or accountability.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Montana does not appear to have set quality expectations for WBL programs and does not have a mechanism to hold them accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Montana collects data on WBL participation and outcomes for <a href="#">students who participate in WBL through CTE programs</a> . The state does not collect data on WBL opportunities outside of CTE.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Montana does not appear to have a process to disaggregate WBL data. However, the state implemented a new data collection process beginning with the 2020-21 school year, which should enable greater disaggregation of data moving forward.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Montana does not appear to have a process in place to use disaggregated data for WBL program improvement.

# Summary: Nebraska

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

Nebraska's [Workplace Experiences Continuum](#) is an initiative of the Nebraska Department of Education (NDE) in cooperation with the Departments of Labor and Economic Development to provide students with experiences in business and industry that deliver learning opportunities outside the traditional classroom and campus. [Phase 3](#) of the continuum is work-based learning, which includes registered apprenticeships, internships, co-ops, and school-based enterprises. All students 16+ are eligible for these WBL experiences, and schools can choose to implement WBL through CTE courses and/or through separately coded WBL courses that are not related to CTE.

NDE created a [workplace experiences implementation guide](#) that outlines expectations for school-based WBL coordinators and includes information on relevant laws and policies (e.g., insurance, liability, etc.), as well as a set of career readiness standards and corresponding [evaluation rubrics](#) to track student progress.

# Detail: Nebraska

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	In its <a href="#">workplace experiences continuum implementation guide</a> , the Nebraska Department of Education has included a definition of WBL and a defined set of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Nebraska high school students can earn <a href="#">course credit</a> for WBL experiences, but WBL is <a href="#">not required</a> for graduation.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	Nebraska's state <a href="#">guidance</a> indicates that WBL is for all students ages 16 and over. While school-based WBL coordinators are responsible for determining a youth's eligibility for a WBL experience, there are no state-level eligibility requirements that restrict students from participating in WBL.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	Nebraska provides some guidance in the WBL manual related to serving students with disabilities. <a href="#">Nebraska VR</a> provides pre-employment transition services and summer programs to students with disabilities, which may include WBL. Beyond that, the state's WBL programs do not appear to include explicit services to support high-need students in accessing opportunities.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Nebraska's <a href="#">workplace experiences implementation guide</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers.

# Detail: Nebraska

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Nebraska does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Nebraska selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Nebraska does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Nebraska does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Nebraska's <a href="#">workplace experiences implementation guide</a> recommends that districts have a WBL coordinator who is tasked with communicating among schools, students, employers, and other stakeholders. There is no unified, statewide approach to communicating among stakeholders about WBL opportunities.

# Detail: Nebraska

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Nebraska has created a list of <a href="#">employer and worksite supervisor responsibilities</a> (e.g., follow federal and state labor laws) as well as guidance for engaging the student. The state also has a <a href="#">checklist for WBL coordinators</a> to evaluate potential employers, but they do not define quality expectations or have mechanisms in place to hold them accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Nebraska has created a list of " <a href="#">common aspects of quality workplace experiences</a> ." These are meant to guide the development of workplace experiences along the continuum, and are not specific to WBL. In addition, the state has developed a set of <a href="#">career readiness standards and corresponding rubrics</a> to track student progress against those standards. There does not seem to be a mechanism to hold programs accountable against either the aspects of quality workplace experiences or for student learning.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Each CTE course that includes a WBL component has its own <a href="#">course code</a> . WBL experiences that occur outside of CTE courses also have their own course codes. The Nebraska Department of Education uses these course codes to track student participation in WBL and their outcomes. However, the state lacks clear standards for using these course codes, suggesting that current data practices do not fully capture all data on WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Nebraska's <a href="#">course code data collection process</a> allows data to be disaggregated by demographics but not experience type.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Nebraska does not include student data in the " <a href="#">common aspects of quality workplace experiences</a> " described above, and it does not appear that there are processes in place to use data for WBL program improvement.

# Summary: Nevada

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Green
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Red

The [Governor’s Office of Workforce Innovation](#) (OWINN) has articulated a goal of “55 by 25,” meaning that by the year 2025, Nevada will engage at least 55,000 young adults 16-29 who are not engaged in a four-year postsecondary degree program to complete some form of work-based learning. OWINN is also working to scale youth apprenticeships for students ages 16-24.

OWINN supported the development of [LifeWorksNV.org](#), a work-based learning hub for students and young adults to enable them to find information about WBL opportunities (primarily internships and apprenticeships). In addition, the nonprofit [JOIN Inc.](#) serves as a WBL intermediary for business, K-12, higher ed, nonprofit organizations, and government agencies in 13 counties in northern Nevada.

The Nevada Department of Education has developed a [WBL implementation guide](#) for districts. Districts interested in operating a WBL program must apply to the state. The application process requires the district to identify a WBL coordinator to be responsible for identifying and coordinating placements and define elements of the program such as student eligibility. The state collects and [reports](#) data on WBL participation.



# Detail: Nevada

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The Department of Education's <a href="#">WBL guide</a> includes a definition of WBL and a defined set of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	WBL experiences <a href="#">count</a> toward elective credits for graduation, but WBL is <a href="#">not required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	School districts and charter schools must have their local board of trustees or governing body approve an application to have a work-based learning program. A district's application must detail student qualifications for participation, suggesting that eligibility varies by district. The state's <a href="#">WBL guide</a> does, however, note that a district's student qualifications must "allow for a majority of students to be eligible."
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Nevada does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Yellow	Nevada's <a href="#">WBL guide</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers.

# Detail: Nevada

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	Nevada state law <a href="#">exempts from taxation</a> all qualified real and personal property of a registered apprenticeship program. While apprentices must be at least 18 years old and have a high school diploma or equivalent, the law does not mention youth apprenticeship programs, either to include or exclude them.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	Nevada did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	The Department of Education has previously provided some <a href="#">grants</a> to support entities in connecting employers to school programs to offer work-based learning experiences. The most recent grant cycle application window closed on Aug. 30, 2019, and the grant period ended in December 2019. The state does not appear to have any current sources of funding for WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	While there are no statewide systems to facilitate WBL in Nevada, nonprofit intermediary organization <a href="#">JOIN Inc.</a> is helping a group of Nevada businesses, K-12 schools, higher education institutions, nonprofit organizations, and government agencies to create a regional WBL model in 13 counties in northern Nevada.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Green	Nevada districts applying to offer WBL programs <a href="#">must designate a WBL coordinator</a> who is tasked with facilitating WBL experiences and communicating among stakeholders. In addition, the Governor's Office of Workforce Innovation launched <a href="#">LifeWorksNV.org</a> , a work-based learning hub for in- and out-of-school youth and young adults statewide. Users can find internships, apprenticeships, on-the-job training and CTE programs, as well as learn about in-demand occupations and skills.

# Detail: Nevada

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Nevada's <a href="#">WBL guide</a> indicates that it expects districts to develop a process for evaluating employer hosts and offers some guidance for doing so, including suggested host orientation items, responsibilities, and relevant laws. There does not appear to be a process to hold employers accountable to the responsibilities outlined in the guide, however.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Districts must apply to the state to operate a WBL program. The application process requires the district to identify a WBL coordinator to be responsible for identifying and coordinating placements and define elements of the program such as student eligibility. In addition, Nevada's <a href="#">WBL guide</a> includes a list of district and WBL coordinator responsibilities as well as some suggested approaches to program design. In addition, Nevada uses the <a href="#">CTE Quality Program Standards</a> to evaluate CTE programs, which includes a standard to assess the degree to which students have access to WBL.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The Department of Education <a href="#">requires</a> districts and charter schools with WBL programs to annually report: (1) The number of students who earned course credit for work-based learning; (2) The number of students who participated in work-based learning that was not for credit (e.g., job shadowing, internships outside of a work-based learning course or less than the number of hours required to earn credit, school-based enterprises, etc.); and (3) A list of participating businesses, agencies, and organizations. In addition, <a href="#">state law</a> requires districts to report WBL data to the State Board of Education.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Nevada <a href="#">state law</a> requires districts to report the fields, trades, or occupations in which WBL experiences are offered as well as demographic data on participants. The Department of Education regularly publishes a <a href="#">report</a> on WBL and industry-recognized credential earners.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Nevada does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: New Hampshire

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Yellow
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Green
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Red
	Use of data to drive quality	Red

New Hampshire is undertaking a project facilitated by REL Northeast to develop a common, statewide definition of work-based learning. Currently, agencies and organizations are using different, and at times conflicting, definitions. The Department of Education, for example, offers students both [work-based learning](#) and [extended learning opportunities](#) (ELOs). Work-based learning is a core component of programming in the state's system of [regional CTE centers](#). Work-based learning is also one type of ELO that students can access through general education programming (other types of ELOs include independent study, private instruction, community service, or online courses). Districts are [required](#) to offer ELOs to students (not necessarily WBL, however) and can access information and support related to ELOs from the [ELO Network](#), which is a collaborative of ELO coordinators, administrators, teachers, and other educators working to advance the implementation of ELOs statewide.

New Hampshire's [work-based learning programming](#) is overseen by the NH Department of Education and Community College System of NH. There's limited information on the state's work-based learning [website](#), however, about the extent to which WBL is implemented in districts, what opportunities are available, or how students access WBL opportunities. This website has some case studies of students' WBL experiences. All reference apprenticeships, which, under the state's current structure, students can access at age 16 as long as they have a high school diploma or GED. The state is also in the very [early stages of developing a youth apprenticeship program](#).

In 2019 the state Legislature passed [SB 276](#), which requires districts, beginning in fall 2020, to assess the career interests of incoming freshmen, document school pathways to career readiness, and support students on a pathway to achieving a career-ready credential upon graduation, including through work-based learning experiences.

# Detail: New Hampshire

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Yellow	There are currently multiple definitions of WBL being used by various agencies and organizations in New Hampshire, including the <a href="#">Department of Education</a> , the <a href="#">Department of Labor</a> , and <a href="#">Next Steps New Hampshire</a> . There is also some overlap in how the Department of Education defines both <a href="#">work-based learning</a> and <a href="#">extended learning opportunities</a> , with both including activities such as internships. The state is currently undertaking a project facilitated by REL Northeast to develop a more robust, statewide definition.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	New Hampshire allows ELOs, including WBL, to <a href="#">count for credit toward graduation</a> . However, students are <a href="#">not required</a> to participate in WBL in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	While New Hampshire's <a href="#">ELOs must be available to all students</a> , it's not clear whether WBL opportunities must be as well. However, there are no state-level eligibility requirements that would restrict access. Youth 16+ are eligible for <a href="#">registered apprenticeships</a> ; however, they must have a HS diploma or GED. The state is in the <a href="#">process of developing a youth apprenticeship program</a> for students still in high school.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	New Hampshire provides some <a href="#">limited guidance</a> for the families of students with disabilities, directing them to their school's ELO coordinator. Beyond that, the state does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Yellow	New Hampshire does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers. However, in 2019 the Legislature passed legislation <a href="#">creating a tax credit</a> to incentivize businesses to engage in apprenticeships and other WBL opportunities and a second law <a href="#">creating a career-readiness pathway</a> that includes WBL.

# Detail: New Hampshire

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Green	In 2019 the NH Legislature passed <a href="#">SB 270</a> , which establishes a tax credit against business profits tax for donations to CTE centers. Under the law, school districts can accept donations from businesses of up to 50% of the cost of apprenticeship and training programs offered by the regional CTE center or up to 50% of the salary paid to interns, apprentices, and trainees enrolled in CTE center programs. The Department of Education can administer tax credits to businesses for these donations of up to \$500,000 (aggregate for the fiscal year).
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	New Hampshire selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	New Hampshire's work to expand ELOs has been largely grant-funded. The initial ELO pilots were funded through a <a href="#">grant from Nellie Mae</a> , and ongoing development of ELOs is <a href="#">funded in part by a grant from the National Governors Association</a> . Beyond these time-bound grants, there does not appear to be a consistent source of funding for WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	New Hampshire does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	The <a href="#">workbasedlearningnh.org</a> site pulls together information about WBL. It includes a page with links to ELOs, internships, apprenticeships, and CTE centers and job training opportunities. While the aggregation of resources is helpful, the site itself is largely informational and does not support direct communication among stakeholders.



# Detail: New Hampshire

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Red	New Hampshire does not appear to provide a definition of quality employer experiences, or have a mechanism to hold employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Yellow	New Hampshire's ELO Network has a <a href="#">framework for evaluating program quality</a> that includes six critical components. However, this appears to be more of a guidance document; it is not clear that it is enforceable or that programs are evaluated against it. In addition, in 2018 the Department of Education funded a <a href="#">grant</a> to educators to implement a toolkit for high-quality WBL ELOs for students, including templates and rubrics. It's not clear from information on the department's website whether these materials have been completed.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	Beginning in September 2020, all school districts are required by <a href="#">state law</a> to report annually the number of students participating in ELOs and WBL experiences.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Red	The new data collection requirements only recently went into effect; it is not yet clear whether the state will disaggregate WBL data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	The new data collection requirements only recently went into effect; it is not yet clear whether the state will use disaggregated data to inform WBL program improvement.



# Summary: New Jersey

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Green
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Red
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The New Jersey Department of Education offers students work-based learning opportunities, called [structured learning experiences](#) (SLEs), that provide students with in-depth career exploration. SLEs include apprenticeships, internships, co-op programs, and more.

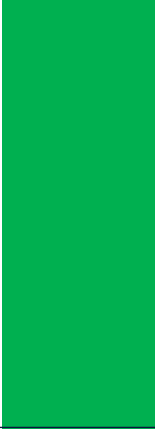


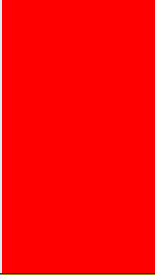
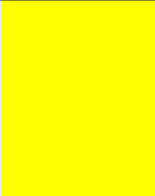
All students [must take five credits](#) of 21st-century life and careers courses or CTE courses to graduate from high school, and SLEs are one option for fulfilling that requirement. Full-time students in some [countywide vocational education districts](#) are required to complete SLEs for graduation.

