

Summary of Work-Based Learning Policies in New England

Executive Summary:

| State | WBL Expansion Initiative | Employer WBL Subsidy | | Secondary Student WBL | | Subsidized Postsecondary Instruction for Apprentices |
|-------|--------------------------|------------------------|------------|--|-----------------------------|--|
| | | Grant or Reimbursement | Tax Credit | Pre-Apprenticeship or Youth Apprenticeship | Other Secondary Student WBL | |
| CT | | X | X | X | | |
| ME | | X | | | | X |
| MA | X | | | | X | |
| NH | | | | | | |
| RI | X | | X | | X | |
| VT | | | | | | |

Source: NEBHE analysis of data from National Skills Coalition, “Skills in the States: Work-Based Learning Policy, a 50-State Scan” (April 2017). Retrieved at <https://www.nationalskillscoalition.org/resources/publications/file/WBL-Learning-Policy-50-State-Scan.pdf>.

Examples of state efforts:

High school and district support to inform and coordinate student, teacher and employer efforts - Rhode Island’s [PrepareRI Ambassadors](#), representing classroom teachers and district and community leaders, support career education activities on the ground — with a number of 2018-19 ambassadors focused on expanding work-based learning.

Funds to support deployment of WBL activities - PUBLIC-PRIVATE MATCH: Massachusetts’ [Connecting Activities](#) is supported in part by public-private matching grants to workforce investment boards or other local public-private partnerships involving community job commitments and work-based learning opportunities for students. Grants require a minimum 200 percent match in student wages from private sector participants. Employers commit resources to pay salaries, provide mentoring and instruction on the job and work closely with teachers, while public funds pay for the costs of connecting schools and businesses to ensure that students serve productively on the job.

ESSA requires state plans to adopt metrics to identify the percentage of high school students (or recent high school graduates) who demonstrate college and/or career readiness. **Connecticut’s** approved ESSA plan explicitly includes completion of a work-based learning opportunity as a means for high school students to be included in the state’s college and career ready count.

STATE POLICY RECOMMENDATIONS:

1. Utilize state sector partnership policies to expand work-based learning
2. Leverage WIOA planning to integrate work-based learning into state sector partnership policies
3. Ensure that sector partnerships’ work-based learning priorities align with and leverage other state training efforts across workforce, education and human services agencies

| Connecticut | |
|---|---|
| Has Adopted a WBL Policy? | ✓ |
| Expansion Initiative | |
| Employer Subsidy | ✓ |
| Grant or Reimbursement | ✓ |
| Tax Credit | ✓ |
| Secondary Student WBL | ✓ |
| Pre-Apprenticeship or Youth Apprenticeship | ✓ |
| Other Secondary Student WBL | |
| Subsidized Postsecondary Instruction for Apprentices | ✗ |
| Student Support | |
| Institution Support | |
| <p>In 2014, the Connecticut legislature created the Apprenticeship Subsidized Training and Employment Program (Step Up) (Public Act 14-38), affording wage subsidies to eligible small manufacturing companies that hire high-school or college students into registered apprenticeship programs. Employers hiring a new apprentice are eligible for tiered wage subsidies for wages of up to \$10/hour per apprentice over a six month period.</p> <p>Connecticut’s Corporate Tax Credit (Public Act No. 79-475, provides a tax credit of up to \$4,800 annually to employer sponsors of registered apprenticeship programs for manufacturing, plastics, plastics-related trades, and construction trades. In order to qualify, apprenticeship programs must be between two to four years (4,000-8,000 hours) and each apprentice must work at least 120 hours per month.</p> <p>The Connecticut Technical High School System includes pre-apprenticeships that are registered with the Connecticut Department of Labor Office of Apprenticeship Training. Students are required to participate in at least one year of their chosen program of study before they are eligible to begin a pre-apprenticeship program. During the school year, pre-apprentices work up to 21 hours each week, which counts both towards academic credit and towards the completion of a corresponding registered apprenticeship program’s on-the-job requirements.</p> <p>State definition of WBL: <i>Education Agency:</i> Connecticut State Department of Education has a “Work-Based Learning Toolkit” that is currently being updated. The College and Career Readiness and Success Center will check back on site. Connecticut State Department of Education. (n.d.) Work-based learning. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320716#toolkit</p> <p><i>Department of Labor or Workforce Development:</i> The Connecticut Department of Labor, Office of Apprenticeship Training states that an “apprenticeship is a paid training program of earning while learning. This on-the-job training, combined with classroom instruction, ensures a well-qualified, job ready employee. Apprenticeships generally range from one to four years and at completion, the Connecticut Department of Labor’s Office of Apprenticeship Training provides a portable training credential.” Connecticut Department of Labor, Office of Apprenticeship Training. (n.d.). About Connecticut’s apprenticeship program. Retrieved from http://www.ctdol.state.ct.us/progsupt/appren/appren.htm</p> | |

The Connecticut Department of Labor’s website describes job shadowing as giving participants “the chance to observe someone on the job. For most of the day, [participants] will watch, listen, ask questions, and learn as the person [he or she is] shadowing does his or her job. Shadowing experiences last only a day or two.”

