

SKILLS IN THE STATES

WORK-BASED LEARNING POLICY

50-STATE SCAN



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NATIONAL SKILLS COALITION
Every worker. Every industry. **A strong economy.**

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Summary

Across the country, employers are reporting a skills gap for middle-skill jobs that require some form of post high school education or training but not a bachelor’s degree. Employers report there are insufficient numbers of job applicants with the occupational/technical skills required for open middle-skill positions and that too many applicants lack critical “soft skills,” and have no relevant work experience. State policymakers have heard employers’ concerns and are seeking solutions.

One key strategy for filling these skill gaps is work-based learning programs like apprenticeship and career and technical education (CTE) with a worksite component — programs that blend worksite and classroom learning to prepare workers with the skills employers need. This dual model of training has a long tradition of proven effectiveness. Yet, the scale of work-based learning, especially *paid* work-based learning, is limited in the United States.

Recognizing the value of work-based learning and the opportunity to spread work-based learning to more populations and sectors of the economy, states have adopted

policies to help increase the scope of work-based learning opportunities.

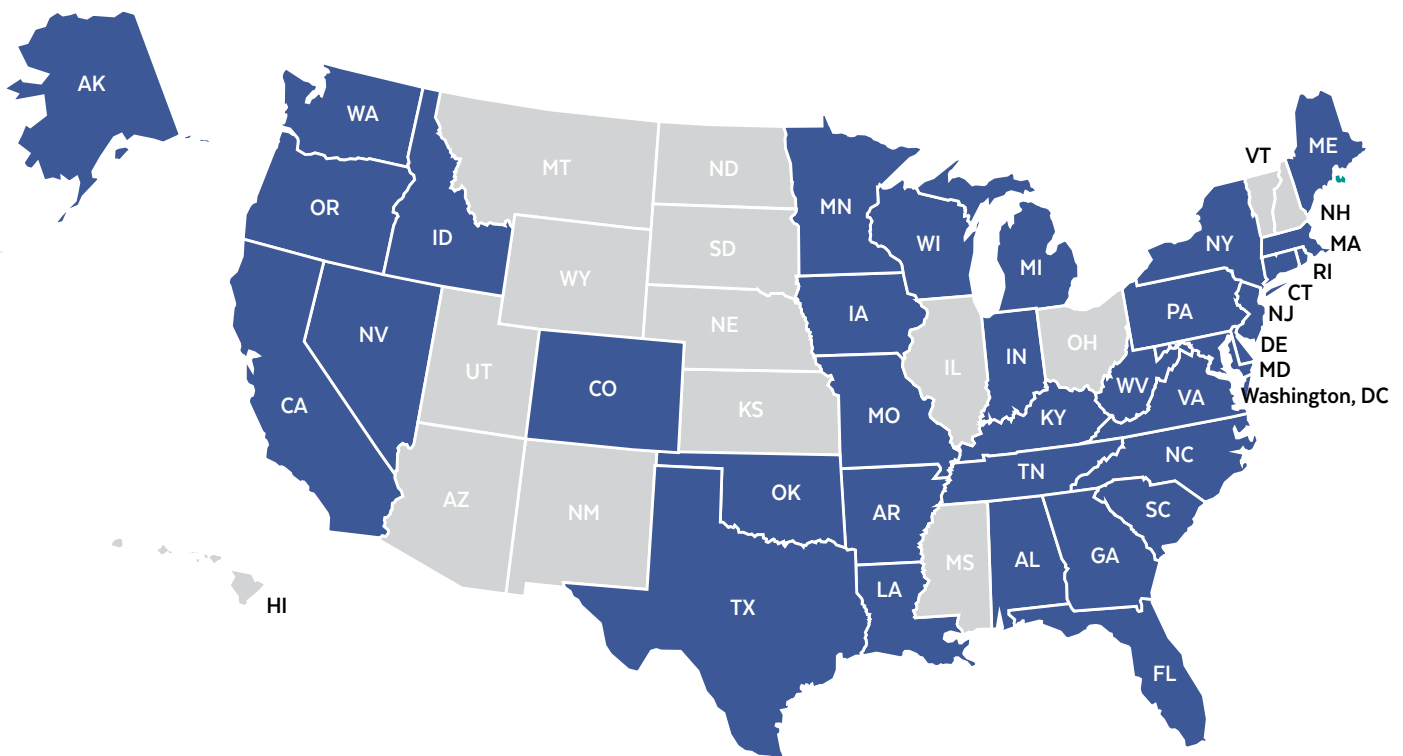
National Skills Coalition (NSC) has scanned the fifty states and the District of Columbia to identify the policies that states have in place to support work-based learning that includes paid employment. Through the scan, NSC finds that thirty-five states have a policy in place to support work-based learning.

Introduction

Fifty three percent of U.S. jobs are middle skill, meaning that they require some form of postsecondary education and training beyond high school, but not a four year degree. Only 43 percent of U.S. workers are trained at this level, however.¹ This skills gap limits our economic growth because businesses across a range of industries — including health care, manufacturing, and information technology — cannot find the skilled workforce they need to take advantage of emerging

¹ NSC analysis of Bureau of Labor Statistics Occupational Employment Statistics by State, January 2017.

THIRTY-FIVE STATES HAVE WORKED-BASED LEARNING POLICIES



economic opportunities. This gap is also a missed opportunity for millions of low-skilled, low-wage workers who could fill these better-paying positions with the right training.

Employers widely report that they cannot find job applicants that fit their skill needs, and there are insufficient numbers of applicants with occupational/technical skills required for open positions. Employers also report that, too often, applicants lack soft skills such as interpersonal skills, the ability to work in teams, adaptability, and problem solving skills. And, employers report they cannot find enough applicants with at least some relevant work experience.²

One key strategy for filling middle-skill positions is work-based learning programs like apprenticeship and career and technical education (CTE) with a worksite component — programs that blend worksite and classroom learning to prepare workers with the skills employers need. Such programs are often heralded as the gold standard of workforce training.