Strengthening and expanding work-based learning is a core component of New Jersey's [Perkins V state plan](#). As the state implements its plan, the Department of Education will transition the SLE terminology to the more widely used "work-based learning" terminology. In addition, the department is focusing on improving its data collection procedures. Work-based learning will soon be a performance indicator for CTE programs, meaning that districts will be required to provide more data on work-based learning, including student participation, level of rigor of the experiences, and information on which career clusters the experiences fall into and which employers are involved. In addition, through a collaborative effort between the state Departments of Education and Labor, the US Department of Labor, and the [Heldrich Center at Rutgers University](#), registered apprenticeships will also soon be a [component](#) of school districts' performance reports to highlight those opportunities as recognized pathways for students.

# Detail: New Jersey

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	New Jersey has a definition of WBL ( <a href="#">called structured learning experiences or SLEs</a> ), and several types of SLEs outlined in <a href="#">legislation</a> (e.g., apprenticeship, internship, co-op).
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow; color: black;">B</span>	All students are required to take five credits of 21st Century Life and Careers content <a href="#">in order to graduate</a> , and SLEs are one of several options to fulfill those credits. However, students are not required to take an SLE to graduate (with the exception of full-time students in some county-level vocational school districts, for whom SLEs are a <a href="#">graduation requirement</a> ).
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	New Jersey does not impose any state-level restrictions on student eligibility for SLEs, and <a href="#">state law requires</a> that they are open to all students 16+.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	New Jersey does not appear to have policies or programs in place to help underserved student groups access WBL.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;">A</span>	One of the major barriers to SLEs within New Jersey is ensuring students are participating in a safe working environment. The <a href="#">New Jersey Safe Schools Project</a> is a collaboration between the NJ Department of Education and Rutgers University created to mitigate liability concerns for schools and employers as well as improve the workplace conditions of students participating in SLEs. This project has resulted in training sessions for educators and an alliance among OSHA, the Division of Wage and Hour Compliance, NJDOL, USDOL, NJDOE, and Rutgers, which meet four to six times per year to focus on student safety in SLE placements.

# Detail: New Jersey

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		New Jersey has several grant programs in place designed to incentivize employers to participate in apprenticeship programs and other WBL opportunities. The <a href="#">Growing Apprenticeship in Nontraditional Sectors (GAINS) grant</a> provides funding to expand USDOL-approved registered apprenticeship programs. The <a href="#">Pre-Apprenticeship in Career Education (PACE) grant</a> supports the development of pre-apprenticeship programs that have a documented partnership with a Registered Apprenticeship program sponsor. The <a href="#">Expanding Pre-Apprenticeship in a New Direction (ExPAND) grant</a> seeks to support LEAs to increase the number of high school students 16 and older participating in and completing pre-apprenticeship programs. The <a href="#">Career Accelerator Internship Program</a> provides participating employers with up to 50% of wages paid to new interns, up to \$3,000 per student.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		New Jersey selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		New Jersey does not have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		New Jersey does not have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Under <a href="#">state law</a> , SLE coordinating personnel are primarily responsible for communicating among stakeholders. There is no unified, statewide approach to communicating among stakeholders about WBL opportunities. In addition, <a href="#">New Jersey Career Connections</a> supports youth ages 16-24 in transitioning into careers, including hosting a list of apprenticeships through the <a href="#">Youth Transitions to Work</a> program.

# Detail: New Jersey

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		New Jersey does not currently have a quality framework for workplace partners or a mechanism for holding them accountable. However, a core component of the NJ Department of Education's <a href="#">Perkins V plan</a> is defining quality and communicating those standards and expectations to participating stakeholders. The NJ Department of Education is currently in the planning stages of this body of work, and in the coming years plans to have clear quality expectations.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		New Jersey does not currently have a quality framework for SLE programs operated by schools and districts, or a mechanism for holding them accountable. However, a core component of the NJ Department of Education's <a href="#">Perkins V plan</a> is defining quality and communicating those standards and expectations to participating stakeholders. The NJ Department of Education is currently in the planning stages of this body of work, and in the coming years plans to have clear quality expectations.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Under the state's <a href="#">Perkins V plan</a> , work-based learning will soon be a performance indicator for CTE programs. In addition, registered apprenticeships were recently reinstated as a <a href="#">component</a> of school districts' performance reports to highlight those opportunities as recognized pathways for students. The NJ Department of Education is currently in the planning stages of this body of work, and in the coming years plans to have a robust data collection process.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		As noted above, New Jersey is currently in the planning stages of developing a robust data collection process, which will include disaggregated data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		As noted above, New Jersey is currently in the planning stages of developing both quality expectations and a data collection process to enable it to use disaggregated data to inform continuous improvement.

# Summary: New Mexico

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Red
WBL funding	Financial incentives	Green
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

Work-based learning in New Mexico is implemented by both the Public Education Department (PED) and the Department of Workforce Solutions (DWS). PED is in the process of phasing in a series of new [high school graduation requirements](#). Beginning in eighth grade, each student must annually craft a “[next step plan](#)” that could include a college or university, the military, or an internship or apprenticeship program. By 2023, students must either pass state assessments or pursue a range of “qualifying criteria,” which may include earning acceptance into an apprenticeship program, earning an industry credential, or completing a paid internship for credit over the course of a semester. New Mexico PED also operates 14 dedicated [Early College High Schools](#) whose programming includes work-based learning experiences and that specifically target underrepresented student groups, and a [pre-apprenticeship program](#). In 2018 the New Mexico PED used its federal Perkins funding to run a one-time, \$700,000 [grant competition](#) with awards of up to \$50,000 for districts to create work-embedded learning experiences. DWS oversees [apprenticeship programs](#) for individuals 16 and older and runs a [website](#) dedicated to promoting student internships and matching students with potential employers.

State leaders are anticipating WBL being a focus of the 2021 legislative session, and have begun to identify priorities should the Legislature make a substantial appropriation to WBL programming. These priorities include expanding DWS’s internship portal, developing quality frameworks to support LEAs in implementing high-quality programming, and strengthening WBL data collecting by, in part, aligning processes between PED and DWS.

# Detail: New Mexico

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	New Mexico <a href="#">state law</a> provides a clear, inclusive definition of WBL that defines specific experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Beginning in eighth grade, each New Mexico student must craft a " <a href="#">next step plan</a> " that could include a college or university, the military, or an internship or apprenticeship. WBL <a href="#">may count for credit</a> toward the Career Cluster, Workplace Readiness, or Language other than English graduation requirement. However, WBL is not required for graduation.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	New Mexico does not have any restrictions in place regarding student eligibility for WBL experiences.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	New Mexico has 14 <a href="#">Early College High Schools</a> whose programming includes work-based learning experiences. These schools are specifically designed to serve underrepresented student groups, such as low-income youth, first-generation college-goers, English language learners, ethnically diverse students, and other young people underrepresented in higher education. Beyond that, the state does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: red; color: white;">C</span>	New Mexico does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers and has taken no active steps to address known barriers. However, WBL is expected to be a focus of the 2021 legislative session.



# Detail: New Mexico

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	<span style="background-color: green; color: white;">A</span>	New Mexico's <a href="#">Job Mentorship Tax Credit</a> provides a tax credit to businesses that hire students in a school-sanctioned, career-preparation education program. In addition, the <a href="#">Job Training Incentive Program</a> funds classroom and on-the-job training for newly created jobs. Eligible jobs can <a href="#">include internships</a> if the trainee is enrolled in a training or academic program that meets certain requirements.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	<span style="background-color: red; color: white;">B</span>	New Mexico did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	<span style="background-color: yellow;">C</span>	In 2018-19, the New Mexico Public Education Department launched the <a href="#">Work-Based Learning Initiative</a> grant, a three-year grant of \$700,000 funded out of the state's Perkins set-aside. The grant was awarded to nine LEAs, with funding set to expire in June 2021. However, the state is anticipating new legislative appropriations to support WBL in the upcoming legislative session that will support the development of a foundation for WBL initiatives statewide.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	<span style="background-color: yellow;">C</span>	New Mexico does not have a statewide system or organization in place to facilitate WBL; however, there are several organizations that operate in this capacity in local communities. <a href="#">Future Focused</a> , for example, operates the <a href="#">X3 internship program</a> , which connects Albuquerque high school students with local employers for paid internship opportunities. Albuquerque Public School District operates the <a href="#">Job Mentor Program</a> , which operates a paid summer internship program in conjunction with a classroom seminar course during the school year.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	<span style="background-color: yellow;">C</span>	The New Mexico Department of Workforce Solutions runs a <a href="#">website</a> dedicated to promoting student internships and matching in-school youth and adults with potential employers. It lets users filter by keywords, ZIP code, and job type. DWD has plans to update this website in the coming months to both make it more user-friendly and expand its content to include work-based learning opportunities beyond internships.



# Detail: New Mexico

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		New Mexico does not have a statewide framework for evaluating WBL experiences, or a means to hold employers accountable. However, in anticipation of forthcoming WBL legislation and appropriations during the 2021 legislative session, state leaders are in the early stages of planning for the development of a best practice model and framework to support LEAs in developing and implementing high-quality WBL.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		New Mexico does not have a statewide framework for evaluating WBL experience quality, or a means to hold programs accountable. As noted above, in anticipation of forthcoming WBL legislation and appropriations during the 2021 legislative session, state leaders are in the early stages of planning for the development of a best practice model and framework to support LEAs in developing and implementing high-quality WBL.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		All WBL courses have a unique <a href="#">course code</a> , allowing the New Mexico Public Education Department to collect data on student participation and outcomes. Separately, the Department of Workforce Solutions collects participation data for the internship and apprenticeship programs it oversees. There is not currently a system that brings these two sources of WBL data together, however. Combining these data to allow for a fuller state-level picture of WBL participation and outcomes will be an area of focus in the coming months.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		The data that PED captures through its course-code data collection process can be disaggregated by student demographics and experience type. DWD's data can also be disaggregated by experience type. As noted above, bringing together these two data systems to provide a fuller picture of WBL implementation is a current priority for state leaders.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		New Mexico does not yet have a statewide quality framework or a robust process for using data to improve WBL program quality. However, data will be an integral part of the frameworks the state plans to develop in the near future.

# Summary: New York

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Green
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Red
WBL quality	Experience quality	Yellow
	Program quality	Green
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

The New York State Education Department (NYSED) operates a number of WBL programs and has developed a [WBL manual](#) to support districts to implement them. There are [four types](#) of WBL programs that must be registered with the NYSED. Depending on the program, students must be either 14 or 16 years old. Students can earn credit for participation in these programs. In addition, the NYSED allows for [unregistered](#) WBL experiences, which include things like career-focused research projects and community service. These experiences are not credit-bearing on their own, but they may be embedded in a credit-bearing course. There is a separate program for high school seniors, called [New Visions](#). This program allows students to spend 3.5 hours per day in internships or other WBL experiences. Program curricula includes the integration of senior English and social studies, allowing participating students to meet graduation requirements.

WBL is not required for all students, but students pursuing a [Career Development and Occupational Studies \(CDOS\) Pathway](#) to graduation, one of several options within New York's [multiple pathways](#), must complete at least 216 hours of CTE coursework, of which 54 hours must be WBL. In addition, [New York State Pathways in Technology](#) (NYS P-TECH) is a public/private partnership that provides a structured pathway of learning for students in grades 9-14 in the fields of technology, manufacturing, health care, and finance. P-TECH includes workplace learning.

Finally, New York has a [registered apprenticeship program](#). Individuals can enroll at age 16 with parental approval (otherwise the minimum age is 18).

# Detail: New York

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The New York State Education Department has a <a href="#">definition</a> of WBL and a <a href="#">set of experiences</a> that are considered WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Students are not required to participate in WBL in order to <a href="#">graduate from high school</a> in New York, although <a href="#">registered WBL programs</a> can be used for elective credit toward graduation. However, students pursuing certain graduation pathways, such as a <a href="#">Career Development and Occupational Studies (CDOS) Pathway to a Regents or Local Diploma</a> , may be required to complete a minimum number of hours in WBL experiences.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	New York's <a href="#">WBL manual</a> outlines several different WBL programs. While certain programs are restricted to certain students (e.g., ages 14-15 only, or "at-risk" students), all New York students can access at least one WBL program. Additionally, any student may opt into the <a href="#">CDOS graduation pathway</a> .
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: green; color: white;">A</span>	New York has several programs or policies in place to support equity of access for underserved groups of students: <ul style="list-style-type: none"> <li>The <a href="#">Work Experience and Career Exploration Program</a> is designed for at-risk students ages 14 to 15</li> <li>The state emphasizes that <a href="#">community-based WBL programs</a> are particularly suited for students with disabilities and include explicit guidance and considerations</li> <li>The <a href="#">Summer Youth Employment Program (SYEP)</a> allocates funds to each district to provide summer employment for youth ages 14 to 20 that are Family Assistance recipients or eligible under 200% of federal poverty guidelines and meet the TANF eligibility requirements</li> </ul>
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	New York's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers.

# Detail: New York

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	<p><a href="#">New York's Empire State Apprenticeship Tax Credit</a> provides tax incentives to registered apprenticeship program sponsors. Individuals can become apprentices beginning at age 16, with parental approval.</p> <p>In addition, as part of the <a href="#">New York Youth Jobs Program</a>, businesses in one of 13 cities and towns are eligible for a maximum tax credit of \$3,750 if they hire disadvantaged youth in high school part-time. However, this looks like employment without a learning component.</p>
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	New York selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	New York does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	New York does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Red	New York does not appear to have systems in place to facilitate communication among stakeholders about WBL opportunities.

# Detail: New York

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Yellow	New York's <a href="#">WBL manual</a> includes some requirements and expectations for worksites participating in <a href="#">registered WBL experiences</a> , but there does not appear to be a process to hold employers accountable to quality expectations.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Green	New York has defined in its <a href="#">WBL manual</a> the quality expectations to which WBL programs are held accountable. Registered WBL programs must have: a certified teacher or guidance counselor to serve as WBL coordinator, an industry advisory committee, safety training prior to placement at a worksite, supervised on-the-job training, related in-school instruction, a memorandum of agreement between schools and employers, a student training plan, and an employer evaluation. These programs are required to <a href="#">reregister</a> with the state every few years, ensuring programs meet minimum expectations.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Yellow	The New York State Department of Education collects data on registered WBL experiences through its <a href="#">Perkins CTE data collection process</a> .
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Yellow	Data collected on registered WBL experiences can be disaggregated by student demographics.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	New York does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: North Carolina

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

North Carolina [law requires](#) each local board of education to offer at least two work-based learning opportunities that are related to career and technical education instruction in the local school district, and all 16 CTE [career pathways](#) offer [work-based learning experiences](#). These work-based learning experiences may include internships, apprenticeships, field trips, guest speakers, and job shadows. The law also requires local boards of education to “encourage” partnerships between high schools and local businesses to create opportunities for students to complete a job shadow, internship, or apprenticeship.