Connecticut Department of Labor. Try it on. Retrieved from <https://www1.ctdol.state.ct.us/jcc/viewarticle.asp?intArticle=17>

Pending Work-Based Learning Legislation:

HB5111 – To establish a WBL Task Force

Session Year: 2020

Summary: To establish a task force to identify high-growth, high-demand jobs and analyze the implementation and creation of partnerships that provide apprenticeship opportunities for such jobs.

Status: Filed with Legislative Commissioner’s Office

| Maine | |
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| Has Adopted a WBL Policy? | ✓ |
| Expansion Initiative | |
| Employer Subsidy | ✓ |
| Grant or Reimbursement | ✓ |
| Tax Credit | |
| Secondary Student WBL | X |
| Pre-Apprenticeship or Youth Apprenticeship | |
| Other Secondary Student WBL | |
| Subsidized Postsecondary Instruction for Apprentices | ✓ |
| Student Support | ✓ |
| Institution Support | |

Under Maine Statutes Title 26, 3211, 6-A, the Maine Department of Labor provides training cost assistance to eligible apprenticeship sponsors (employers, employer associations, or labor management partnerships) “as funds permit”

Under Title 26, 3211, 6-A, the Maine Department of Labor underwrites 50 percent of tuition costs for registered apprentices “as funds permit”.

State definition of WBL:

Education Agency: No formal definition.

Department of Labor or Workforce Development: The Maine Department of Labor Bureau of Labor Standards includes definitions of key terms included in Maine youth employment laws (Title 26 M.R.S.A. §§ 701–785), including the following: “Cooperative education programs (“Co-op”) are considered employment situations. Students are placed in businesses. A school coordinator evaluates and grades them on pre-assigned job duties and training tasks. The employer must pay students at least the minimum wage and comply with all applicable State & Federal laws.” “An internship is allowed only in post-secondary education. The student receives credits while learning as part of a course of study. The student may or may not be paid a stipend (not wages).” Maine Department of Labor. (2008). Maine laws governing the employment of minors.

Retrieved from http://www.maine.gov/labor/labor_laws/publications/minorsguide.html#

Cooperative The Maine Department of Labor states that individuals 16 years of age or older with a high school diploma or GED are able to participate in an apprenticeship that i “Is typically learned practically through a structured program of 2,000 hours per year of supervised on-the-job learning i Is clearly identified and commonly recognized through an industry i Involves specialized skills and knowledge that require a minimum number of hours as directed by the schedule of on-the-job work experience i Requires related instruction classes to supplement on-the-job learning.” Maine Department of Labor. (2016) Maine Apprenticeship Program. Retrieved from http://www.maine.gov/labor/jobs_training/apprenticeship.html

Massachusetts

Has Adopted a WBL Policy?

✓

Expansion Initiative

✓

Employer Subsidy

X

Grant or Reimbursement

Tax Credit

Secondary Student WBL

✓

Pre-Apprenticeship or Youth Apprenticeship

Other Secondary Student WBL

✓

Subsidized Postsecondary Instruction for Apprentices

X

Student Support

Institution Support

Massachusetts’ Workforce Competitiveness Trust Fund supports regional industry partnerships. Internships, pre-apprenticeships, and apprenticeships have been among the training strategies implemented by the sector partnerships.

The Massachusetts Connecting Activities initiative (CA), launched in 1998 provides students with work-based learning and career development opportunities. CA is funded through an annual appropriation in the state’s budget. Funds are allocated by the Department of Elementary and Secondary Education to local Workforce Development Boards (WDBs). The WDBs partner with high schools and other local stakeholders to offer a range of learning opportunities to students, including paid internships. Employers are required to match state funds 2:1. In FY15, the state appropriation was \$3.1 million and employers put in \$14,690,000.