The most familiar example of work-based learning for adults is apprenticeship. For youth and adults who are not yet ready to enter an apprenticeship, programs may include apprenticeship preparation programs commonly referred to as pre-apprenticeships. For in-school youth, programs may include CTE cooperative education and programs that include paid internships. There are also youth apprenticeship programs that include individuals who have not yet reached eighteen years of age.

Title I of the Workforce Innovation and Opportunity Act (WIOA) uses the term, “work experiences,” which may be unpaid or paid. Title I also requires that at least 20 percent of youth funds must support work experiences for youth sixteen to twenty-four years of age. There are many forms of work experiences, including job shadowing and unpaid internships. This scan focuses on paid work experiences — particularly work-based learning that combines classroom learning and paid employment.³

Paid work-based learning has advantages for both businesses and workers. Businesses gain a productive employee and can align training with the needs of the occupation and industry. According to the Urban Institute, more than 80 percent of U.S. companies that sponsor apprentices say that it’s an effective strategy for helping them meet their demand for skilled labor, and 94 percent of employers would recommend registered

apprenticeship as a strategy to other employers.⁴ Work-based learning strategies reinforce worker engagement and early access to the culture of a worksite, leading to more loyal workers and lower turnover costs.

Workers in paid work-based learning programs obtain skills and credentials while earning a wage. Apprentices start earning wages on their first day of work and continue earning wages as they upskill — wages typically increase with attainment of benchmarks, skills, knowledge, and abilities. Apprenticeship pay is often better than the pay college graduates can earn with a four-year degree. In fact, over the course of their career, a registered apprentice earns about \$300,000 more than non-apprentices working in the same field.⁵ Graduates of apprenticeship programs, (and, increasingly, graduates of CTE programs) receive nationally recognized credentials that signal to employers they are fully qualified for certain in-demand jobs.

While work-based learning has significant potential to improve competitiveness and career opportunities, there are barriers to taking these strategies to scale. For example, while apprenticeship has long been recognized as an effective model in the construction and manufacturing sectors — and employers who utilize the model are strongly supportive — it has not expanded to other sectors, in part because of businesses’ lack of familiarity with apprenticeship and concerns about the complexity of the registration process. For small- and medium-sized businesses, the costs of developing, implementing, and running work-based learning models can be or seem prohibitive. Many firms lack the expertise or capacity to ensure that training is structured appropriately. Many employers want to offer work-based learning opportunities to students and out-of-school youth, but don’t know how to get started. Low-income individuals may want to take part in work-based learning but lack the resources to pay for tuition, child care, or transportation.

State policies that support work-based learning can help address these and other barriers, enabling the model to benefit diverse populations across industries.

2 For example, see: ManpowerGroup’s, 2016/2017 United States Talent Shortage Survey.

3 This is often referred to as “dual training,” particularly in European nations.

4 Robert Lerman, Lauren Eyster and Kate Chambers, *The Benefits and Challenges of Registered Apprenticeship: the Sponsors’ Perspective* (2009) <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/411907-The-Benefits-and-Challenges-of-Registered-Apprenticeship-The-Sponsors-Perspective.PDF>

5 <https://www.dol.gov/apprenticeship/toolkit/toolkitfaq.htm>

State work-based learning policies

NSC has categorized state policies into five main categories: expansion initiatives, employer subsidies that may be either grants or tax credits, support for pre-apprenticeships or youth apprenticeships, other secondary student work-based learning policies, and policies supporting postsecondary classroom instruction for apprenticeships. These categories do not cover every type of state policy or program that supports work-based learning. For instance, this scan does not include the regular administration of registered apprenticeship programs.⁶ The scan focuses on state policies, particularly policies that have become more prevalent in recent years, designed to make work-based learning more widely available.

Expansion initiatives: States may adopt expansion initiatives that direct resources for state staff or other organizations to support the growth of paid work-based learning.⁷ Such state policies are often focused on increasing the number of apprenticeships in industries without a substantial history of apprenticeships and sometimes on increasing apprenticeships for populations with barriers to employment. Other organizations receiving resources may be third-party intermediaries (such as sector partnerships) that broker relationships between employers, providers (including schools, colleges, and career centers) and individuals.

Examples of state expansion policies include Minnesota's PIPELINE (Private Investment, Public Education, Labor and Industry Experience) project to expand dual training and registered apprenticeship in advanced manufacturing, agriculture, health care services, and information industries. Another example is Colorado's Business Experiential-Learning (BEL) Commission. The commission is comprised of representatives of business, government, and labor and is intended to develop, evaluate, and implement work-based learning throughout the state. The commission has the three-part goal of engaging businesses, creating electronic access for students and participants, and leveraging existing

resources to create a portal that will connect participants with training opportunities and careers. In some states with sector partnership policies, (for example, California, Colorado, Maryland, and Rhode Island) the state-supported, local partnerships have helped to establish work-based learning programs.

Employer subsidies: In order to assist employers with costs associated with work-based learning at the work site and to incentivize employer participation, states may adopt employer grants or tax credits to support work-based learning. Perhaps most famously, South Carolina offers a tax credit of \$1,000 per apprentice per year for up to four years to employers who sponsor adult or youth apprenticeships. A disadvantage of tax credits, from the point of view of employers, is the lag time between providing work-based learning and the time the subsidy is received. Employers often prefer a grant that they receive prior to the end of the year. Under Connecticut's Subsidized Training and Employment Program (Step Up), small businesses and manufacturers are eligible for wage subsidies over a six month period for hiring high school or college students into apprenticeship programs.

Pre-apprenticeships and youth apprenticeships: Pre-apprenticeship programs prepare individuals to enroll in an apprenticeship program. Youth apprenticeship programs enroll individuals in an apprenticeship program while they are still in secondary school or a minor. Existing state policies supporting pre-apprenticeships and youth apprenticeships focus on in-school youth, but such policies need not be limited to in-school youth. State policies sometimes combine pre-apprenticeships and youth apprenticeships in the same policy, so they are listed here in the same category.