The state has a number of support structures for WBL, such as a system of community advisory councils and school-based career development coordinators, including special populations coordinators, career academy coordinators, school-to-career coordinators, and work-based learning coordinators, who work to facilitate WBL opportunities. In addition, the [North Carolina Business Committee for Education](#) works to connect education and business. The state is in the process of developing and improving [The Navigator](#), an online tool to support business, education, and workforce in identifying and coordinating WBL opportunities. The Navigator also serves as a way to collect data on WBL participation. In addition, the North Carolina Department of Public Instruction has developed a [WBL toolkit](#) to aid districts in implementing WBL programs.



# Detail: North Carolina

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		The North Carolina Department of Public Instruction has a <a href="#">definition</a> of WBL and a defined set of experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		North Carolina high school students <a href="#">receive credit</a> for participating in WBL opportunities offered through CTE courses. CTE courses count for elective credit toward <a href="#">high school graduation</a> ; however, students are not required to participate in WBL in order to graduate.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		Some <a href="#">CTE courses that include WBL</a> have prerequisite course requirements for enrollment, while others are open to all students.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		North Carolina <a href="#">state law</a> requires local boards of education to “encourage high schools and local businesses to partner, specifically to target students who may not seek higher education, and facilitate high school to work partnerships.” Public school units work closely with their respective Exceptional Children Program director and site coordinators to ensure that students with disabilities are able to seek opportunities to participate in WBL. CTE directors seek resources to support transportation needs within their community by working closely with building principals and community resources to ensure all students are given opportunities. In addition, North Carolina has an internship program for students with autism spectrum disorder, called <a href="#">Linking North Carolina with Innovative Talent (LiNC-IT)</a> .
	Addressing policy barriers	Does state policy address key barriers to WBL?		North Carolina’s <a href="#">WBL toolkit</a> provides a centralized resource with information about relevant legislation and policy, including information about safety and liability insurance provided by DPI for students in WBL. However, it does not have policies or requirements in place to address existing policy barriers and it does not appear that the Legislature has passed laws to address known barriers.



# Detail: North Carolina

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	The North Carolina Department of Public Instruction operates the <a href="#">Education and Workforce Innovation Fund</a> (EWIF), which provides grants to schools and districts to help them leverage partnerships with a university or community college and a regional business to align public schools with business and industry and higher education and ensure students possess job-ready skills. The development of work-based learning opportunities is one of many potential outcomes of these partnerships.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	North Carolina did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	North Carolina does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	The <a href="#">North Carolina Business Committee for Education</a> (NCBCE) is a business-led, education nonprofit organization that operates out of the Office of the Governor. The organization works to link business leaders and the state's education decision makers in order to create connections between the education curriculum and the overall work readiness of citizens across the state. In addition to the NCBCE, North Carolina has a system of local <a href="#">advisory councils</a> , which are public-private partnerships that support the planning and development of CTE programming, including WBL.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	North Carolina law requires local boards of education to encourage high schools to designate a <a href="#">career development coordinator</a> (CDC) to be the point person for local businesses to contact regarding WBL. In addition, the state is in the process of developing two tools that will support communication among stakeholders: <ul style="list-style-type: none"> <li>• <a href="#">The Navigator</a> brings together members of the business, education, and workforce development communities in a space where they can post, search for, and measure work-based learning opportunities</li> <li>• <a href="#">NC Career Launch</a> will serve as a comprehensive, unified system to deliver career information and labor market data to students, workers, business leaders, and educators</li> </ul>

# Detail: North Carolina

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		North Carolina's <a href="#">WBL toolkit</a> outlines the roles and responsibilities for business mentors and includes guidance to business mentors for instructing students. WBL placements must include a training plan that details the learning objectives for the student, and the WBL toolkit describes a process for mentors to evaluate students. However, it is not clear whether or how employers are held accountable to the roles and responsibilities laid out in the WBL toolkit, or whether employer placements are regularly evaluated for quality.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		North Carolina's <a href="#">WBL toolkit</a> outlines the roles and responsibilities for teacher coordinators, school principals, and CTE directors, which include developing and overseeing partnerships with businesses, matching students to WBL opportunities, observing and evaluating student progress, reviewing student records and documentation, and assuring compliance with all state policies and procedures. CTE regional coordinators provide an annual compliance audit of CTE programs to ensure that students are given work-based learning opportunities aligned with the 16 National Career Clusters throughout the school year.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Each of the CTE courses that includes a WBL component has its own unique course code, which enables districts to report data on WBL participation and student outcomes. The state is also in the process of expanding <a href="#">The Navigator</a> , which collects information about WBL including student participation, the number of districts that engage in work-based learning, and the types of opportunities available. <a href="#">Forthcoming updates</a> will enable The Navigator to collect gender and age of student participants, academic standards met through WBL, which employability skills students gain, and general feedback on the work-based learning experience.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		North Carolina is in the process of developing a system to collect and disaggregate WBL data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		North Carolina is in the early stages of using data from <a href="#">The Navigator</a> to identify gaps in WBL implementation and access in order to improve program quality.

# Summary: North Dakota

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Red
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

Between [2012 and 2017](#), the Hess Corporation made substantial investments to improve career readiness in North Dakota. Through this initiative, known as [Succeed 2020](#), Hess partnered with nonprofit FHI 360 and the state’s [regional education associations](#) (REAs) to undertake a number of activities related to improving students’ career readiness. One of these activities was the development of a [WBL guide](#). This project ended in 2017.

Since then, the North Dakota Department of Public Instruction (NDDPI) has revamped its accountability system, creating [Choice Ready](#), a new framework to help ensure all students graduate with the skills necessary for life. This [framework](#) outlines three post-high school paths: postsecondary, career, or military. Completion of a “workplace learning experience” is one of several indicators from which students on the career-ready path can choose. [Workplace learning experiences can be](#) co-ops, CTE classroom activities, internships, apprenticeships, or part-time/summer employment. The [North Dakota Department of Career and Technical Education](#) (NDDCTE) oversees WBL in CTE programs.

In addition to the DPI’s Choice Ready initiative, the Department of Commerce runs a grant program, [Operation Intern](#), designed to expand the number of internships, work experience, and apprenticeship positions. An employer can receive a maximum of \$20,000 per funding round or \$40,000 per biennium; employers are limited to a maximum of five interns each funding round.

# Detail: North Dakota

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The North Dakota Department of Career and Technical Education has <a href="#">adopted a definition of WBL and identified WBL options</a> that CTE programs can offer.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	CTE courses, which may include WBL, <a href="#">count toward graduation</a> in North Dakota. However, WBL is not required for graduation.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	North Dakota does not have any state-level restrictions on who can participate in WBL, and CTE courses are open to all students.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>	North Dakota does not appear to have explicit policies or programs in place to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: red;">C</span>	North Dakota does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers. However, the NDDCTE is in the process of drafting WBL guidance, which will be rolled out in spring 2021.

# Detail: North Dakota

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	<a href="#">Operation Intern</a> provides employers with funding — up to \$20,000 per funding round or \$40,000 per biennium — to hire up to five interns. There is also an <a href="#">internship employment credit</a> that provides companies with a tax credit equal to 10% of the compensation paid to an intern. An intern must be enrolled in a college or vocational technical education program.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	North Dakota selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	North Dakota does not have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	While there is not a system or organization designed to facilitate WBL opportunities statewide, there are several organizations that play an important support role: <ul style="list-style-type: none"> <li>• North Dakota has seven <a href="#">regional education associations</a> (REAs) in the state, each supporting schools and districts in a specific geography in the state. In addition to other supports, REAs work with businesses to offer students opportunities such as career expos, job shadows, and internships.</li> <li>• The <a href="#">NDDCTE</a> is responsible for the oversight of WBL guidelines and opportunities. The NDDPI assists in providing guidance and opportunities for WBL through its Choice Ready Framework.</li> <li>• The North Dakota <a href="#">Center for Distance Education</a> (NDCDE) is the state virtual school and provides over 80 online career and technical education courses that focus on preparing students for work-based learning opportunities.</li> </ul>
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	<a href="#">North Dakota's Workforce Connection portal</a> includes search functions for internships and apprenticeships. Employers can post internship and apprenticeship openings. In addition, each CTE program has its own listserv that facilitates communication among instructors, including to share available WBL opportunities.

# Detail: North Dakota

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		North Dakota does not appear to have a statewide framework for experience quality or have a mechanism to hold employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		North Dakota has created the <a href="#">Choice Ready framework</a> , which helps ensure students graduate with the skills they need to be successful. NDDCTE has created a set of <a href="#">career-ready rubrics</a> to help assess students' career-ready skills. While these help get at important aspects of students' career-readiness, they do not define quality for WBL programming specifically. The WBL guidance that NDDCTE is currently creating will help set minimum standards of quality for WBL programming.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		For its <a href="#">Choice Ready metrics</a> , North Dakota tracks the number of students who participate in at least 40 hours of WBL but does not appear to track outcomes. NDDCTE's CTE data collection process also captures enrollment in CTE courses that include WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		NDDCTE can disaggregate CTE data by student demographics.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		North Dakota does not appear to have a process to use disaggregated data to inform WBL program improvement.



# Summary: Ohio

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

In 2016, Ohio won a New Skills for Youth (NSFY) grant to help develop and expand access to quality career pathways programming (called [Success Bound](#)). Ohio [focused on WBL as part of its NSFY grant](#), launching a pilot program (P3) in eight schools in the 2018-19 school year. Each pilot site has a WBL coordinator who works with schools and local industry partners to establish standards for student learning on the job. In addition, in 2017, the Ohio Department of Education (ODE) [signed an MOU with the Adecco Group](#), a “provider of workforce solutions,” to support the state’s on-the-job training efforts, including WBL. At non-P3 pilot sites, [stakeholders interested in WBL](#) can connect with Adecco. It’s unclear from state documents what the implementation of WBL actually looks like at the district level, once an interested district has connected with Adecco.

Ohio has focused on supporting students to earn industry-recognized credentials and demonstrate “readiness” for post-high school opportunities. These efforts include WBL to some extent. For example, [to graduate from high school](#), students must demonstrate competency on state assessments. There are three alternatives to demonstrating competency, one of which is demonstrating career experience and technical skill. There are six options to meet the career experience and technical skill alternative, of which students must choose two. Completing a pre-apprenticeship, being accepted into a registered apprenticeship program post-high school, and completing a 250-hour WBL experience are all options. Additionally, students must earn at least two diploma seals to demonstrate they are ready for their next steps after high school. One option is an [Industry-Recognized Credential Seal](#), which indicates that students have the personal strengths, work ethic, and professional experience that businesses need. Another is the [OhioMeansJobs-Readiness Seal](#), which requires students to demonstrate certain professional skills required for success in the workplace.



# Detail: Ohio

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The Ohio Department of Education has a <a href="#">definition of WBL</a> and has created a set of <a href="#">work-based learning pathways</a> .
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Ohio high school students <a href="#">may earn credit for WBL experiences</a> , and WBL is an alternative method for demonstrating the <a href="#">competency requirement</a> for graduation. However, students are not required to participate in WBL in order to <a href="#">graduate</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	There are <a href="#">no state-level eligibility restrictions</a> for WBL. However, local school districts can set their own program parameters and requirements.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Ohio does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Yellow	Ohio's <a href="#">minor labor laws</a> explicitly exempt students participating in CTE, STEM, dual credit, or apprenticeship programs.

# Detail: Ohio

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Ohio does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Ohio selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		<a href="#">Ohio won a New Skills for Youth grant in 2016</a> to support the development of career pathways, which include WBL, and there was some state funding allocated toward the development of the framework for awarding credit for WBL. Aside from that, the state does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		The Ohio Department of Education has an <a href="#">agreement with the Adecco Group</a> to support the development of Success Bound career pathways, including the development and implementation of WBL. Adecco has regional contacts to assist in placing students in different areas in the state. In addition, there are six <a href="#">College Tech Prep Regional Centers</a> that serve as the liaison to Ohio's career-technical education planning districts, community colleges, and universities to increase access to high school CTE programs. WBL is one of many CTE program elements that these regional centers seek to address.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		<a href="#">Success Bound</a> is Ohio's statewide, cross-sector communications initiative to forge partnerships among schools, students, businesses, and communities that engage young people in career opportunities. The Success Bound website allows students and families to search education and career pathways including industry credentialing programs, CTE programs, and options in the military. Success Bound is not exclusively focused on WBL, however.

# Detail: Ohio

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Yellow	Ohio provides some <a href="#">resources</a> to support schools in identifying employer partners, including an <a href="#">evaluation of prospective worksites</a> , a <a href="#">learning agreement</a> that includes roles and responsibilities for the employer, and <a href="#">employer guidelines</a> for working with WBL students. These resources outline elements of quality work experiences. There does not appear to be a process to hold employers accountable for meeting quality expectations, however.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Red	Ohio has outlined <a href="#">three guiding principles</a> for WBL programs. They must: occur at a worksite, be co-supervised by an instructor and an employer mentor, and be governed by a learning agreement. The Department of Education provides a sample <a href="#">rubric for evaluating students' WBL work</a> and a <a href="#">learning agreement</a> that details students' expected learning outcomes. There don't appear to be quality expectations in place, however, nor is there a mechanism to hold WBL programs accountable for quality programming.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Yellow	In FY19 the Ohio Department of Education <a href="#">began tracking WBL data</a> through program codes in its education management system, <a href="#">EMIS</a> . This process allows the state to track student enrollment in WBL courses. State leaders are working to strengthen how this process is used, to ensure complete and robust data on WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Yellow	EMIS' course code data collection process allows the state to disaggregate data by demographics but not by experience type. Ohio's WBL <a href="#">course codes are organized by the number of hours of WBL</a> the student participates in, rather than the type of experience.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	Ohio does not appear to have a process in place to use disaggregated data to improve WBL program quality.