Chapter 132 of the Acts of 2019, signed by Gov. Baker November 2019, states that the secretary of education, in conjunction with each public school district, the department of elementary and secondary education, and the department of higher education, will collect data on student preparedness for workforce and post-graduate success. This publicly available data will include student participation rates in college and career-readiness programming and the percentage of students in internships and earning industry-recognized credentials.

State definition of WBL:

Education Agency: Massachusetts offers no formal definition of WBL on the primary website, but the state features work-based learning through the Massachusetts Work-Based Learning Plan (WBLP), which is used throughout

the state to structure youth employment placements, including summer jobs, internships, and cooperative education placements.

Connecting Activities, Massachusetts Department of Elementary and Secondary Education. (n.d.). Overview of the Work-Based Learning Plan. Retrieved from <http://www.massconnecting.org/content/overview-work-based-learning-plan>

The “Implementing the Massachusetts Work-Based Learning Plan” resource refers to WBL from the employer perspective as follows: Work-Based Learning Definitions Themes From State and National Organizations

“The Work-Based Learning Plan provides structure to a wide range of work experiences. Some work experiences are semester-long or year-round internships or co-operative education placements designed to help a young adult to gain in-depth experience in a career field. Other work experiences are short-term experiences designed to give participants a flavor of working in a particular industry. Others are summer and after-school jobs focused on fairly routine day-to-day tasks in which young adults gain valuable work experience while building and strengthening foundation skills as well as career and workplace specific skills. In each case, participants learn about the expectations of the job and obtain constructive feedback through the Work-Based Learning Plan.”

Skills Pages. (n.d.). Implementing the Massachusetts Work-Based Learning Plan. Retrieved from <http://skillspages.com/masswbl/index.php/using-the-wblp/1a-implementing-the-wblp>

Department of Labor or Workforce Development: The Massachusetts Executive Office for Labor and Workforce Development provides the following two definitions pertaining to apprenticeships: “Apprentice: Is an individual who is employed to learn an apprenticeable occupation or profession and is registered with a sponsor in an approved apprenticeship program.”

“Apprenticeable occupation: Is a skilled trade(s) or craft(s) profession requiring special abilities which has been recognized by the United States Department of Labor, Office of Apprenticeship, Training, Employer, and Labor Services and by the Department of Workforce Development.”

Massachusetts Executive Office for Labor and Workforce Development. (n.d.). Apprenticeship glossary of terms. Retrieved from <http://www.mass.gov/lwd/labor-standards/das/apprenticeshipprogram/glossary.html>

New Hampshire

Has Adopted a WBL Policy?

X

State definition of WBL:

Education Agency: New Hampshire offers no formal definition of WBL, but it is mentioned on the Bureau of Career Development page and in its “Navigating Work-Based Learning” document. “WBL is an integral component of career development for New Hampshire’s students. WBL provides a unique opportunity for industry and education to create partnerships, in order to align career exploration and postsecondary planning with the changing needs of the New Hampshire economy. Through quality WBL activities, students gain real-world experience and develop stronger employability skills. Industry partners build relationships with educational institutions (high schools, career and technical education centers, community colleges) which may

be cultivated to support curriculum development, clearly outline pathways to occupational opportunities, or construct a talent pipeline for future workforce needs.” (p. 1)

New Hampshire Department of Education. (n.d.). Navigating work-based learning. Retrieved from https://www.education.nh.gov/career/career/documents/wbl_mythsfact.pdf

New Hampshire Department of Education. (n.d.). Bureau of Career Development. Retrieved from <https://www.education.nh.gov/career/career/index.htm>

Department of Labor or Workforce Development: According to the New Hampshire Department of Labor, WBL “prepares all students with the skills, abilities, and knowledge necessary to make good career choices. WBL prepares youth to become independent adults with opportunities for advanced education and career exploration, thus enhancing the state’s economic strength.”

New Hampshire Department of Labor. (n.d.). School-to-work. Retrieved from <https://www.nh.gov/labor/inspection/school-to-work.htm>

Rhode Island

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| Has Adopted a WBL Policy? | ✓ |
| Expansion Initiative | ✓ |
| Employer Subsidy | |
| Grant or Reimbursement | |
| Tax Credit | ✓ |
| Secondary Student WBL | ✓ |
| Pre-Apprenticeship or Youth Apprenticeship | |
| Other Secondary Student WBL | ✓ |
| Subsidized Postsecondary Instruction for Apprentices | ✗ |
| Student Support | |
| Institution Support | |

Real Jobs Rhode Island, the state’s sector partnership initiative, has supported the creation of internships and apprenticeships, including apprenticeships in non-traditional industries and occupations.