In Connecticut, state secondary funding goes in part to support the technical high school system's delivery of pre-apprenticeship programs, which are registered with the Connecticut Department of Labor's Office of Apprenticeship Training. Pre-apprenticeship programs are delivered in conjunction with CTE. Students are required to participate in at least one year of a CTE program of study before they are eligible to begin a pre-apprenticeship program. During the school year, pre-apprentices work up to twenty-one hours each week. The time counts towards academic credit and towards the completion of a corresponding registered apprenticeship program's on-the-job requirements.

Idaho's School-to-Registered Apprenticeship Program (STRAP) enables high school juniors and seniors to begin a registered apprenticeship program, part-time, while finishing high school. Students earn apprenticeship wages for their supervised,

6 It should be noted that in the scan state policies the term "apprenticeship," generally refers to apprenticeship programs that are registered with either a state office of apprenticeship or the U.S. Department of Labor's Bureau of Apprenticeship. Existing state policies supporting apprenticeship, particularly state policies that involve funding or taxes, are focused on registered apprenticeship programs. There are, however, many training programs at the local level that are not registered.

7 Other state policies discussed here also provide resources to grow work-based learning. This category covers efforts not captured by the other scan categories.

part-time, on-the-job training while also completing related instruction at their high school.

Other secondary student work-based learning policies:

These state policies either require and/or provide funding for K-12 students to participate in work experiences that may include paid work-based learning. Sometimes, but not always, the state policy is limited to CTE students. Work experience ranges from job shadowing, to internships, to apprenticeships. For example, Georgia provides state funding for work-based learning coordinators for career and technical education. Work-based learning for juniors and seniors can include cooperative education, internships, and apprenticeships.

Massachusetts’s Connecting Activities program, led by the Massachusetts Department of Elementary and Secondary Education, provides funding to link education, business and workforce development partners through intermediaries and provides students with work experience and other career awareness activities. Funds are allocated through a competitive process to all sixteen local workforce development boards in the state. The workforce boards partner with high schools and other local stakeholders to offer work-based learning and career development education services to students.

Subsidized postsecondary instruction for apprentices:

Apprenticeships generally require related or supplemental classroom instruction. This classroom instruction frequently takes place at public postsecondary institution, such as a community or technical college. In some states, it may also take place at a public secondary school. States have adopted at least two types of policies to support this classroom part of apprenticeships, making it more desirable and affordable for students and institutions.

1) States have subsidized the student’s/apprentice’s cost of tuition and fees. For example, Florida exempts students from the requirement to pay fees or tuition in the Florida College System, state university, or school district workforce education program when students are enrolled in a registered apprenticeship program.

2) States have subsidized institutions that provide related or supplemental classroom instruction. For example, under state statute the Texas Workforce Commission provides funds to public school districts or postsecondary institutions to support the costs of job-related classroom instruction in registered apprenticeship training programs.

Key findings

NSC scanned the fifty states and the District of Columbia to identify work-based learning policies that are in place. In order for a state policy to count, state statute, administrative policy, or a state plan (such as the state plan under the Perkins Act), must direct the policy.⁸ Funding counts as a policy. The policy must be statewide in scope, although actual funding may be insufficient to cover all areas of a state. Funding that is from a one-time federal, philanthropic, or other non-state grant does not count. Pilot programs do not count unless they will be in place in 2017. Finally, as a reminder, the scan only includes policies that support paid work-based learning. The policies need not be limited to paid, work-based learning, but they must be inclusive of it.

- **State work-based learning policies:** The vast majority of states have at least one type of work-based learning policy. There are thirty-five states with a state policy supporting work-based learning. Twenty-six of these states have a work-based learning policy that supports adult training.
- **Expansion initiatives:** Fourteen of these states direct resources for state staff or other organizations to support the growth of work-based learning.
- **Employer subsidies:** Eighteen of these states provide a subsidy to employers who participate in work-based learning. Ten provide a grant or reimbursement to employers, and ten provide a tax credit (two states provides both).
- **Pre-apprenticeships or youth apprenticeships:** Fourteen of these states have policies supporting pre-apprenticeships or youth apprenticeships.
- **Other secondary student work-based learning policies:** At least eleven of these states have another type of policy to require or fund work experiences for secondary students that include work-based learning.⁹
- **Subsidized postsecondary instruction for apprentices:** Nine of these states have a policy subsidizing postsecondary classroom instruction for apprentices.

8 For a state’s WIOA plan to count, it has to go beyond restating the federal requirement that at least 20 percent of youth funds must support work experiences.