# Summary: Oklahoma




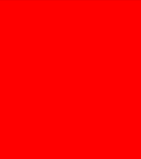

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

Beginning with students entering the ninth grade in the 2019-20 school year, all Oklahoma students are required to create an [Individual Career Academic Plan \(ICAP\)](#). ICAPs must include college and career interest surveys and goals, an intentional sequence of courses leading to those goals, and any related service learning or work-based learning experiences. Beginning with the class of 2023, students will be required to participate in service learning or work-based learning at least once in grades 9-12 to meet either [core curriculum](#) or [college preparatory/work ready curriculum](#) graduation requirements.

[Oklahoma Career Tech](#) developed a [WBL guide](#) to support districts in implementing various types of WBL experiences along the WBL continuum. In addition, [Oklahoma Works](#), an initiative coordinated by the Governor’s Council for Workforce and Economic Development, created an [employer guide](#) to support employers in creating apprenticeship or internship programs. In 2017, Oklahoma’s then-governor created a state-based [Registered Internship program](#) and set a goal to have 20,000 registered internships and apprenticeships (not limited to high school students) in the state by 2020. However, that governor has since left office, and there is no evidence of continued support for this initiative.

[Oklahoma Edge](#) is a website that contains guidance resources and information on college and career readiness, individual career academic planning (ICAP), and work-based learning. This site is accessible to Oklahoma school districts, educators, students, parents and family, and business and industry.

# Detail: Oklahoma

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		Oklahoma Career Tech's <a href="#">WBL guide</a> includes a definition of work-based learning and a defined set of activities that are considered work-based learning.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		Oklahoma <a href="#">allows</a> each school district to enter into agreements with employers to establish internships, apprenticeships, or mentorship programs, which <a href="#">count as elective credit</a> . WBL is not required for graduation; however, beginning with the class of 2023, students will be required to participate in service learning or work-based learning at least once in grades 9-12 to meet either <a href="#">core curriculum</a> or <a href="#">college preparatory/work-ready curriculum</a> graduation requirements.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		Oklahoma does not impose state-level restrictions on who can participate in WBL opportunities, and all students are required to complete an <a href="#">ICAP</a> in order to graduate with a standard diploma. ICAPs must include service learning or work-based learning experiences.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		Oklahoma does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?		Oklahoma Career Tech's website includes both the WBL guide and a " <a href="#">myths vs. facts</a> " resource that provides some centralized information about policies including <a href="#">child labor laws</a> and employer liability. However, it does not have policies or requirements in place to address existing policy barriers and it does not appear that the state has taken steps to address barriers through policy or law.

# Detail: Oklahoma

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Oklahoma does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Oklahoma selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Oklahoma does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		Oklahoma does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Oklahoma has several websites that seek to connect various stakeholder groups with information about WBL. Oklahoma Works has a public <a href="#">listing of apprenticeship programs</a> . A separate site, <a href="#">OK Career Guide</a> , has some materials to help K-12 students explore careers, build a career plan, and connect with employers. And <a href="#">Oklahoma Edge</a> is an online learning community maintained by the Oklahoma State Department of Education. This hub is accessible to educators, students, businesses, and community members to find collaboration opportunities, resources, and relevant learning opportunities. Users can find a work-based learning module that contains a video career library, virtual work-based learning experiences, and resources.



# Detail: Oklahoma

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Oklahoma Works' <a href="#">WBL employer guide</a> provides standards for high-quality internships and apprenticeships, including clear expectations for employers. There does not appear to be a process in place to hold employers accountable to these expectations, however.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Oklahoma Works' <a href="#">WBL employer guide</a> provides standards for high-quality internships and apprenticeships, including clear expectations for the intermediary organization (schools, nonprofits, etc.). Oklahoma Career Tech's <a href="#">WBL guide</a> also includes some program design and implementation support. Oklahoma's <a href="#">Career Tech Accreditation Guidelines</a> include some elements of WBL programming, including whether or not WBL opportunities are provided in the CTE program, how the program tracks and evaluates student learning, and how the program maintains WBL records.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Oklahoma tracks participation in <a href="#">postsecondary opportunities</a> , which include internships. WBL is also a component of <a href="#">follow-up data collection</a> that Oklahoma Career Tech conducts six months after students graduate. The first cycle of this follow-up data collection will be complete in March 2021.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Oklahoma disaggregates data on <a href="#">postsecondary opportunities</a> by student demographics and student participation rates.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Oklahoma uses data on WBL placement, wage, enrollment, and industry demand as part of the <a href="#">CTE program accreditation process</a> .



# Summary: Oregon

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Red
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Red
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Red
	Use of data to drive equity	Red
	Use of data to drive quality	Red

Oregon selected WBL as a program quality indicator in its [Perkins V plan](#), and is in the process of expanding its WBL programming. [Career-related learning experiences](#) (CRLEs) are part of the personalized learning requirements included in the [Oregon high school diploma](#). CRLEs may include WBL activities such as internships, but they can also include other experiences such as field trips or guest speakers. The Oregon Department of Education (ODE) provides [some information](#) for districts to support them in creating internship opportunities through CTE courses, but there is limited information about where these opportunities exist and how students access them.

The Oregon [WIOA Youth Programs](#) provide workforce development training opportunities to young people ages 14-24 through the Workforce Innovation and Opportunity Act (WIOA). And organizations such as Job Corps and Portland Youth Builders offer [youth apprenticeship and pre-apprenticeship programs](#).

# Detail: Oregon

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	ODE has a <a href="#">definition of WBL</a> and a set of experiences that are considered WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	CTE courses, which may offer WBL experiences, <a href="#">count for credit toward graduation</a> in Oregon. However, WBL is not required for graduation.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	There are <a href="#">no obvious state restrictions</a> on WBL eligibility, and all students have access to CTE courses.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Yellow	When applying for state approval for a pre-apprenticeship, Oregon <a href="#">employers must demonstrate how the program will address equity gaps</a> (educational, workforce, race, gender, poverty) and be inclusive to all populations. Beyond that, there do not appear to be policies or programs in place to support underserved student groups to access WBL.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Red	Oregon does not provide a centralized resource with information or guidance about relevant laws, policies, or barriers and does not appear to have taken active steps to address known barriers.

# Detail: Oregon

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Oregon does not appear to have financial incentives for employers that offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Oregon selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Oregon does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Oregon does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Red	The Oregon Bureau of Labor and Industries <a href="#">maintains a list of pre-apprenticeship programs</a> . Beyond that, it does not appear that there are systems in place to communicate among stakeholders about WBL opportunities.

# Detail: Oregon

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Oregon does not appear to have a statewide framework for defining quality WBL experiences or a mechanism to hold employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Oregon does not appear to have a statewide framework to evaluate WBL program quality or a means to hold programs accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		ODE tracks <a href="#">student participation in CTE courses</a> . This process includes WBL information as an optional field. Beginning in fall 2021, the WBL data collection field will be required.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		ODE's <a href="#">CTE data collection process</a> allows data to be disaggregated by student demographics; however, these data do not currently include WBL. Beginning in fall 2021, ODE will collect WBL data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Oregon does not appear to have a process in place to use disaggregated data for WBL program improvement.

# Summary: Pennsylvania

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Red
WBL quality	Experience quality	Red
	Program quality	Green
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

In 2018, the Pennsylvania Legislature [adopted](#) new high school graduation requirements to begin with the class of 2022. These requirements provide [alternatives](#) for high school students to demonstrate career and postsecondary readiness, including participation in some WBL activities.

Pennsylvania's [WBL toolkit](#) lists and defines four activities that count as WBL: job shadowing, career mentoring, internships, and apprenticeships. The toolkit also includes guidance on implementation, financial considerations, and student access and admissions on each of the four types of WBL. The state Department of Education [further defines](#) other types of WBL activities such as cooperative education programs, community-based work programs, and service learning. However, WBL implementation is largely left to schools and districts. The [Apprenticeship & Training Office](#) provides support to employers and training providers to establish and maintain apprenticeship programs.

The Pennsylvania Department of Education has created the [Future Ready PA Index](#), which is a collection of school progress measures related to school and student success. One of the indicators in this index is [industry-based learning](#). Districts have three options for meeting the requirements of this indicator, one of which is the percent of 12th-graders who complete a WBL experience as defined in the WBL toolkit. Both CTE students and non-CTE students can access WBL opportunities in districts that offer them, and districts are required to track participation data.

# Detail: Pennsylvania

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The Pennsylvania Department of Education's <a href="#">WBL toolkit</a> includes a definition of WBL and defines several experiences considered to be WBL.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	WBL is <a href="#">not required for graduation</a> . However, beginning with the graduating class of 2022, Pennsylvania high school students may <a href="#">demonstrate postsecondary readiness</a> by completing a pre-apprenticeship or producing three pieces of evidence from a career portfolio, such as completion of an internship, externship, co-op, or full-time employment.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	Pennsylvania students <a href="#">must be enrolled in an approved CTE program to participate in cooperative education programs</a> , but there don't appear to be eligibility requirements for other WBL programs.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Pennsylvania does not appear to have explicit policies to support access to WBL for underserved student groups. The <a href="#">WBL toolkit</a> only gives districts recommendations for measures to ensure equity of access, but does not include actual policies or programs.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Yellow	Pennsylvania's <a href="#">WBL toolkit</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers.

# Detail: Pennsylvania

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	Through the <a href="#">Pre-Apprentice and Apprenticeship Grant Program</a> , Pennsylvania employers may request funding related to instruction that complements on-the-job learning (max. three years, \$3,000 per apprentice per year). It is only available to employers participating in the apprenticeship program and not other types of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	Pennsylvania did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	<p>Pennsylvania funds WBL programs through a combination of different grant programs, as part of broader workforce development initiatives:</p> <ul style="list-style-type: none"> <li>Local workforce development boards can apply for the <a href="#">State/Local Internship Program (SLIP) grant</a>, which offers wages at a minimum of \$10.35 an hour for young adults between the ages of 16 and 24</li> <li>As part of the <a href="#">PAsmart initiative</a>, <a href="#">Apprenticeship Ambassador Network Grants</a> are offered to support potential and existing programs to increase “earn while you learn” opportunities across the state</li> <li><a href="#">Business-Education Partnership grants</a> for local workforce development boards help connect education and business to provide career-related experiences.</li> </ul>
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	The Pennsylvania Department of Labor’s <a href="#">Apprenticeship and Training Office</a> provides a number of services to businesses, employers, training providers, and other community-based organizations to establish and maintain all registered apprenticeship programs within the Commonwealth. However, this office does not facilitate other types of WBL.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Red	Pennsylvania’s <a href="#">CareerLink website</a> provides a list of apprenticeships. Beyond that, there does not appear to be a system in place to communicate among stakeholders about WBL opportunities.



# Detail: Pennsylvania

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Red	There does not appear to be a framework that defines quality expectations for WBL experiences or holds employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Green	Pennsylvania's WBL activities have to meet certain quality standards to qualify for the <a href="#">Industry-Based Learning Indicator</a> of the <a href="#">Future Ready PA Index</a> , which assesses WBL participation in each school. In addition, the <a href="#">WBL toolkit</a> provides program guidance and implementation support.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Yellow	Pennsylvania's <a href="#">Industry-Based Learning Indicator</a> tracks the completion of WBL experiences among high school students but not their outcomes.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Yellow	Pennsylvania's <a href="#">Industry-Based Learning Indicator</a> can be disaggregated based on demographics, English learners, students with disabilities, and economically disadvantaged students, but only for CTE graduates and only for participation, not outcomes.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	The <a href="#">Future Ready PA Index</a> rates schools overall for industry-based learning outcomes, but does not appear to include a process to use disaggregated data to inform WBL program improvement.

# Summary: Rhode Island

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Green
	Dedicated federal funding	Green
	Dedicated state funding	Green
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Green
	WBL communications infrastructure	Green
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Yellow

[PrepareRI](#), the state’s strategic plan to improve career readiness, is a partnership between the RI government, private industry leaders, the public education system, universities, and nonprofits across the state. It was launched in 2017 after the state was awarded a New Skills for Youth grant from JPMorgan Chase and the Council of Chief State School Officers. PrepareRI has the goal that all students will participate in WBL by the time they graduate high school. WBL is available to all students, although it is currently only required for students enrolled in CTE programs at CTE centers and for students attending traditional high schools who are pursuing a [Pathway Endorsement Council Designation](#). WBL can take several forms, including summer internships through [PrepareRI](#) or [Real Skills for Youth](#), registered apprenticeships (which are open to individuals 16+; PrepareRI also launched a [youth apprenticeship program](#) in fall 2019), and opportunities offered in CTE courses such as service learning, school-based enterprises, or industry projects.

PrepareRI has contracted with [Skills for RI’s Future](#) to serve as a statewide career readiness intermediary to facilitate WBL connections. PrepareRI tracks data aligned to the goals in the strategic plan, including disaggregated WBL data. The state recently launched the [WBL Navigator](#) to facilitate access to WBL opportunities and data collection.

# Detail: Rhode Island

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Rhode Island Governor's Workforce Board has <a href="#">adopted a definition of WBL and defined five types of WBL</a> : internships, apprenticeships, service learning projects, industry projects, and school-based enterprises.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	WBL is <a href="#">not required for students to graduate with a standard diploma</a> . However, students participating in a CTE program or pursuing a <a href="#">Pathway Endorsement Council Designation</a> must complete a minimum of <a href="#">80 hours of WBL</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	Rhode Island <a href="#">does not have state-level restrictions</a> on student eligibility for WBL and has a statewide goal that all students will participate in high-quality WBL by 2025.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	Rhode Island has developed the <a href="#">PrepareRI 2.0 Action Plan</a> , which takes into account equity metrics as a guiding principle. Rhode Island has expanded its work-based learning opportunities through the <a href="#">All Course Network (ACN)</a> . The ACN is a statewide course catalog that lets students take free courses at colleges, schools, or online. The ACN is open to all students and includes year-round work-based learning offerings, as well as transportation costs and additional funds to providers for student accommodations. The ACN is also moving to an equity-focused partial priority lottery for ACN course seats by May 2021.  In addition, the state-funded <a href="#">Real Skills for Youth program</a> prioritizes funding providers who enroll youth from underserved communities, and the <a href="#">PrepareRI Internship program</a> targets students from low-income schools.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	<a href="#">PrepareRI's website</a> serves as a centralized resource with information about relevant legislation and policy. In addition, the <a href="#">ACN course catalog</a> described above helps address key barriers like transportation and language.