Rhode Island employers that hire apprentices in certain manufacturing occupations may be eligible for a tax credit of 50 percent of actual wages paid to an apprentice, or \$4,800, whichever is less. The apprentice must be enrolled in a registered qualified program through the Rhode Island Department of Labor and Training’s State Apprenticeship Council.

Rhode Island provides state funds to support Pathways in Technology (P-TECH). P-TECH is a public/private partnership that provides a structured pathway of learning for students in grades 9-14. P-TECH includes internships for students.

Chapter 16-80 of the Rhode Island School-to-Career Transition Act of 1996 states that partnerships ought to be developed to provide a framework within which local districts can develop school-to-work strategies, including those that utilize the workplace as an active learning environment to make employers and labor organizations

joint partners with educators. In this partnership, students will be provided greater opportunities to participate in “high quality, work-based learning opportunities.”

State definition of WBL:

Education Agency: Rhode Island does not have a formal definition of WBL but references it on the Rhode Island CTE webpage and in various documents. For example, on its CTE page, WBL is mentioned as follows: “In Rhode Island, there are many different options for pursuing Career and Technical Education. Options include a choice of schools, career paths, WBL experiences, and extracurricular activities, all leading to opportunities for individual advancement and acceleration. For many learners, applying technical and academic skills to real-world activities make CTE classes more interesting, engaging, and motivating than standard academic classes.” Rhode Island Department of Education. (n.d.). Career and technical education.

Retrieved from <http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/CareerTechnicalEducation.aspx>

Department of Labor or Workforce Development: The Rhode Island Department of Labor and Training provides the following description of registered school-to-apprenticeship programs: “Registered School-to-Apprenticeship assists youth in the 11 and 12 grade who plan to enter the workforce directly after high school. The apprentice and the sponsor sign an agreement; the apprentice agrees to perform the work and complete the related study; the sponsor agrees to make every effort to keep the apprentice employed and to comply with the standards established for the program. The Registered School-to-Apprenticeship program is designed to provide the flexibility needed for a high school student to continue with school-based related instruction and the part-time structured on-the-job (OJT) training component. After graduating from high school, the apprentice enjoys full-time employment, while still receiving the occupational OJT and related instructions.” Rhode Island Department of Labor and Training. (n.d.). Become an apprentice.

Retrieved from <http://www.dlt.ri.gov/apprenticeship/students.htm>

The Rhode Island Department of Labor and Training describes job shadowing as “an experience in which [a student] observes a worker for part of a day or for several days at the worker’s job site. The job shadowing experience is a short, unpaid exposure in an occupational area of interest to [a student].” (p. 2) It allows students to see the work environment, skills needed for the job, and a potential career option. Rhode Island Department of Labor and Training (n.d.). Work experience options for high school students. Retrieved from <http://www.dlt.ri.gov/lmi/pdf/WorkExperience.pdf>

Vermont

Has Adopted a WBL Policy?

X

State definition of WBL:

Education Agency: The Vermont Agency of Education provides the following description of WBL: “WBL is learning that results from students’ engaging in activities on site with employers and is designed to increase the knowledge and skills of the learner. The work experience is supplemented with instruction and activities that apply, reinforce, refine, or extend the learning that occurs during work, so that learners develop attitudes, knowledge, skills, and habits that might not develop from work experience alone.” (p. 6)

Vermont Agency of Education. (2016). Work-based learning manual—A guide for developing and implementing quality experiences for students.

Retrieved from <http://education.vermont.gov/sites/aoe/files/documents/edu-work-based-learning-manual.pdf>

Department of Labor or Workforce Development: The Vermont Department of Labor provides the following description of apprenticeship: “Apprenticeship includes on-the-job training and classroom instruction which usually occur simultaneously. The result is that apprentices learn both the theoretical and practical aspects of the job. Apprentices are taught all of the craft skills associated with the trade, and not just a few related segments.”

Furthermore, the department suggests that programs typically last 2 to 4 years and that individuals with a high school diploma or equivalent degree are eligible.

Vermont Department of Labor. (n.d.). Apprenticeship FAQ. Retrieved from <http://labor.vermont.gov/workforce-development/apprenticeship/apprenticeship-faq/>

Source: NEBHE analysis of state legislation and data from National Skills Coalition, “Skills in the States: Work-Based Learning Policy, a 50-State Scan” (April 2017). Retrieved at <https://www.nationalskillscoalition.org/resources/publications/file/WBL-Learning-Policy-50-State-Scan.pdf>

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