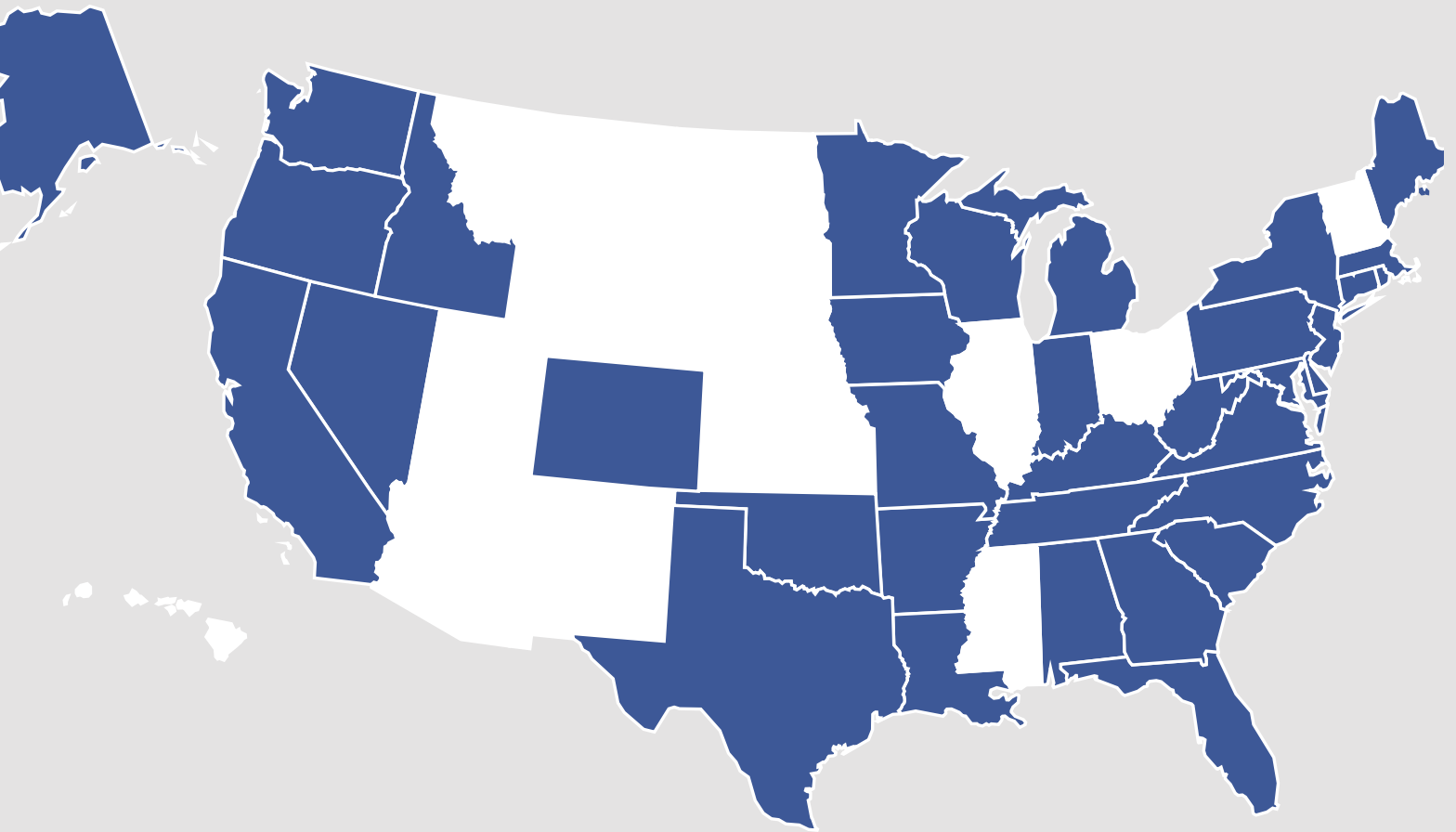
9 This count is less certain than the others since this category is broader and somewhat looser than the others. It is likely that there are additional states that have other school-based policies that the scan did not capture.

SUMMARY OF WORK-BASED LEARNING POLICIES IN THE STATES

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	
Alabama			✓			
Alaska		✓				
Arizona						
Arkansas			✓	✓		
California	✓				✓	✓
Colorado	✓			✓	✓	
Connecticut		✓	✓	✓		
Delaware	✓					✓
DC						
Florida						✓
Georgia				✓	✓	
Hawaii						
Idaho	✓			✓		
Illinois						
Indiana	✓					✓
Iowa		✓			✓	
Kansas						
Kentucky	✓			✓		
Louisiana			✓		✓	
Maine		✓				✓
Maryland	✓				✓	
Massachusetts	✓				✓	
Michigan		✓	✓	✓		
Minnesota	✓	✓				
Mississippi						
Missouri			✓			
Montana						
Nebraska						
Nevada			✓			
New Hampshire						

State	WBL EXPANSION INITIATIVE	EMPLOYER SUBSIDY		SECONDARY STUDENT WBL		SUBSIDIZED POSTSECONDARY INSTRUCTION FOR APPRENTICES
		Grant or Reimbursement	Tax Credit	Pre-Apprenticeship and Youth Apprenticeship	Other Secondary Student WBL	
New Jersey		✓		✓		
New Mexico						
New York					✓	
North Carolina				✓		
North Dakota						
Ohio						
Oklahoma				✓		
Oregon		✓		✓		
Pennsylvania	✓	✓				✓
Rhode Island	✓		✓		✓	
South Carolina	✓		✓	✓		
South Dakota						
Tennessee	✓					✓
Texas						✓
Utah						
Vermont						
Virginia	✓	✓				
Washington				✓	✓	✓
West Virginia			✓			
Wisconsin				✓	✓	
Wyoming						
TOTAL	14	10	10	14	11	9

Work-Based Learning Policies: State by State



✓ ALABAMA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Alabama’s Apprenticeship Tax Credit Act of 2016 (Act 314) provides employers with an income tax credit of up to \$1,000 for each qualified registered apprentice employed, up to five apprentices per employer per year. The apprentice must be employed for at least seven months of the taxable year. The cumulative tax credits allowed are capped at \$3,000,000 for the first two tax years following the passage of the bill and \$5,000,000 for each tax year thereafter.</p>	

✓ ALASKA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Alaska statutes 23.15.620 to 23.15.660 (2016) create a state training and employment program, which provides employers with grants to provide industry-specific training; on-the-job training, including apprentice training in a registered apprenticeship; and job-linked classroom training. Eligible trainees must need training to improve their prospects for obtaining or retaining employment. The program is funded through interest and penalties collected on past due unemployment contributions.</p>	

ARIZONA	
WORK-BASED LEARNING POLICY IN PLACE	NO
<p>Under Arizona statutes, Joint Technical District Programs must include work-based learning elements. Work-based learning is defined as “a coherent sequence of job training and work experience that involves actual work experience and connects classroom learning to work activities.” The experiences may range from job shadowing to apprenticeship. Career and technical education courses offered to high school students must spend the majority of the instruction time in a laboratory, field-based or work-based learning environment.</p>	