# Detail: Rhode Island

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Rhode Island has several financial incentives in place to encourage businesses to offer WBL opportunities to high school students: <ul style="list-style-type: none"> <li>• A <a href="#">tax credit</a> for employers that hire an apprentice in certain industries</li> <li>• <a href="#">The Governor's Workforce Board's Work Immersion program</a> provides up to 50% wage reimbursement to employers for temporary hires of high school, college, and unemployed adult interns, with an added financial incentive upon permanent hire.</li> <li>• The <a href="#">PrepareRI Internship program</a> provides student wages that are currently fully funded for the employer hosts.</li> </ul>
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Rhode Island selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		<a href="#">PrepareRI</a> is a three-year action plan supported by a \$2 million grant from JPMorgan Chase and a \$1.5 million grant from American Student Assistance. Real Skills for Youth is a state-funded WBL and career exploration program through the Governor's Workforce Board that is part of PrepareRI, currently funded at about \$2.5 million per year. Skills for RI's Future also manages the PrepareRI Internship program, which is fully funded through the Governor's Workforce Board.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		The <a href="#">PrepareRI</a> initiative is a partnership among the RI government, industry leaders, the public education system, universities, and nonprofits across the state working in collaboration to prepare RI youth with the skills they need for jobs that pay. In 2018, PrepareRI contracted with <a href="#">Skills for Rhode Island's Future</a> to serve as a statewide career readiness intermediary to facilitate connections between schools and businesses and manage the PrepareRI summer internship program.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		PrepareRI's <a href="#">Work-based Learning Navigator</a> is an online platform that connects students with career exploration and work-based learning opportunities. Employers can post opportunities and educators can request resources based on their need.

# Detail: Rhode Island

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Yellow	The Governor's Workforce Board has developed a set of <a href="#">standards for high-quality WBL</a> , which include expectations for employers. The Governor's Workforce Board has a dedicated staff member for the Youth WIOA and Real Skills for Youth programs, who monitors program quality through phone calls, quarterly narrative reporting, site visits, and an annual work-based learning outcomes survey for youth participants. Skills for Rhode Island's Future monitors program quality in the PrepareRI Internship program through site visits, phone calls, and surveys to employers and students.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Yellow	Rhode Island has developed a work-based learning framework that includes ecosystem supports, guidance for each type of work-based learning opportunity, and implementation strategies, showing how all the pieces of work-based learning fit together. As a part of this framework, a program quality rubric has been created with plans for an implementation pilot in spring 2021.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	Rhode Island tracks participation in WBL through several avenues: <ul style="list-style-type: none"> <li>• Districts <a href="#">track enrollment in CTE courses that include WBL</a></li> <li>• The Governor's Workforce Board uses a <a href="#">data collection system</a> that houses information for Real Skills for Youth and Prepare RI Internship Program participants</li> <li>• The <a href="#">ACN</a> collects participation and performance data</li> <li>• The new <a href="#">WBL Navigator</a> captures and manages WBL opportunities and outcomes</li> </ul>
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Green	All data collected through various programming (CAN, CTE, PrepareRI) are disaggregated into various demographic categories to drive equity.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Yellow	PrepareRI uses disaggregated data to inform the development of its strategic plan, aligned goals, and for progress monitoring. The <a href="#">PrepareRI 2.0 Action Plan</a> will include a continuum framework focused on four indicators: support, access, participation, and performance. The plan outlines 12 goals that are then broken up into these four indicators to promote streamlined quality, equity of access, and stakeholder accountability.

# Summary: South Carolina

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Green
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Green

South Carolina's [Education and Economic Development Act](#) (EEDA) of 2005 highlights work-based learning experiences supporting school-to-work opportunities, especially for students in grades 7-12. South Carolina's WBL [opportunities](#) are administered at the local level by regional career specialists; school district and school-level career specialists; and Perkins IV, Title I alliances. All students are eligible to participate in WBL, and in 2018, South Carolina's accountability plan was updated to include work-based learning as a career-ready qualifier for high school report card ratings. By grade 12, a graduating student may demonstrate career readiness through meeting one of the career-ready qualifiers by completing a South Carolina-approved work-based learning experience (registered apprenticeship, youth apprenticeship, co-op, or internship). Registered apprenticeships and youth apprenticeships are implemented by [Apprenticeship Carolina](#), through the SC Technical College System. Youth apprenticeships target students in high school; however, those as young as 16 are eligible for registered apprenticeships as well.

WBL programs are implemented by local school districts with the support of regional WBL coordinators. These coordinators work with regionally assigned school districts to enhance the level of student career guidance and placement. The state publishes an [annual WBL report](#) that includes an analysis of participation data — including identifying barriers and steps taken to address those barriers.



# Detail: South Carolina

191

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Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The South Carolina Department of Education's <a href="#">WBL guide</a> includes a definition of WBL and defines a set of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	All South Carolina high school students have to demonstrate career readiness in order to graduate. Certain WBL experiences (internships, apprenticeships, co-ops) can count toward this graduation requirement, but WBL is not the only way to meet this requirement, <a href="#">nor is WBL participation required in order to graduate</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	South Carolina does not have state-level restrictions on WBL eligibility, and <a href="#">state guidance</a> indicates that districts can implement WBL through a variety of course options, suggesting broad eligibility.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	South Carolina does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Green	<a href="#">Based on a review of data</a> , South Carolina identified several barriers facing districts, including scheduling conflicts within schools and between high schools and local career centers; new privacy laws and age restrictions with business/industry liability insurance coverage that impact the WBL opportunities that are available for high school students; and expensive transportation costs for districts. To combat this decline, the state Department of Education partnered with regional coordinators and <a href="#">Apprenticeship Carolina</a> to develop and implement solutions to those challenges.



# Detail: South Carolina

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	Eligible South Carolina employers that sponsor a registered apprenticeship program are eligible for a <a href="#">tax credit</a> of \$1,000 a year per apprentice for up to four years. This program includes employers participating in apprenticeship programs, not other types of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	South Carolina selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Green	South Carolina provides <a href="#">dedicated funding to districts to support WBL</a> . Districts can use these funds to hire a WBL coordinator, integrate academic and CTE programming, provide staff development related to WBL transporting students, etc.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	The SC Technical College System facilitates apprenticeships (pre, youth, and registered) through <a href="#">Apprenticeship Carolina</a> , using a system of apprenticeship consultants, youth apprenticeship coordinators, and registered program consultants to communicate and collaborate with students, schools, districts, and the community.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	South Carolina's <a href="#">WBL coordinators</a> serve as the intermediaries between students and other stakeholders. In addition to local coordinators, regional WBL coordinators serve as a liaison between the Department of Education, Office of Career and Technical Education, school administrators, school counselors, career guidance personnel, and WBL coordinators. The Department of Education also has a system of <a href="#">regional career specialists</a> who provide career awareness, exploration, and guidance services to students in grades 6 through 12. The Department of Commerce has a similar system of <a href="#">regional workforce advisors</a> who help connect businesses and schools.

# Detail: South Carolina

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		South Carolina does not appear to have a statewide framework in place that defines quality expectations for WBL employer partners or holds them accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		South Carolina's <a href="#">WBL guide</a> provides a set of expectations for WBL coordinators as well as some guidance, rubrics, and a <a href="#">training agreement and evaluation plan</a> to assess students' learning against career readiness standards. There does not appear to be a mechanism to hold WBL programs accountable, however.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The <a href="#">Office of Career and Technical Education</a> collects data on WBL experiences on a monthly basis via the <a href="#">Regional Career Specialists Accountability Reports</a> . In addition, each WBL course has a unique <a href="#">course code</a> allowing the state to capture participation data.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		The Department of Education publishes an <a href="#">annual work-based learning report</a> , which includes data disaggregated by experience type. The course code collection process allows the state to disaggregate data by student demographics.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Although South Carolina does not have a program quality framework that includes an accountability component, the state is using the data it collects for program improvement. In its most recent <a href="#">WBL annual report</a> , for example, the Department of Education noted several barriers to WBL participation that surfaced through its data analysis, and identified steps to address these barriers and improve overall program quality.

# Summary: South Dakota

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

South Dakota has a clear definition of WBL and examples of WBL experiences. The state's [WBL activities](#) are mainly driven by individual school or school district efforts. The state provides optional guidance on implementation and evaluation of these programs. In partnership with the Department of Education, the Department of Labor released a [Career Launch](#) program in the 2017-18 school year. This program aims to increase career exploration and work-based learning opportunities for students. These experiences allow students to become familiar with career opportunities in their communities and make informed decisions about their career path. Interest in this program has grown from four schools in the first year to 65 schools in the 2020-21 school year.

To graduate high school, the state requires students to complete one unit of either an approved CTE course, world language, or a [capstone](#) experience (i.e., [youth internships](#), senior experience, entrepreneur experience, service learning, or youth apprenticeship).

Through the [Dakota Seeds](#) program under the Governor's Office of Economic Development, qualifying businesses can receive matching funds up to \$2,000 per intern for internships in the science, technology, engineering, and math (STEM) fields, as well as in manufacturing and accounting.

# Detail: South Dakota

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The South Dakota Department of Education has a clear <a href="#">definition</a> of WBL and provides <a href="#">definitions</a> of WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	In order to <a href="#">graduate from high school</a> , South Dakota students need one unit of a CTE course, world language course, or capstone experience (e.g., youth internship, entrepreneur experience, service learning, or youth apprenticeship). Students are not required to participate in WBL, however.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	There are <a href="#">no state-level eligibility requirements</a> for participating in WBL experiences.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	The South Dakota Department of Human Services' <a href="#">Project Skills</a> is a paid work experience program for high school students with disabilities.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	South Dakota provides some information about <a href="#">relevant legislation and policy</a> . However, it does not have policies or requirements in place to address existing policy barriers and the state does not appear to have taken recent steps to address known barriers.

# Detail: South Dakota

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	Under the <a href="#">Dakota Seeds</a> program, businesses can receive matching funds up to \$2,000 per intern for internships in STEM fields, manufacturing, and accounting. This program is limited to certain fields and only includes businesses offering internships, not other types of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	South Dakota selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	In 2013, the South Dakota Legislature <a href="#">established</a> the <a href="#">Workforce Education Fund</a> to provide school districts and private, nonprofit entities one-time competitive grants for CTE programs in secondary schools. These can include WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	South Dakota does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	<a href="#">Careerlaunchsd.com</a> allows students to input their contact information so that an adviser can call the student and help them explore career-building opportunities, which may include WBL. The website also provides a contact form for potential employers to express interest in offering WBL opportunities.  In addition, the Departments of Education and Labor & Regulation and the Governor's Office have been working on a project called <a href="#">Week of Work</a> . Part of this initiative was the development of a platform to allow businesses to share about experiences available at their worksite and teachers to view and match students to these WBL opportunities.

# Detail: South Dakota

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		South Dakota does not appear to have a framework for quality WBL experiences or have a mechanism to hold employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The South Dakota Department of Education has developed implementation guides for several WBL experiences offered in CTE courses, including <a href="#">youth internships</a> , <a href="#">entrepreneurships</a> , and <a href="#">apprenticeships</a> . These guides include guidelines for program development and responsibilities for program coordinators. However, there does not appear to be a mechanism for holding programs accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The South Dakota Department of Education collects participation in the <a href="#">WBL capstone course</a> as part of its Perkins accountability system. These data will be published starting fall 2021 and annually thereafter.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		The <a href="#">Dakota Seeds tax credit program</a> collects data on student interns' race/ethnicity and disability status. The <a href="#">WBL capstone</a> data collected by the Department of Education will be disaggregated by all student subgroups.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		South Dakota does not appear to have a process in place to use disaggregated data to inform WBL program improvement.



# Summary: Tennessee

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Green
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Green
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Red

Tennessee [graduation requirements](#) include a three-credit “elective focus.” Credit-bearing, capstone work-based learning courses (which include apprenticeships, internships, clinical experiences, or other practicum placements) may count toward this requirement when the experience aligns with the other courses taken in sequence. Students should use their chosen elective focus and their high school [Plan of Study](#) as the basis for their capstone WBL experience. Students who are 16 years or older may participate in capstone WBL placements for credit. Up to two academic WBL credits may be earned per year, including the summer term but excluding the extended school year.

The state Department of Education has developed both a [policy guide](#) and a longer [implementation guide](#) to support districts in implementing WBL; this guide includes some definitions/characteristics of quality programs and experiences. In its [Perkins V plan](#), the state has set a goal to double enrollment in WBL courses by 2024.

In addition, [Tennessee Pathways](#) supports alignment among K-12, postsecondary, and industry to ensure young people have the education and training they need to transition successfully into postsecondary institutions and the workforce. The Tennessee Pathways website includes a tool that allows users to identify career pathway opportunities in their communities and connect with partners and regional coordinators. Districts can earn [Tennessee Pathways Certification](#), indicating strong alignment among high school, postsecondary, and employment opportunities.



# Detail: Tennessee

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Tennessee Department of Education (TDOE) has a <a href="#">definition of WBL</a> and <a href="#">defines a set of WBL experiences</a> .
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Tennessee <a href="#">graduation requirements</a> include a three-credit “elective focus.” Credit-bearing, capstone work-based learning courses may count toward this requirement when the experience aligns with the other courses taken in sequence. WBL courses are not required for graduation, however.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	Tennessee <a href="#">does not have state-level restrictions</a> on student eligibility for WBL experiences.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>	The Tennessee Department of Education put together an <a href="#">FAQ document on WBL and special education</a> , which answers some questions about enrollment in WBL for students with IEPs. It does not, however, note any specific policies or supports for students.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;">A</span>	In 2019 the Legislature passed several bills to address policy barriers to WBL: <ul style="list-style-type: none"> <li>• <a href="#">The Future Workforce Initiative</a> aims to increase STEM training in K-12 schools in part to increase the number of teachers qualified to teach work-based learning</li> <li>• <a href="#">SB 1259</a> requires the Higher Education Commission (which administers WBL grants) to submit an annual report on participants in WBL</li> <li>• <a href="#">SB 805</a> incentivizes collaboration among higher education, K-12, and economic development partners for projects that use WBL or other approaches to address local workforce needs</li> </ul>

# Detail: Tennessee

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Tennessee taxpayers who employ an apprentice <a href="#">can receive a tax credit</a> in an amount equal to \$2,000 or 10% of the wages earned by an apprentice, whichever is less. The law does not explicitly include or exclude youth apprenticeships (and, in TN, youth apprenticeships are directly tied to registered apprenticeships). This tax credit only applies to employers participating in apprenticeships, not other types of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Tennessee selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Tennessee has two grant programs to support WBL: <ul style="list-style-type: none"> <li>The <a href="#">GIVE program</a> is a competitive grant designed to foster long-term regional partnerships among community colleges, industry, economic development/workforce agencies, and K-12 to identify and address local skills gaps</li> <li>The <a href="#">WBL Demonstration Grant</a> supports local efforts to develop summer “learn and earn” opportunities to increase youth employment and educational attainment</li> </ul>
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		The <a href="#">Tennessee Pathways</a> initiative works to connect K-12, postsecondary, labor, economic and community development partners, and employers so students have a clear pathway through school and into the workforce. Members of the Tennessee Pathways team are embedded in all nine regions of Tennessee, providing intimate, direct support to partners as they develop initiatives and programs. Tennessee Pathways developed the Employer Engagement Assessment Tool (EEAT), which both holds data on existing employer engagement levels at regional and state levels, and has the ability to project the success of an employer partner in relation to other partners in the region.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Tennessee's <a href="#">WBL guide</a> places responsibility on coordinators for development of employer relationships and communication with students about opportunities. The implementation guide includes strategies for recruiting employers, such as creating a spreadsheet or database at the district level. In addition, TDOE shares a monthly WBL Coordinator Connection, which provides promising practice spotlights, WBL PD/training requirements, and classroom resources to a variety of stakeholders.

