ALL IN AL

WORK-BASED LEARNING/
EXPERIENTIAL GRANT
WEBINAR

ALABAMA COMMISSION ON HIGHER EDUCATION

JUNE 17, 2023

All in Alabama is a statewide initiative developed by the Alabama Commission on Higher Education to help retain current and former Alabama graduates in the state's workforce, resulting in a better economy and quality of life for all Alabamians.

Your career starts here.

Explore Alabama's wealth of career opportunities across the industries of tomorrow.
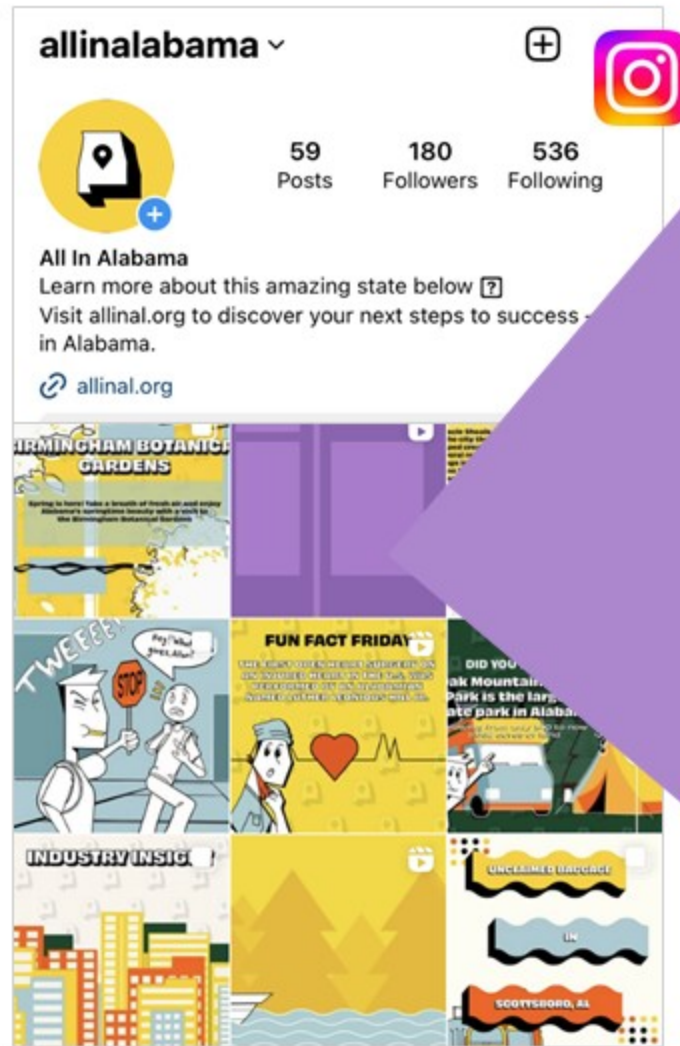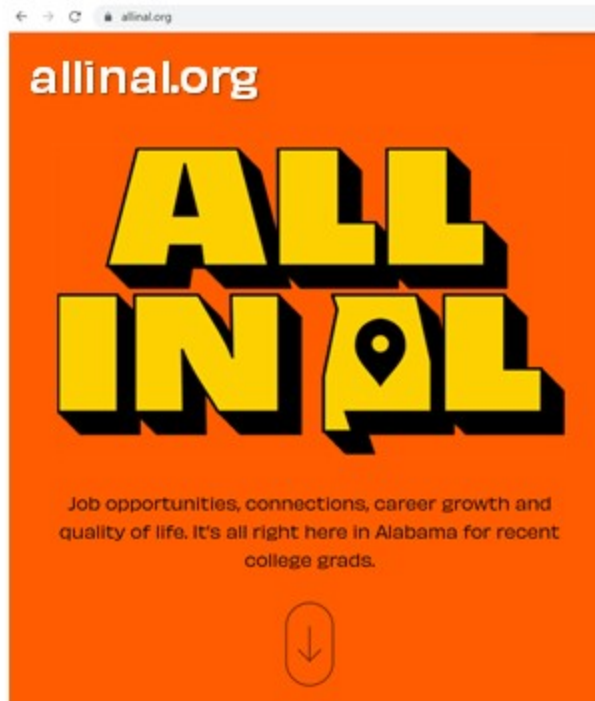
ALL IN AL

RETAIN Alabama focuses on encouraging college students to remain in Alabama to live and work following graduation, providing the missing links between these potential employees and the countless workforce opportunities in the state.