✓ ARKANSAS

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: The “Arkansas Youth Apprenticeship/Work-Based Learning Act of 1991” (A.C.A. 6 50-501 to 6-50-505) establishes the state’s youth apprenticeship program. The program begins in the 11th grade and lasts three to four years. It ends with the attainment of a postsecondary associate degree, certificate and/or completion of a traditional apprenticeship. Programs must be approved by the State Apprenticeship Coordination Steering Committee.</p> <p>Two Arkansas laws, A.C.A. 26-51-1601 to 26-51-1606 (2008) and A.C.A. 6-50-501 to 6-50-505 (1991) provides tax incentives for employers hiring a youth apprentice in a program registered with the U.S. Department of Labor and/or in a program approved by the Arkansas Department of Career Education. Eligible employers can receive an income credit of \$2,000 or 10 percent of the wages earned by the youth apprentice.</p>	

✓ CALIFORNIA

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	Yes
Student Support	
Institution Support	Yes
<p>Description: The California Apprenticeship initiative of the California Community College Chancellor’s Office (CCCCO) seeks to increase employer participation in apprenticeships and create new apprenticeship training programs. \$15 million in competitive Grant or Reimbursements are available in four areas: New apprenticeship programs; support for existing registered apprenticeships; pre-apprenticeship programs; and employer outreach, evaluation, and technical assistance.</p> <p>Sector partnerships funded through the California Workforce Development Board’s “Slingshot” Initiative are implementing work-based learning, among other strategies, to address regional industry skill gaps.</p> <p>State regulations authorize local school districts to use state education funds to support work experience that may be paid or unpaid. The state funds WBL for secondary CTE students as part of the Career and Technical Education Linked Learning Pilot Programs. Funds are allocated by the Superintendent of Public Instruction on a competitive basis.</p> <p>California provided \$21.4 million in funding to reimburse community colleges for training for registered apprenticeship programs in the State’s 2016-2017 budget.</p>	

✓ COLORADO

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	

Description: In 2015, the Governor issued Executive Order B 2015-004, instructing the Colorado Workforce Development Council to create the Business Experiential-Learning Commission. The Commission is comprised of representatives from business, government and labor, and is charged with developing, implementing and evaluating work-based learning opportunities. The Commission has three main goals: engaging employers, creating electronic access for participants to document new skills attainment, and constructing an information portal to connect participants with training opportunities and careers.

Sector partnerships are a central feature of Colorado's workforce and economic development systems. Among other services, sector partnerships help expand the use of internships. The state provides technical assistance.

State legislation (HB 1289) passed in 2016, provides school districts with \$1,000 for each high school student who earns an industry certificate, or completes a qualified internship or pre-apprenticeship program. Pre-apprenticeship programs must be linked to a registered apprenticeship program and meet the standards of the Department of Labor. The state legislature will appropriate at least one million dollars each budget cycle for the program.

In 2015, Colorado enacted legislation authorizing 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.

✓ CONNECTICUT

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	Yes
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: In 2014, the Connecticut legislature created the Apprenticeship Subsidized Training and Employment Program (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>	

✓ DELAWARE

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	Yes
Student Support	Yes
Institution Support	
<p>Description: The FY 2017 budget allocates \$700,000 to the Delaware Department of Labor (DDOL) to support work-based learning, with a focus in the mechanics and manufacturing fields. DDOL may partner with community colleges, local sector partnerships, and industry associations to ensure broader access to work-based learning, certificate attainment, mentoring, and college credit. The state also appropriated \$402,000 to support the state's Apprenticeship and Training program.</p> <p>The state's Adult Education and Workforce Training Grant provides funds to Vocational Technical Schools to support tuition for registered apprentices. In the FY 2017 budget, Delaware allocated \$8.8 million for the grant program.</p>	

DISTRICT OF COLUMBIA

WORK-BASED LEARNING POLICY IN PLACE

NO

✓ FLORIDA

WORK-BASED LEARNING POLICY IN PLACE

YES

Expansion Initiative

No

Employer Subsidy

No

Grant or Reimbursement

Tax Credit

Secondary Student WBL

No

Pre-Apprenticeship or Youth Apprenticeship

Other Secondary Student WBL

Subsidized Postsecondary Instruction for Apprentices

Yes

Student Support

Yes

Institution Support

Yes

Description: The Florida Legislature provides funding for registered apprenticeship instruction to local education agencies and state colleges through the Florida General Appropriations Act for The Florida Department of Education. The funds come from the General Revenue Fund and Trust Funds for Workforce Education. State Statute 1009.25 exempts students enrolled in registered apprenticeship programs from tuition and fees. State Statute 446.051 provides for the cost of courses and instructors' salaries in registered apprenticeship instruction. In FY16-17, the state allocated two million dollars in aid to support manufacturing internship and registered apprenticeship programs at a state university.

✓ GEORGIA

WORK-BASED LEARNING POLICY IN PLACE

YES

Expansion Initiative

No

Employer Subsidy

No

Grant or Reimbursement

Tax Credit

Secondary Student WBL

Yes

Pre-Apprenticeship or Youth Apprenticeship

Yes

Other Secondary Student WBL

Yes

Subsidized Postsecondary Instruction for Apprentices

No

Student Support

Institution Support

Description: In 1993, the Georgia Youth Apprenticeship Program was established (GA Code Sec. 20-2-161.2) as a partnership between secondary schools, post-secondary institutions and employers, combining academic and vocational classroom instruction with on-the-job training. By graduation, students earn a high school diploma, a post-secondary certificate or degree, and certification of industry-recognized competencies. The Program includes pre-apprenticeships that must be linked to a registered apprenticeship program and meet the quality standards for a pre-apprenticeship program under U.S. Department of Labor guidance.

Georgia provides state funding for work-based learning coordinators for career and technical education. Work-based learning for juniors and seniors can include cooperative education, internships, and apprenticeships.