# Detail: Tennessee

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Yellow	Tennessee's <a href="#">WBL policy guide</a> provides a list of characteristics that define high-quality WBL experiences. Students are required to take an exit survey upon completion of a WBL course to share feedback on their experiences. While there is not currently a process in place to hold employers accountable for providing high-quality experiences, the Employer Engagement Assessment Tool (EEAT) developed by Tennessee Pathways may eventually be able to support schools in evaluating the quality of employer partners.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Green	Tennessee's <a href="#">WBL policy guide</a> provides a list of structures and systems that high-quality programs provide. The <a href="#">WBL implementation guide</a> requires districts to evaluate their WBL programs through surveying participating employers, school personnel, <a href="#">students</a> , and other stakeholders. The TDOE provides sample evaluation frameworks to support districts to evaluate their programs and identify opportunities for continuous improvement.  In order to be the teacher of record for a WBL course and oversee a WBL program, an educator must complete <a href="#">WBL Certification Training</a> and be recertified every two years.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	All WBL programs are required to share information about WBL student participation and outcomes in the <a href="#">WBL Student Placement Portal</a> .
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Yellow	Every quarter, a report of WBL student enrollment broken down by district and school is generated from the state's enrollment information system. These reports include a breakdown of student subgroups (race, economic status, students with disabilities, CTE concentrators) by district and school. The data do not currently include experience type.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	The state uses data in internal conversations about how to modify targeted WBL coordinator training and professional development. However, there is not currently a process in place to use data to inform program improvement.

# Summary: Texas

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Red
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Texas Education Agency (TEA) is in the process of developing a statewide framework for WBL. From December 2018 through May 2019, TEA conducted a [listening tour](#) to gather information and feedback from stakeholders related to implementing WBL. In summer 2019, TEA held a College and Career Readiness School Models summit, where it outlined [statewide objectives and a timeline](#) for developing a WBL framework, ultimately piloting that framework in districts during the 2020-21 school year. Currently, WBL efforts are largely driven by school and district programs and offered through CTE courses. [Legislation](#) authorized programming giving students the opportunity to enroll in the course “Extended Career Preparation” and participate in WBL as part of their CTE education.

In addition to CTE-based WBL courses, the [Texas Internship Challenge](#) is a partnership among the Texas Workforce Commission, Texas Education Agency, and the Higher Education Coordinating Board, which challenge employers to offer paid internships (to CTE and non-CTE students) and make it easy for students to search and apply for them. It’s not clear the extent to which this program engages with the K-12 system.

The [Texas Workforce Commission](#) provides funds to local education agencies and apprenticeship committees to support the costs of job-related classroom instruction in registered apprenticeship training programs. The [Texas Workforce Investment Council](#), under the governor’s office, provides information, data, analysis, and recommendations through the various reports, research, and publications, but it does not operate workforce programs.

# Detail: Texas

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Texas Education Agency has a definition of WBL and has <a href="#">identified</a> externships, internships, and apprenticeships as WBL experiences to include in its forthcoming statewide WBL framework.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Texas <a href="#">law</a> gives students the option of taking the course “Extended Career Preparation” for one credit, in which they participate in a paid work-based application of previously studied CTE knowledge. Students are <a href="#">not required to participate in WBL</a> in order to graduate, however.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: yellow;">B</span>	Texas does not appear to have eligibility restrictions for students to participate in the <a href="#">Texas Internship Challenge</a> , and young people <a href="#">16 and over are eligible for apprenticeships</a> . However, students must have taken one or more advanced CTE courses to be <a href="#">eligible</a> for the Extended Career Preparation course.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>	Texas does not appear to have policies or programs in place to support underserved groups of students to access WBL.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	Texas does not appear to have a centralized resource to support schools or employers in understanding common laws or policies related to WBL. However, in 2019 the Legislature passed <a href="#">House Bill 3</a> , which codifies districts’ ability to use transportation funds to transport students to off-campus programming such as dual enrollment or work-based learning.

# Detail: Texas

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Texas does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	Texas did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	The <a href="#">Texas Workforce Commission provides funds</a> to LEAs and apprenticeship committees to support the costs of job-related classroom instruction in registered apprenticeship training programs. There is no state-level funding for other WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Texas does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	The <a href="#">Texas Internship Challenge website has a portal</a> that allows students to find internships and employers to find interns. Schools appear not to be involved, and there is no search function for age of student or job role. There is a space for students to submit their resumes, but it's unclear how the matching process happens.



# Detail: Texas

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Texas does not appear to have a framework in place that defines quality expectations for employers or holds them accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Texas is piloting a statewide WBL framework during the 2020-21 school year. The <a href="#">statewide objectives for this framework</a> include that local education agencies adopt processes to support, monitor, and assess WBL programs and experiences. This framework does not appear to have been made public, and the extent of the pilot and subsequent scale-up is unclear.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		The Texas state <a href="#">accountability system</a> has an indicator for career readiness but no WBL measure, and it does not appear that the state tracks WBL data.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Texas does not appear to disaggregate WBL participation or outcome data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Texas does not appear to have a process in place to use disaggregated data to inform WBL program improvement.



# Summary: Utah

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Yellow
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Red
	Program quality	Red
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

The Utah State Board of Education (USBE) implements WBL through CTE programming. The USBE’s [WBL manual](#) specifically includes internships and apprenticeships in its WBL activities, as well as “exploratory” activities like career fairs. All students 16+ can access [apprenticeships](#). [Internships](#) are only open to high school juniors who are at least 16 and are taking a related CTE course. There are no state-level restrictions on eligibility for CTE. However, local school districts may implement additional eligibility requirements. In addition, in fall 2019 the state launched a new youth apprenticeship pilot program, [Talent Ready Apprenticeship Connection](#) (TRAC). TRAC is a partnership among Talent Ready Utah Center, Salt Lake Community College, Salt Lake City School District, Salt Lake Education Foundation, and Stadler US. Currently the program enrolls 16 students from the SLC school district.

In 2019, the Utah Legislature passed [HB 0280](#), which created the commissioner of apprenticeship programs within the Office of Apprenticeship in the Utah Department of Workforce Services. The commissioner is charged with 1) promoting and educating the public, school staff, and students about apprenticeship programs; 2) coordinating with the Utah System of Technical Colleges, labor unions, USBE, etc. to promote internships; 3) providing an annual written report to business, economic development, and labor subcommittees on the number of apprenticeship programs, participants, and completers statewide.

# Detail: Utah

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;"> </span>	The Utah State Board of Education has a <a href="#">definition</a> of WBL and a defined set of WBL activities.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;"> </span>	Students are <a href="#">not required to participate in WBL in order to graduate</a> ; however, WBL <a href="#">can count for credit</a> toward graduation.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: yellow;"> </span>	Utah students <a href="#">16+ can access apprenticeships</a> ; however, there are additional <a href="#">state-level eligibility requirements for participation in internships</a> , including participation in related CTE coursework.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;"> </span>	Utah does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;"> </span>	Utah's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. The Utah Legislature has also passed WBL-related legislation in recent years: <ul style="list-style-type: none"> <li>In 2016, <a href="#">SB 103</a> established the <a href="#">Strategic Workforce Investment Grant</a> and appropriated \$1.5 million annually from the state's education fund to develop educational pathway partnerships to help meet regional industry workforce needs through WBL</li> <li>In 2017, <a href="#">SB 263</a> provided for the <a href="#">Career and Technical Education Board</a> to study and make recommendations for WBL</li> <li>In 2018, <a href="#">SB 131</a> created, and appropriated funds to, the <a href="#">Talent Ready Utah Center</a>, which is designed to support the development of education and industry partnerships in Utah</li> <li>In 2019, <a href="#">SB 138</a> created an apprentice pilot program in the Talent Ready Utah Center</li> </ul>

# Detail: Utah

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Utah does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Utah selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	In 2016 the Utah Legislature established the <a href="#">Strategic Workforce Investment Grant</a> , which funds the establishment of educational pathway partnerships that serve regional and statewide industry workforce needs. These partnerships may include WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Utah does not appear to have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Utah's <a href="#">WBL manual</a> provides guidance to schools/coordinators for marketing their WBL programs to various stakeholders. This guidance includes a list of consumers (e.g., students, counselors, business community) and suggested promotional materials (e.g., brochures, career fairs, community presentations). In addition, in 2019 the Utah Legislature passed <a href="#">HB 280</a> , which created the commissioner of apprenticeship programs within the Office of Apprenticeship in the Utah Department of Workforce Services. Among other things, the commissioner is charged with promoting and educating the public, school staff, and students about apprenticeship programs. Beyond that, there is no unified, statewide approach to communicating among stakeholders about WBL opportunities.

# Detail: Utah

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Utah provides guidance related to employer responsibilities in its <a href="#">WBL manual</a> and corresponding <a href="#">implementation documents</a> , but it does not address or define quality and there is no mechanism for holding participating employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Utah's <a href="#">WBL manual</a> and <a href="#">sample training plans and other forms</a> provide some guidance for program development, but they don't define quality expectations or provide a process for holding programs accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Data is collected on WBL opportunities annually through the <a href="#">student membership and enrollment data</a> . Students participating in WBL are enrolled in courses with unique course codes, which then provide counts for participation. The state is currently working to implement a system to track WBL outcomes from the internship experiences.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Through <a href="#">student enrollment and membership records</a> , LEAs are able to disaggregate WBL data by demographic and experience type. This data is reviewed with LEA leaders during annual Data Quality meetings.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Utah reviews disaggregated data with LEAs during annual Data Quality meetings; however, the extent to which it informs local WBL program development and improvement is unclear.

# Summary: Vermont

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Yellow
	Addressing policy barriers	Green
WBL funding	Financial incentives	Green
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

In 2013, the General Assembly of the State of Vermont enacted [Act 77: Flexible Pathways to Secondary School Completion](#). This legislation requires that all students in grades 7-12 have a [personalized learning plan](#) that defines their pathway toward secondary school completion and postsecondary readiness, and that districts create opportunities for students to pursue flexible pathways. Districts [determine locally](#) which pathways they will offer students. One flexible pathway opportunity articulated in Act 77 is [work-based learning](#). The Vermont Agency of Education developed a [WBL implementation manual](#) and set of program standards to support implementation of WBL in districts that choose to provide WBL as a pathway. Program development is at the district level, implemented through WBL coordinators.

Vermont reports school- and district-level participation in Flexible Pathways, which includes WBL, in its [Annual Snapshots](#). The state has also created a [WBL coordinator endorsement](#) to ensure program coordinators are equipped with best practices to operate high-quality WBL programs.

# Detail: Vermont

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Vermont Agency of Education includes a definition of WBL and a defined set of WBL experiences in its <a href="#">WBL manual</a> .
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Vermont students <a href="#">may earn credit</a> toward graduation for WBL experiences. The <a href="#">state does not require</a> students to participate in WBL in order to graduate. However, local education agencies set their own graduation requirements.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	Vermont does not have any state-level restrictions on student eligibility for WBL. However, it is a <a href="#">local decision</a> whether or not to operate a WBL program. Districts that do have WBL programs define the scope of those programs, including student eligibility.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: yellow;">B</span>	The national nonprofit organization Project SEARCH, which provides on-site training to students with disabilities during their last year of high school, operates programs in two Vermont businesses: <a href="#">The Edge</a> in Burlington and <a href="#">Rutland Regional Medical Center</a> in Rutland.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;">A</span>	Vermont's <a href="#">WBL manual</a> provides a centralized resource with information about relevant legislation and policy. In addition, the Vermont Standards Board for Professional Educators (VSBPE) has recently updated the <a href="#">Work-Based Learning Coordinator endorsement</a> . The endorsement revisions support Vermont's goal to increase students' participation in work-based learning as part of the high school experience and will ensure that these experiences are safe, legal, meaningful, and sustainable learning opportunities for students.



# Detail: Vermont

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Green	The <a href="#">Vermont Training Program</a> provides performance-based workforce grants for pre-employment training, training for new hires, and training for incumbent workers. The program includes employers that partner with a school or education program to employ and train high school students participating in work-based learning experiences. In addition, the <a href="#">Vermont Internship Program</a> provides grants to organizations that support or connect Vermont employers with student interns from regional technical centers or postsecondary educational institutions.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Red	Vermont did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	Vermont does not have a dedicated source of state funding for WBL opportunities. The <a href="#">WBL manual</a> explicitly states that funding for WBL is the responsibility of the school district.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Red	Vermont does not have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Vermont's <a href="#">WBL coordinators</a> are responsible for the development, coordination, implementation, and evaluation of WBL experiences. It is the WBL coordinator's duty to support students and employers in planning and implementing safe, effective, and authentic learning experiences. This includes serving as the liaison between the school, student, and WBL site. In addition, an internal WBL listserv was created in 2015 to communicate statewide resources, learning opportunities, and policy updates as well as Professional Learning opportunities, collaborative events, stakeholder networking, and student opportunities on behalf of third-party organizations.