HAWAII	
WORK-BASED LEARNING POLICY IN PLACE	NO

✓ IDAHO	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Idaho provides support for regional sector partnerships through its Industry Sector Grants program. Applicants are encouraged to include apprenticeships in their proposal.</p> <p>Idaho's School-To-Registered Apprenticeship Program, (STRAP) 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. It combines paid employment, supervised on-the-job training and related instruction.</p>	

ILLINOIS	
WORK-BASED LEARNING POLICY IN PLACE	NO

✓ INDIANA

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	Yes
Student Support	
Institution Support	Yes
<p>Description: Indiana's Sector Partnership Initiative is encouraging local partnerships to implement internships, cooperative education, and apprenticeships as part of their workforce development strategies, and is providing technical assistance to partnerships to establish work-based learning.</p> <p>Indiana created a special employment and training fund (Indiana Code 22-4-25-1), to fund various work based learning programs. The state's Community College system receives funds to train apprentices in joint labor-management apprenticeship programs and provide journey workers with upgrade courses. This includes \$1,000,000 to train participants in registered apprenticeship programs, \$400,000 for training provided to participants in joint labor and management registered apprenticeship programs, and \$250,000 for journey worker upgrade training.</p>	

✓ IOWA

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: In 2014, the state legislature enacted the Iowa Apprenticeship Act (Chapter 15B of the Iowa Code) that provides grants for eligible apprenticeship programs including those sponsored by employers, employer associations, or labor-management partnerships. The apprenticeship training fund has an annual standing appropriation of \$3 million.</p> <p>HF2455, a 2016 appropriations bill, provided funding to the Iowa Economic Development Authority for internships with eligible employers for students pursuing careers in STEM fields. In FY 2016-2017, \$1 million was appropriated for the internships.</p>	

KANSAS

WORK-BASED LEARNING POLICY IN PLACE	NO
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✓ KENTUCKY

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: In 2016 the Governor launched the “Kentucky Trained. Kentucky Built” campaign to raise awareness about and expand registered apprenticeships through marketing and technical assistance. It is designed to help enable the Labor Cabinet to identify and assist employers, secondary schools and postsecondary institutions create a local apprenticeship pipeline.</p> <p>The Tech Ready Apprentices for Careers in Kentucky, or TRACK, program, is the state’s youth pre-apprenticeship program. In existence since 2013, it has established programs in carpentry, electrical technology, and welding. Health sciences and IT programs are being developed. Students who complete the TRACK program earn an industry certification and a state-recognized portable credential. The state provides soft skill and job readiness courses that educate, while the employer is responsible to pay student wages. Programs must be linked to a registered apprenticeship program.</p>	

✓ LOUISIANA

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: The state provides tax credits to employers who pay the wages of an apprentice that is registered with the Louisiana Workforce Commission. The tax credit equals \$1/hour worked per calendar year, with a maximum allowable amount for each apprentice being \$1,000/year. There is no limit on the number of apprentices that can be claimed. If tax credits exceed the amount of taxes due, unused credits may be carried forward and applied to subsequent tax liabilities, for up to ten years.</p> <p>The Jump Start Programs provides an alternative pathway to graduation for secondary students. Students complete career readiness courses where students master workplace “soft skills”; complete internships (either workplace internships or “virtual workplace experiences”); complete coursework that prepares them to continue their education at a technical or community college; and attain industry-recognized credentials.</p>	

✓ MAINE

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	Yes
Student Support	Yes
Institution Support	
<p>Description: 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”.</p> <p>Under Title 26, 3211, 6-A, the Maine Department of Labor underwrites 50 percent of tuition costs for registered apprentices “as funds permit”.</p>	

✓ MARYLAND

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Maryland’s sector partnership program, Employment Advancement Right Now (EARN), has funded the creation of internships and apprenticeships to train workers for industry sectors with skill shortages.</p> <p>In 2016 Maryland enacted legislation authorizing 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.</p> <p>While Maryland does not yet have a statewide youth apprenticeship policy in place, in 2014, House Bill 1207 created the Youth Apprenticeship Advisory Committee, a group of business, labor, government, non-profit and education stakeholders commissioned to explore the expansion of youth apprenticeships. In 2015, Apprenticeship Maryland was established (HB 942). Apprenticeship Maryland is a two-year pilot apprenticeship program that provides up to 60 students with on-the-job training and at least one year of related classroom instruction in STEM or manufacturing related industries. Students completing the program will receive both a high school diploma and a state license or certification. The state has provided total of \$25,000 in grants to two school districts. The apprenticeship programs must be certified by the Maryland Apprenticeship and Training Council.</p>	

✓ MASSACHUSETTS

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: 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.</p> <p>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.</p>	

✓ MICHIGAN

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	Yes
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: The Michigan Skilled Trades Training Fund (STTF) awards funds to employers to assist with work-based learning that leads to an industry recognized credential through on-the job training or classroom training for new and incumbent workers, and apprenticeship training for new registered apprentices. Employers can be reimbursed up to \$1,500 per employee for on-the job-training or classroom training, and \$3,000 for each registered apprentice, upon completion of training. The Michigan Advanced Technician Training Program also offers grants to employers whose program is registered as an apprenticeship.</p> <p>Michigan's School-To-Registered Apprenticeship (STRA) program is for youth age 16-19 and enrolled in high school or a GED test preparation program. Students are employed part-time, and their structured on-the-job training is combined with classroom work. Employers who participate in the program qualify for a tax credit of up to \$2,000 annually for every registered apprentice trained.</p>	

✓ MINNESOTA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: In 2014, the Minnesota legislature created the Private Investment, Public Education, Labor and Industry Experience (PIPELINE) Project (Chapter 312--H.F.No. 3172) to expand registered apprenticeship and other dual programs in advanced manufacturing, agriculture, health care services, and information industries. In 2016, the Minnesota Department of Labor and Industry's Apprenticeship Division awarded \$100,000 for the Labor Education Advancement Program and \$30,000 in for the Women's Economic Security Act, to help support the inclusion of women and people of color in registered apprenticeship programs.</p> <p>In 2015, the legislature created the Dual-Training Grant Program (136A.246) to support employer provided training. Training grants are awarded directly to employers that have an agreement with a training institution or program to provide training. Employers could be eligible for up to \$6,000 for each employee participating in a registered apprenticeship or other dual training. As of 2016, \$1,428,439 had been awarded.</p>	

MISSISSIPPI	
WORK-BASED LEARNING POLICY IN PLACE	NO

✓ MISSOURI	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Businesses, nonprofit organizations, local government agencies, and schools can receive assistance through Youth Opportunity Program (YOP) tax credits to administer a qualified youth project. The tax credit equals 50 percent of the value of monetary donations and wages paid in an approved internship, registered apprenticeship or employment project, and 30 percent of the value of property or equipment contributions used specifically for the project. No more than \$200,000 in tax credits can be awarded to any one project.</p>	

MONTANA	
WORK-BASED LEARNING POLICY IN PLACE	NO

NEBRASKA	
WORK-BASED LEARNING POLICY IN PLACE	NO

✓ NEVADA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: State law (Title 32 Revenue and Taxation, Chapter 361 Property Tax, NRS 361.106) exempts from taxation all qualified real and personal property of a registered apprenticeship program.</p>	

NEW HAMPSHIRE	
WORK-BASED LEARNING POLICY IN PLACE	NO

✓ NEW JERSEY

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: The Registered Apprenticeship Incentive Program offsets employer apprenticeship training related costs for small and mid-size manufacturers, such as on-the-job training, related classroom instruction, supervision by a journey person, or remediation of basic skills. The program provides employers with \$5,000 for each registered apprentice. The first payment of \$2,500 is paid after the apprentice completes 26 weeks of employment as an apprentice and the second payment of \$2,500 is issued after the apprentice completes 52 weeks of employment as an apprentice.</p> <p>The Youth Transitions to Work Partnership Program was established in 1993 by the New Jersey State Legislature (c.268 C.34:15E-1 et seq.) to support youth apprenticeship and pre-apprenticeship programs for secondary students. Local consortia of business, business organizations, labor organizations and educational institutions can apply for funding to implement YTTW programs. Grants are funded at a maximum amount of \$8,500 per participant. The amount of funding available for FY2017 is approximately \$550,000.</p>	

NEW MEXICO

WORK-BASED LEARNING POLICY IN PLACE	NO

✓ NEW YORK

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: 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 fields of technology, manufacturing, healthcare and finance. P-TECH includes internships for students.</p>	

✓ NORTH CAROLINA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: State legislation (Sec. 10.3 of S.L. 2016-94) authorizes the State Board of Community Colleges to waive tuition for high school students participating in registered apprenticeship programs in a documented program of study, beginning with the fall 2016 term.</p>	

NORTH DAKOTA	
WORK-BASED LEARNING POLICY IN PLACE	NO

OHIO	
WORK-BASED LEARNING POLICY IN PLACE	NO

✓ OKLAHOMA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: The Apprenticeships, Internships and Mentorships (AIM) Act of 2016 (HB2535), authorizes school districts to enter into agreements with business to provide registered apprenticeship, internship, or mentorship opportunities to high school juniors and seniors.</p>	

✓ OREGON	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Under Oregon Revised Statute 344.753, employers who enter into written agreements with educational institutions to provide training to participants in youth apprenticeship programs or other work-based learning programs registered with the Oregon Apprenticeship and Training Council, are eligible for reimbursement of training expenses. The amount of reimbursement is 50 percent of the actual cost of the investment, not to exceed \$2,500 per student who completes the agreed upon course of study.</p> <p>Oregon Revised Statute 344.059 (2015) enables the Department of Education (DOE) to advance policy on work-based learning in career and technical education that includes apprenticeship and on-the-job training programs. DOE is administering a pilot program to offer CTE students registered apprenticeships or on-the-job training (chapter 763, sections 16-18). All apprenticeships must be registered with the Oregon Apprenticeship and Training Council. The pilot program will sunset on January 2, 2018. The DOE also administers grants for teacher preparation programs to prepare teachers to be part of work-based learning.</p>	

✓ PENNSYLVANIA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	Yes
Student Support	Yes
Institution Support	
<p>Description: In 2016, Pennsylvania created the Apprenticeship and Training Office (ATO) and is providing \$1.4 million in state funds to increase the number of apprenticeship and pre-apprenticeship programs. ATO provides grants to local applicants that must partner with a local workforce development board as the fiscal agent. Grants range from \$50,000 to \$150,000 and can be used to pay such costs as tuition, trainee wages, staff time, administrative costs, and other costs.</p> <p>Pennsylvania's Industry Partnership Program has promoted the establishment of cooperative education, internships, pre-apprenticeships, apprenticeships, and other forms of work-based learning through sector partnerships.</p>	

✓ RHODE ISLAND

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: 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.</p> <p>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.</p> <p>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.</p>	

✓ SOUTH CAROLINA

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: The Apprenticeship Carolina program, a division of the Technical College System, offers a tax credit to employers who sponsor adult or youth apprenticeships. Employers who sponsor apprentices can receive a tax credit of \$1,000 per apprentice lasting for up to four years.</p> <p>The Apprenticeship Carolina program includes consultants based at technical colleges who market apprenticeships to employers and provide technical assistance for implementing new programs. Apprenticeship is part of a toolkit of assistance that the economic development division of the colleges offer to employers.</p> <p>Apprenticeship Carolina includes youth apprenticeships that offer high school students the opportunity to combine high school curriculum and career and technology training with paid on-the-job training performed at a local business.</p>	

SOUTH DAKOTA

WORK-BASED LEARNING POLICY IN PLACE

NO

✓ TENNESSEE

WORK-BASED LEARNING POLICY IN PLACE

YES

Expansion Initiative

Yes

Employer Subsidy

No

Grant or Reimbursement

Tax Credit

Secondary Student WBL

No

Pre-Apprenticeship or Youth Apprenticeship

Other Secondary Student WBL

Subsidized Postsecondary Instruction for Apprentices

Yes

Student Support

Institution Support

Yes

Description: Since 2013, the Labor Education Alignment Program (LEAP) has funded programs at colleges of applied technology and community colleges that combine work and classroom learning in high-skill or high-technology industries. With annual funding of about \$10 million per year, LEAP allocates competitive grants to colleges that work in partnership with businesses. Many of the local programs include internships and/or apprenticeships.