# Detail: Vermont

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Yellow	The <a href="#">WBL manual</a> places the responsibility for developing processes to evaluate WBL on WBL coordinators. In addition, the state Agency of Education has created a <a href="#">checklist for potential WBL worksites</a> that includes a list of safety items, rules and regulations, and student learning elements that employers need to have in place to support a high-quality WBL experience for students. Once worksites are chosen, however, it is not clear that there are mechanisms in place to hold employers accountable to these expectations.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Yellow	The Vermont Agency of Education has outlined <a href="#">seven standards</a> for WBL programs, including detailed <a href="#">guidance and responsibilities</a> for various stakeholders. These standards include a set of indicators and examples of evidence that districts can use to determine whether they've met the standard, but it's not clear that there's any accountability in practice. The state has also developed a <a href="#">WBL coordinator endorsement</a> to help ensure program coordinators understand best practices for managing and overseeing high-quality WBL programs.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	Vermont has <a href="#">set the expectation</a> that WBL coordinators document student learning (by developing portfolios of work samples, journals, etc.). In addition, as part of the annual <a href="#">year-end data collection process</a> , schools are required to maintain records on all courses offered in the school, including student enrollment and outcomes such as credits earned. This record-keeping captures all WBL courses.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Yellow	Vermont's CTE centers report student participation in WBL that is disaggregated by experience type (career work experience, paid cooperative education placement, or apprenticeship). Beginning in June 2021, the state will disaggregate WBL data based on Perkins V special populations categories and by gender and race. In its <a href="#">Annual Snapshot reports</a> , Vermont reports the number of students participating in Flexible Pathways in each school, district, and statewide. This number includes students who have participated in WBL.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Yellow	The state captures and reports the percentage of students participating in Flexible Pathways, which includes WBL, as part of its annual school and district <a href="#">snapshots</a> . It is not clear whether or how individual schools use these data to improve their WBL programs, however.

# Summary: Virginia

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Green
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Yellow

The Virginia Department of Education (VDOE) recognizes [11 WBL opportunities](#), which students can access through CTE or academic courses. The most recent revision of the state's [Standards of Accreditation](#) requires secondary schools to provide WBL opportunities to students.

Following [legislation](#) passed in 2019, the Department of Education recently completed a review and revision of its [WBL guide](#), which now includes implementation support for WBL experiences, such as roles and timelines for implementation, participation forms, training agreements, student reflection forms, and student evaluation forms. The VDOE collects participation and outcomes data for all 11 WBL experiences and, beginning with school year 2022-23, will use those data as part of the accreditation process, measuring the extent to which a school's students successfully complete advanced coursework, CTE coursework and credentialing, and academic and CTE work-based and service-based learning.

In 2019, the Virginia Legislature [passed legislation](#) directing the Department of Education, in establishing high school graduation requirements, to require students to complete a senior capstone project/portfolio that relates to a WBL, service learning, or community engagement activity. However, the provisions would not become effective unless reenacted by the 2020 session of the General Assembly. It does [not appear](#) that those provisions were reenacted.

# Detail: Virginia

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Virginia Department of Education's <a href="#">WBL guide</a> includes a definition of WBL. VDOE has further identified <a href="#">11 WBL opportunities</a> students can access.
	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	Under Virginia's <a href="#">Standards of Accreditation</a> , secondary schools are required to provide WBL opportunities to students. Students can <a href="#">earn credit toward graduation</a> for participating in WBL experiences; however, students are <a href="#">not required to participate in WBL in order to graduate</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	Secondary schools in Virginia are <a href="#">required</a> to provide students with opportunities to participate in WBL, and all students are eligible to participate in WBL.
	Content of WBL policies	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red;">C</span>
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: green; color: white;">A</span>	In 2019 the Virginia Legislature passed several laws to address gaps in CTE and WBL: <ul style="list-style-type: none"> <li>• <a href="#">HB 2123</a> requires that partnerships between LEAs and community colleges specify available options for students to participate in and earn dual credit for participation in pre-apprenticeship and apprenticeship programs at community colleges</li> <li>• <a href="#">HB 2185</a> establishes the Virginia Rural Information Technology Apprenticeship Grant Fund and Program to award grants to small, rural IT businesses in certain localities to establish 18-month apprenticeship programs</li> <li>• <a href="#">SB 1434</a> requires the VDOE to review and revise the state's CTE WBL guide</li> </ul>

# Detail: Virginia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Virginia employers may claim a <a href="#">tax credit</a> for providing eligible worker retraining to qualified employees, including apprentices who are approved by the Virginia Apprenticeship Council (individuals are eligible for apprenticeships beginning at age 16). The credit is up to 30% of all expenditures paid or incurred by the employer.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Virginia selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Virginia earmarked more than \$2 million in its <a href="#">2020 budget act</a> to support apprenticeship programs; these funds are not available to other WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		In May 2020, the State Board of Education enacted a <a href="#">CTE Perkins V reserve fund</a> in the amount of \$391,386 to establish a network of regional WBL specialists throughout the eight Superintendent's Regions in the Commonwealth. These specialists will foster collaboration among secondary, postsecondary, business and industry, and workforce development partners to ensure career pathways include best practices and strategies to promote innovation in targeted workforce sectors, which are aligned with high-skill, high-wage, and in-demand occupations throughout the Commonwealth. Targeted services will be provided in rural areas and areas with disparities and gaps in performance. Additionally, the Virginia Community College System (VCCS) has statewide <a href="#">Career Coaches</a> who are based in local high schools to help students determine their postsecondary career aspirations, including college, apprenticeships, and workforce training.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		Virginia's <a href="#">WBL coordinators</a> are responsible for promoting WBL programs and recruiting students as well as communicating across stakeholders. In addition, the VDOE holds an annual conference, Experience Works, a convening of business leaders and educators, which provides a professional development opportunity targeted to WBL instructors, coordinators, CTE administrators, school counselors, and career coaches.

# Detail: Virginia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Virginia's <a href="#">WBL guide</a> includes roles and responsibilities for employers participating in each of the 11 types of WBL. Students placed in a WBL experience are required to have a completed training agreement on file with the employer that contains mutually agreed-upon expectations for all parties. Students participating in apprenticeships, clinical experiences, cooperative education, and internships are also required to have a training plan in place, which includes an orientation checklist for employers. The WBL guide includes sample feedback forms that students can complete, some of which include questions about their experience at the worksite. There is not a statewide process for holding employers accountable; however, local education agencies may sever training agreements with employer hosts when expectations are not met.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The <a href="#">WBL guide</a> includes a set of roles and responsibilities for WBL coordinators facilitating WBL opportunities for students. Coordinators' expectations and responsibilities are detailed in the training plan and training agreement documents. The WBL guide also includes structures for assessing students' learning through the WBL experience. VDOE has a federal program monitoring process in place to review and evaluate identified school districts' CTE programs, including their WBL programs. Local school districts are responsible for holding WBL programs accountable.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Virginia collects comprehensive data on all 11 types of WBL experiences, including demographics and special populations, through the <a href="#">Master Schedule Collection</a> and <a href="#">Student Record Collections</a> three times a year.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		As a component of the <a href="#">Master Schedule Collection</a> , WBL participation is captured by the 11 WBL experience types for gender, ethnicity, English learners, students with disabilities, economically disadvantaged, military connected, unaccompanied homeless, youth in foster care, single parents, nontraditional students, and out of workforce. School districts can access subgroup-level student data for each WBL experience.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Beginning in the 2022-23 school year, the College and Career Readiness Initiative (CCRI) will be a part of the school accreditation process, which will measure the extent to which a school's students successfully complete advanced coursework, CTE coursework and credentialing, and academic and CTE work-based and service-based learning.



# Summary: Washington

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Green
	Addressing policy barriers	Green
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Green
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Green
	WBL communications infrastructure	Green
WBL quality	Experience quality	Green
	Program quality	Green
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Green

In 2017, Governor Jay Inslee launched the [Career Connect Washington](#) Task Force, which, in 2018, offered a set of [recommendations](#) for connecting Washington’s young people to the education and training opportunities they need to succeed in high-demand careers. In 2019, the Legislature passed the [Workforce Education Investment Act](#), funding the governor’s [Career Connect Washington](#) (CCW) program, a statewide initiative and public-private partnership with a goal to enroll 60% of the high school class of 2030 in [Career Launch](#) programs (paid, work-based training programs with aligned classroom instruction that result in an industry-recognized credential or at least 45 postsecondary credits). CCW has developed a cohort of regional [networks](#) and [intermediaries](#) to expand career-connected learning (CCL) programs across Washington. Nine regional networks support in convening and managing regional, cross-industry partnerships. Each network has a CCL coordinator who focuses on growing CCL opportunities within the K-12 system. Program intermediaries bridge connections between industry and educators to create and scale Career Launch, Career Prep, and Career Explore programs. CCW has developed an [endorsement process](#) to review [Career Launch](#) programs to ensure program quality.

The 2018 Legislature passed [Senate Bill 6274](#) to help more Washington students — specifically, those who have been in foster care or who have experienced homelessness — prepare for careers. The [Passport to Apprenticeship Opportunities](#) program assists students participating in registered apprenticeship or pre-apprenticeship programs with covering occupational-specific costs such as tuition for classes, fees, work clothes, rain gear, boots, and occupation-related tools.

# Detail: Washington

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?		CCW offers a definition of " <a href="#">career-connected learning</a> " (CCL) and defines a set of career-connected learning <a href="#">programs and activities</a> that have different levels of intensity and preparation.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?		All students are <a href="#">required to take at least one CTE course</a> in order to graduate, and <a href="#">CTE Sequence</a> is a recognized graduation pathway. Students are not required to participate in a career-connected learning experience to graduate, however.
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?		Although there are designated CTE-embedded WBL programs, non-CTE students are eligible to participate in other forms of WBL.
	Equity of access	Are there state policies designed to support access for underserved groups of students?		CCW's <a href="#">equity strategy</a> includes community-level support for intermediaries that work with underserved young adults and individual-level support for students in the form of grants, as well as ongoing research and data disaggregation to identify and address gaps (data disaggregated by race, ethnicity, gender, family income, rurality, disability, homelessness status, and other population groups). In addition, SB 6274 (2018) established the <a href="#">Passport to Apprenticeship Opportunities</a> program, which assists homeless students or those in foster care with participating in registered apprenticeship or pre-apprenticeship programs by covering occupational-specific costs such as tuition for classes and work clothes.
	Addressing policy barriers	Does state policy address key barriers to WBL?		CCW is engaged in a three-part survey research project to fill a gap in quantitative data on barriers to participation in and completion of CCL programs for students furthest from opportunity. This research will inform policy recommendations to lower or eliminate barriers to encourage more equitable participation and completion of programs. <a href="#">Findings from the first survey of program builders</a> (e.g., schools, districts, apprenticeship programs, community and technical colleges) were released in fall 2020.



# Detail: Washington

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Washington does not provide financial incentives to employers to offer CCL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Washington selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Washington's 2019 <a href="#">Workforce Education Investment Act</a> authorized \$25 million to operate initiatives that support and scale WBL and other career-connected learning opportunities, as well as \$11 million in capital and transportation funding to support these initiatives. The governor has proposed an additional \$19.5 million in operating funds for FY 2021-23, and \$13 million in capital equipment funding to continue CCW's work.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		CCW facilitates CCL opportunities across the state. To date, <a href="#">CCW has</a> : <ul style="list-style-type: none"> <li>• 9 regional networks established to serve as CCL hubs in their regions</li> <li>• 9 CCL coordinators hired to support student participation in CCL</li> <li>• 22 intermediaries funded to expand or develop programs</li> <li>• 21+ new registered apprenticeship programs</li> <li>• 28+ new Career Launch programs endorsed</li> <li>• \$14.4 million distributed to regions to expand CCL</li> <li>• 150+ employers engaged in career explore, prep, and launch programs</li> <li>• 10,000 enrolled students in Career Launch programs</li> </ul>
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		CCW has undertaken a decentralized approach to communications. The state-level team communicates directly with regional networks and intermediaries and liaises with labor, government agencies, business leaders, and other key stakeholders. Regional networks and intermediaries communicate directly with CCL programs which, in turn, ensure teachers and program directors have the information they need to implement quality programming. CCW also provides some <a href="#">communications and marketing resources</a> to its partners. In addition, CCW is <a href="#">currently developing a directory of CCL programs</a> , which will be <a href="#">navigable by region</a> and will include available supports.

# Detail: Washington

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Any community and technical college, training center, university, or K-12 school (in partnership with a higher education institution) can offer a Career Launch program. These programs must be <a href="#">endorsed</a> by CCW, however, by undergoing a rigorous review process. The <a href="#">application</a> requires substantial information about the curriculum and worksites where students will complete supervised training. Endorsements last for three years, and programs must undergo a review process to renew their endorsement.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		The Career Launch program endorsement <a href="#">application</a> also requires substantial information about the program's design and academic components. Endorsements last for three years, and programs must undergo a review process to renew their endorsement.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		CCW <a href="#">collects</a> enrollment and completion rates across Career Launch programs as part of its equity strategy.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		CCW is <a href="#">working with a cross-section of agencies</a> to collect and analyze disaggregated data for the following student characteristics: race, gender, income, rurality, ability, foster youth, homeless youth, English language learners, and other relevant categories.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		CCW uses disaggregated data to inform its overarching strategy. CCW will use that information to provide additional support and assistance to programs as needed.

# Summary: West Virginia

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Yellow
	Dedicated federal funding	Green
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Red
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Green
	Use of data to drive equity	Green
	Use of data to drive quality	Red

West Virginia's WBL efforts are part of what the Department of Education calls [experiential learning](#). Experiential learning (EL) can be WBL, community-based learning, service-based learning, research-based learning, or work-related experience. The state developed an [experiential learning guide](#) with technical assistance for counties. All students must participate in an EL experience during high school (however, this does not have to be a WBL experience).

Each county board of education has the responsibility to develop programs and policies for experiential learning. According to [Policy 2510](#), each county board of education shall establish a procedure for coordinating EL, criteria for selecting quality EL and sites, criteria and standards that students must meet to be eligible for EL, standards and objectives for the different types of EL, and a process and criteria for EL that merits the awarding of credit. Counties shall also provide staff development for coordinators, mentors, and supervisors of EL and establish linkages to enable school personnel and businesses to provide EL opportunities to support and enhance programs of study and career development.

In addition, the WV Department of Education is looking over the next year to open and revise [Policy 2520.13](#), which governs CTE programs. The state will be focusing on building a career initiative for CTE and expanding WBL opportunities for CTE students through school-business partnerships. This work will include the development of an online database to house students' WBL hours and activities, as well as business partnerships.

# Detail: West Virginia

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The West Virginia Department of Education's <a href="#">experiential learning guide</a> and <a href="#">Policy 2510</a> define WBL as a subcategory of experiential learning. The EL guide includes a list of state-approved WBL experiences.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	<a href="#">Participation in EL is a high school graduation requirement</a> . WBL is one type of EL; however, there are other types of EL activities (e.g., research projects, community service) that students can participate in to fulfill this graduation requirement. WBL itself is <a href="#">not required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	There are <a href="#">no state-level eligibility restrictions</a> for participation in WBL.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	West Virginia does not have explicit policies to support access to WBL for other underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	West Virginia's <a href="#">EL guide</a> provides a centralized resource with information about relevant legislation and policy. It does not have policies or requirements in place to address existing policy barriers, and the state does not appear to have taken steps to address known barriers. However, as noted on the previous slide, the state plans to open its CTE policy in the near future to strengthen it and provide greater access to WBL for students.

# Detail: West Virginia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Yellow	West Virginia employers may claim a <a href="#">tax credit</a> for hiring apprentices in the construction trades. The tax credit shall be in an amount equal to \$2 per hour multiplied by the total number of hours worked by an apprentice, but may not exceed \$2,000, or 50% of actual wages paid in that tax year for the apprentice, whichever is less. This program is limited to certain fields and only applies to employers participating in apprenticeship programs, not other types of WBL.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	West Virginia selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Red	West Virginia does not appear to have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	West Virginia <a href="#">requires</a> county boards of education to establish linkages to enable school personnel and businesses to provide experiential learning opportunities to support and enhance programs of study and career development. In addition, as the state revises its CTE policy in the near future, it will likely include partnerships to facilitate students' access to internships.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Red	There does not appear to be a system in place to communicate among stakeholders about WBL opportunities.

# Detail: West Virginia

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?	Yellow	West Virginia's <a href="#">EL guide</a> recommends that counties provide staff development for employer mentors and supervisors of WBL students and that parents, students, school-site coordinators, and worksite mentors sign a training plan that outlines learning expectations for students. Beyond that, there are no set criteria for quality WBL experiences or mechanisms to hold programs accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?	Yellow	West Virginia's <a href="#">EL guide</a> includes a set of criteria that quality WBL programs must meet. There is a set of required documents that districts can use (and adapt as needed) to support their development of high-quality WBL programs. It's not clear whether there is an evaluation process in place to hold programs accountable to the quality criteria, however.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?	Green	Counties and districts use the <a href="#">West Virginia Education Information System</a> (WVEIS) to document student experiential learning, including WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?	Green	The <a href="#">data</a> captured in WVEIS allows the state to disaggregate WBL data by demographics and outcomes.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?	Red	West Virginia does not appear to have a process in place to use disaggregated data to inform WBL program improvement.

# Summary: Wisconsin

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Green
	Dedicated state funding	Yellow
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Yellow
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Yellow
WBL accountability	Data collection	Yellow
	Use of data to drive equity	Yellow
	Use of data to drive quality	Yellow

The Wisconsin Department of Public Instruction (DPI) offers [career-based learning experiences](#) (CBLEs), which are opportunities for students to participate in career awareness, exploration, and development. [WBL experiences](#) are a subset of CBLEs that must meet Perkins requirements. WBL experiences (also called internships on some of the documentation provided by the state) are organized at the local level based on an agreement among the school, student, and employer/partner. DPI is [in the process](#) of developing a CBLE implementation guide.

In addition to CBLEs, Wisconsin has a state-certified [cooperative education](#) program that provides high school juniors and seniors with a paid work experience through a partnership between a school and local employer.

Wisconsin's [Department of Workforce Development](#) operates a [youth apprenticeship](#) program. Individual schools as well as consortia of districts can [develop and operate](#) a youth apprenticeship program for high school students.



# Detail: Wisconsin

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	<span style="background-color: green; color: white;">A</span>	The Wisconsin Department of Public Instruction <a href="#">defines WBL</a> and specifies a <a href="#">set of WBL experiences</a> .
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	<span style="background-color: yellow;">B</span>	<a href="#">Certain WBL programs count for credit</a> toward graduation; however, students are not required to participate in WBL in order to <a href="#">graduate</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	<span style="background-color: green; color: white;">A</span>	There do not appear to be any state-level eligibility requirements to participate in WBL. <a href="#">Local school districts design student selection processes and eligibility requirements</a> for certified cooperative education programs. <a href="#">Youth apprenticeships</a> are open to <a href="#">high school juniors and seniors</a> .
	Equity of access	Are there state policies designed to support access for underserved groups of students?	<span style="background-color: red; color: white;">C</span>	Wisconsin does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	<span style="background-color: yellow;">B</span>	The Wisconsin DPI has developed a <a href="#">manual for state-certified cooperative education programs</a> , which serves as a centralized resource for those programs. There is also a <a href="#">manual for the youth apprenticeship program</a> . DPI is in the process of developing an implementation manual for CBLEs more broadly; however, it does not yet exist. It does not appear that the state has taken active steps to reduce known barriers.

# Detail: Wisconsin

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?	Red	Wisconsin does not appear to provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?	Green	Wisconsin selected WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?	Yellow	Wisconsin provides competitive grant dollars to local consortiums <a href="#">to expand youth apprenticeships</a> . Grant requests are limited to \$900 per youth apprentice served, and grantees must serve at least 25 students to be eligible. These funds are limited to apprentices and cannot be used for other types of WBL.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?	Yellow	The Wisconsin <a href="#">Bureau of Apprenticeship Standards</a> provides guidance and oversight of the youth apprenticeship program, and a <a href="#">network of 33 regional consortia</a> throughout the state operates the program. Most of the consortia are led by regional education service agencies, school districts, or technical colleges. Each consortium has a steering committee comprising local employers, high school districts, technical colleges, youth-serving public agencies, workforce organizations, and others. These consortia focus only on youth apprenticeships, however, and do not include other types of WBL.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?	Yellow	Wisconsin districts that are certified to operate co-op programs <a href="#">must have coordinators</a> who are tasked with setting up and overseeing the WBL component, including communicating among stakeholders. For the youth apprenticeship program, <a href="#">coordinators at local high schools</a> conduct extensive outreach to market the program to parents and students, which increases interest and helps students make informed decisions about committing to the program. School counselors participate in recruiting students and work closely with youth apprenticeship coordinators.

# Detail: Wisconsin

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Wisconsin's cooperative education <a href="#">implementation guide</a> includes some expectations for cooperating employers. The Department of Workforce Development's <a href="#">website</a> and <a href="#">youth apprenticeship guide</a> also outline the responsibilities and expectations for participating employers and worksite mentors. The Department of Education is in the process of developing similar guidance for the broader set of CBLEs.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Wisconsin's cooperative education <a href="#">implementation guide</a> includes some expectations for teachers and coordinators. The Department of Workforce Development's <a href="#">website</a> and <a href="#">youth apprenticeship guide</a> provide detailed guidelines and expectations for program oversight and administration, program registration, requirements for work-based learning activities, and program evaluation and monitoring. The Department of Education is in the process of developing similar guidance for the broader set of CBLEs.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Wisconsin collects data on WBL participation through its CTE data collection process and, separately, collects and publishes <a href="#">data</a> on its youth apprenticeship program. The state is in the process of developing a comprehensive system to capture all WBL data.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Data for both CTE-based WBL opportunities and the youth apprenticeship can be disaggregated by student demographics.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Wisconsin evaluates its youth apprenticeship programs <a href="#">using student outcomes data</a> . However, it does not appear that the state has a process in place to use disaggregated data to inform program improvement for other types of WBL.

# Summary: Wyoming

Category	Criteria	Rating
Existence of WBL policy	WBL definition	Green
Content of WBL policies	WBL as part of HS graduation requirements	Yellow
	WBL eligibility	Green
	Equity of access	Red
	Addressing policy barriers	Yellow
WBL funding	Financial incentives	Red
	Dedicated federal funding	Red
	Dedicated state funding	Red
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Red
	WBL communications infrastructure	Yellow
WBL quality	Experience quality	Yellow
	Program quality	Red
WBL accountability	Data collection	Red
	Use of data to drive equity	Red
	Use of data to drive quality	Red

The Wyoming Department of Education implements [WBL](#) through CTE programming. Students age 16 and over can participate in WBL placements including employability skill development, cooperative education, internships, externships, and apprenticeships. There are no obvious state-level restrictions on which students can access CTE courses or WBL placements. Implementation is up to the district, however, so access may vary across the state.

In its WBL guide, the Wyoming Department of Education has outlined “5Rs” to guide the development of WBL programs: Readiness, Relationships, Rigor, Relevance, and Richness. The guide also outlines expectations for school districts, school administrators, teachers, guidance counselors, parents/guardians, students, employers, and worksite mentors.

# Detail: Wyoming

Category	Criteria	Description	Rating	Explanation of state's rating
Existence of WBL policy	WBL definition	Does the state have a formal definition of WBL that includes opportunities for high school students?	Green	The Wyoming Department of Education's <a href="#">WBL guide</a> includes both a definition of WBL and a set of WBL experiences that students can access.
Content of WBL policies	WBL as part of HS graduation requirements	Does state policy allow or require internships or other WBL opportunities to count for credit toward graduation?	Yellow	Wyoming high school students <a href="#">can earn credit</a> toward graduation for CTE classes that include WBL; however, participating in WBL is <a href="#">not required for graduation</a> .
	WBL eligibility	Are all high school students eligible for WBL opportunities, or is eligibility restricted to students enrolled in specific programs?	Green	The <a href="#">WBL guide</a> states that WBL placements, including cooperative education, internships, externships, and apprenticeships, are open to students 16+. There do not seem to be any additional state-level eligibility requirements either for CTE courses generally or WBL more specifically.
	Equity of access	Are there state policies designed to support access for underserved groups of students?	Red	Wyoming does not appear to have explicit policies to support access to WBL for underserved student groups.
	Addressing policy barriers	Does state policy address key barriers to WBL?	Yellow	Wyoming's <a href="#">WBL guide</a> provides a centralized resource with information about relevant legislation and policy. However, it does not have policies or requirements in place to address existing policy barriers and it does not appear that the state has taken steps to address known barriers through policy or legislation.

# Detail: Wyoming

Category	Criteria	Description	Rating	Explanation of state's rating
WBL funding	Financial incentives	Are there financial incentives (e.g., tax credits) for employers that offer WBL opportunities to high school students?		Wyoming does not provide financial incentives to employers to offer WBL opportunities to high school students.
	Dedicated federal funding	Does the state use its Perkins funding to support WBL?		Wyoming did not select WBL participation as a program quality indicator in its <a href="#">Perkins V plan</a> .
	Dedicated state funding	Is there a dedicated source of state funding for WBL?		Wyoming does not have a dedicated source of state funding for WBL opportunities.
WBL support infrastructure	Statewide support infrastructure, intermediary, and/or public-private partnerships	Is there a system or organization designed to facilitate WBL opportunities and/or are there public-private partnerships that support access to paid or for-credit WBL opportunities for high school students?		Wyoming does not have a statewide system or organization in place to facilitate cross-sector partnerships related to WBL for high school students.
	WBL communications infrastructure	Are there systems in place to communicate among schools, students, employers, and other stakeholders about WBL opportunities?		In Wyoming, it is the <a href="#">WBL teacher's responsibility</a> to locate, analyze, and evaluate the suitability of WBL sites, and the guidance counselor's responsibility to assist with recruitment of students for WBL experiences. There is no unified, statewide approach to communicating among stakeholders about WBL opportunities.

# Detail: Wyoming

Category	Criteria	Description	Rating	Explanation of state's rating
WBL quality	Experience quality	Is there a statewide framework in place that defines quality expectations for WBL experiences and holds employers accountable to those expectations?		Wyoming's "5Rs" offer some guidance for quality WBL and a checklist of responsibilities for employers and the WBL supervisor. Sample survey forms for students and parents ask questions about the quality of the WBL experience, but these are not required and there is no mechanism to hold employers accountable.
	Program quality	Is there a statewide framework in place that defines quality expectations for WBL programs and holds schools/districts accountable to those expectations?		Wyoming requires its WBL students to have a training plan that defines the skills that the student will master, but there is nothing related to the WBL program more broadly nor is there any program accountability in place.
WBL accountability	Data collection	Is there a process in place to track student participation in WBL opportunities and their outcomes?		Wyoming does not appear to have a system in place to collect data on WBL.
	Use of data to drive equity	Does the state disaggregate WBL data by student demographics and experience type?		Wyoming does not appear to have a system in place to disaggregate WBL data.
	Use of data to drive quality	Does the state use disaggregated data as a component of its quality framework?		Wyoming does not appear to have a process in place to use disaggregated data to inform WBL program improvement.



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# About the Authors

**Kelly Robson** is an associate partner at Bellwether Education Partners. She can be reached at [Kelly.Robson@bellwethereducation.org](mailto:Kelly.Robson@bellwethereducation.org)

**Jennifer O'Neal Schiess** is a partner at Bellwether Education Partners. She can be reached at [Jennifer.Schiess@bellwethereducation.org](mailto:Jennifer.Schiess@bellwethereducation.org)

**Julie Lammers** is Senior Vice President of Government Relations and Advocacy at ASA. She can be reached at [jryder@asa.org](mailto:jryder@asa.org)

# About ASA

American Student Assistance® (ASA) is a national nonprofit committed to helping kids know themselves, know their options, and make informed choices to achieve their education and career goals. ASA® has a 60-year legacy of working directly with students to increase their access to higher education through loans and financial education. ASA has turned its experience into impactful solutions for students in grades 6-12 to help them pursue their dreams. To learn more about ASA, visit [www.asa.org/about-us](http://www.asa.org/about-us)

# About Bellwether

Bellwether Education Partners is a national nonprofit focused on dramatically changing education and life outcomes for underserved children. We do this by helping education organizations accelerate their impact and by working to improve policy and practice.

Bellwether envisions a world in which race, ethnicity, and income no longer predict opportunities for students, and the American education system affords all individuals the ability to determine their own path and lead a productive and fulfilling life.



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