Tennessee Board of Education Policy requires that all students have access to a system of structured work-based learning (WBL) experiences that allows them to apply classroom theories to practical problems and to explore career options. Structured WBL experiences may be paid or unpaid, may occur in public, private, or non-profit organizations or on-site at the school; they may occur during or outside of school hours. WBL may include internships and apprenticeships.

✓ TEXAS

WORK-BASED LEARNING POLICY IN PLACE

YES

Expansion Initiative

No

Employer Subsidy

No

Grant or Reimbursement

Tax Credit

Secondary Student WBL

No

Pre-Apprenticeship or Youth Apprenticeship

Other Secondary Student WBL

Subsidized Postsecondary Instruction for Apprentices

Yes

Student Support

Institution Support

Yes

Description: As authorized in Texas Code, the Texas Workforce Commission provides funds to postsecondary institutions and school districts to support the costs of job-related classroom instruction in registered apprenticeship training programs.

UTAH	
WORK-BASED LEARNING POLICY IN PLACE	NO

VERMONT	
WORK-BASED LEARNING POLICY IN PLACE	NO

✓ VIRGINIA	
WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	Yes
Employer Subsidy	Yes
Grant or Reimbursement	Yes
Tax Credit	
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Governor’s Executive Order Forty-Nine provides a total of \$400,000 annually in funding for Registered Apprenticeship programs for public and private sector occupations in which there have not traditionally been apprenticeships. This includes information technology, cyber security, and professional and business services.</p> <p>The Governor’s Competition for Talent Solutions provides funding to sector partnerships to develop training programs. Proposals for co-operative education, internships, and apprenticeships are encouraged.</p> <p>The Virginia Registered Apprenticeship Related Instruction Incentive Program may reimburse the sponsor/employer and state agency, up to a maximum of \$1,000 annually, per apprentice, for a maximum of 10 apprentices per sponsor. Reimbursement may be sought for multiple years. Reimbursement is subject to available funding on a first-come, first-served annual basis.</p>	

✓ WASHINGTON

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	
Student Support	Yes
Institution Support	
<p>Description: In late 2016, the Governor announced the state's youth apprenticeship initiative. In March, 2017 the Washington State Apprenticeship Training Council approved the state's first program for the aerospace and advanced manufacturing industries. This program will provide high school students with an opportunity to earn tuition-free college credit, high school credit for graduation completion, 2,000 hours of paid on-the-job training, and mentorship from industry professionals. Under the initiative, this will be the first of many such programs.</p> <p>The YouthWorks program provides internships and other work experiences for youth. Local Workforce Development Boards receive the funding and partner with school districts and drop-out reengagement programs. During the past year, the Governor provided \$2.2 million from his discretionary WIOA dollars. When the program began in 2013, Perkins leadership dollars were also used.</p> <p>Each year, the Washington State Board for Community and Technical Colleges issues a policy on tuition and fees. The policy generally directs colleges to waive 50 percent of the student cost of apprenticeship related instruction. Also, state statues require that, "In developing a degree program, the community or technical college or colleges shall ensure, to the extent possible, that related and supplemental instruction is credited toward the associate degree and that related and supplemental instruction and other degree requirements are not redundant."</p>	

✓ WEST VIRGINIA

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	Yes
Grant or Reimbursement	
Tax Credit	Yes
Secondary Student WBL	No
Pre-Apprenticeship or Youth Apprenticeship	
Other Secondary Student WBL	
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: Employers may claim a tax credit 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 fifty percent of actual wages paid in that tax year for the apprentice, whichever is less.</p>	

✓ WISCONSIN

WORK-BASED LEARNING POLICY IN PLACE	YES
Expansion Initiative	No
Employer Subsidy	No
Grant or Reimbursement	
Tax Credit	
Secondary Student WBL	Yes
Pre-Apprenticeship or Youth Apprenticeship	Yes
Other Secondary Student WBL	Yes
Subsidized Postsecondary Instruction for Apprentices	No
Student Support	
Institution Support	
<p>Description: The Wisconsin Youth Apprenticeship Program offers one- to two-year apprenticeships to high school juniors and seniors. Students must complete 450 to 900 hours of work-based learning, and two to four semesters of classroom instruction. Students are paid for their work on the job, and, upon completion, they receive a state issued skill certificate of occupational proficiency. The Wisconsin Bureau of Apprenticeship Standards is integrating the youth program with the state's registered apprenticeship system.</p> <p>The Wisconsin Cooperative Education Skill Standards Certificate Program is designed in partnership with business, labor, and educators around the integration of school-based and work-based learning and appropriate career development experiences. It is a one-year, school-supervised, paid work experience for high school juniors or seniors that requires 480 hour of work. Upon completion, students receive a state issued certificate of occupational proficiency.</p>	

WYOMING

WORK-BASED LEARNING POLICY IN PLACE	NO
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National Skills Coalition organizes broad-based coalitions seeking to raise the skills of America's workers across a range of industries. We advocate for public policies that invest in what works, as informed by our members' real-world expertise. And we communicate these goals to an American public seeking a vision for a strong U.S. economy that allows everyone to be part of its success.

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