RECALL Alabama identifies former graduates who have left the state, encouraging their return to Alabama through direct marketing campaigns in conjunction with institutional alumni and workforce development groups.

(RE)ENGAGE Alabama helps students who did not complete their undergraduate coursework and only lack a few credits of earning a degree but need assistance with barriers in the academic and financial process to complete their credentials.

📍 *All in Alabama* Outreach Efforts

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📍 Purpose and Overview

- ACHE welcomes grant proposals from public universities and community/technical colleges to develop work-based/experiential learning opportunities for students related to the *All in Alabama* initiative.

- Institutions are to submit only one proposal in response to this grant opportunity as available funding will be prioritized to include as many institutions as possible.

- The *All in Alabama* initiative targets current and former undergraduates of Alabama's public postsecondary institutions to raise awareness of job opportunities in the state and showcase the level of talent at Alabama's public higher education institutions to prospective employers.

📍 Specs and Deliverables

- Grants (up to $5,000) are available to support work-based/ experiential learning opportunities for undergraduates that are developed through collaborative efforts of career center staff, faculty, and students, using the definitions and examples presented in the **Alabama Work-Based Learning Handbook 2023**.

- Proposed work-based/experiential learning opportunities should develop new employer partnerships within fields not served as well as others with these efforts (e.g., liberal arts and sciences).
  - Academic programs that traditionally incorporate work-based/ experiential learning opportunities (e.g., education, nursing, career technical) will not be considered.

- Grantees must be affiliated with a campus unit, such as an academic department, student professional organization, career services center, or other administrative office within an institution, as grants cannot be awarded to individuals.

Specs and Deliverables

- Grantees are to engage faculty and undergraduates in developing and establishing work-based/experiential learning opportunities as part of the *All in Alabama* campaign.

- Deliverables will include but may not be limited to a mid-year report and an end-year report, providing results in response to the proposal's objectives of the work-based/experiential learning opportunities.

- As job placement for undergraduates is a primary target of the *All in Alabama* initiative, institutions are to develop and implement an effective, efficient plan of action in conjunction with employment partnerships as a key element of the work-based/experiential learning opportunities.

- Grantees must submit reports by the following deadlines, unless otherwise agreed upon. Any extensions of grant period will require approval from ACHE.

Grant Resources
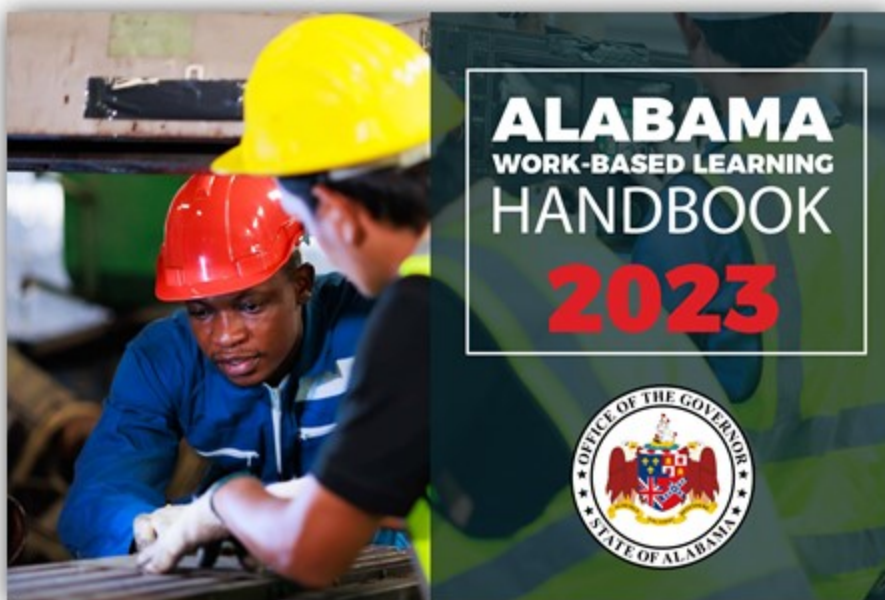
ALABAMA DEFINITION OF
WORK-BASED LEARNING

Sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

https://www.alapprentice.org/

Under the leadership of Governor Ivey, multiple state agencies responsible for workforce development have adopted a uniform definition of work-based learning (WBL). This was an essential first step in the process of increasing the common understanding of work-based learning and expanding its use. This effort has been facilitated by a grant from the National Governors Association and participation in a three-year Work-Based Learning Policy Academy. Through the NGA Policy Academy, the Alabama team has had the opportunity to engage with and learn from many other states and gain information from their best practices. Alabama was identified as a mentor state in the Policy Academy because of our state's vision to scale high-quality work-based learning opportunities for youth and young adults.

This handbook is the next step in that process. The purpose of this handbook is to help WBL practitioners, participants, and employers share a common language about the types and most common characteristics of work-based learning models. The use of common terminology improves communication between all stakeholders, which is necessary to continue growing the utilization of WBL as a key workforce development strategy that meets the needs of employers and learners.

Future activities related to this work include conducting comprehensive inventories of the WBL activities being implemented across the state, hosting WBL convenings, and recognizing scalable WBL best practices. These efforts will increase awareness of WBL as a tool and help continue to grow opportunities for engagement.

Grant Resources

Other AOA Resources

- WBL Planning Tool (.xlsx)

- Previous Handbooks

- WBL Application Reference Sheet for Best Practice

career awareness
LEARNING ABOUT WORK

Awareness activities expand the possibilities that students consider... career... activitie... essentia... talents... do not...

ACTIV...

Job...

ACTI...
INCL...

E...
S...

career exploration
LEARNING FOR WORK

As students begin to focus on careers of interest, they should be provided opportunities to get involved directly with people actively workin... stude... of va... to b... posts...

career preparation
LEARNING THROUGH WORK

When students have identified a specific career of interest, they should have long-term and firsthand engagements working in the career fields of their interest. These experiences are designed primarily to give students extensive practice in applying fundamental, practical, and technical knowledge and skills in the career of their choice. Career preparation experiences take place over a longer period of time and involve more responsibilities.

ACTIVITIES MIGHT INCLUDE

Clinical/Practicum Field Experience

Internship (tied to a field of study)

On-the-Job Learning

Pre-Apprenticeship

Registered Apprenticeship

https://www.alapprentice.org/aoa-ambassadors/#9-12-publications

Grant Resources

AT A GLANCE WBL INVENTORY

WBL Type	Is the workplace activity aligned with the job specific coursework?	What is the typical duration?	Is there a paid option?	Is there an opportunity to earn credit?	Type of activity	Does my organization or program offer this?
Job Shadowing	NO	1 Day	NO	NO	A	
Career Fair/Expo	NO	1 Day	NO	NO	A	
Employability Skill Training	Sometimes	Varies	NO	YES	A/E	
Industry Tours	NO	1 Day	NO	NO	A	
Simulated Workplace	YES	1-2 Semesters	NO	YES	A/E	
Externship	NO	1-2 Weeks	Maybe	NO	A/E	
Internship	Sometimes	Varies	Maybe	Maybe	A/E/P	
Clinical/Practicum Field Experience	YES	1-2 Semesters	Maybe	YES	E/P	
Cooperative Education	NO	Varies	YES	YES	E/P	
On-the-Job Learning	YES	Varies	YES	Maybe	P	
Pre-Apprenticeship	YES	Varies	Maybe	YES	A/E/P	
Registered Apprenticeship	YES	1-4 Years	YES	YES	P	

A - Awareness E - Exploration P - Preparation

Grant Resources

ALABAMA TALENT TRIAD

In Support of a Skills-Based Economy

Connecting Learners, Earners, Employers and Education & Training Providers through **EBSCOed Technology & Skills DNA**

EBSCOed

Evidence

JOBS

Employers

Skills-Based Job Descriptions

Digital Learner Wallets with Skills-Focused Learning & Employment Records (LERs)

LER
Students & Job Seekers

Skills DNA

Earn

Learn

Skills-Defined Credentials

Education & Training Providers

ALABAMA CREDENTIAL REGISTRY
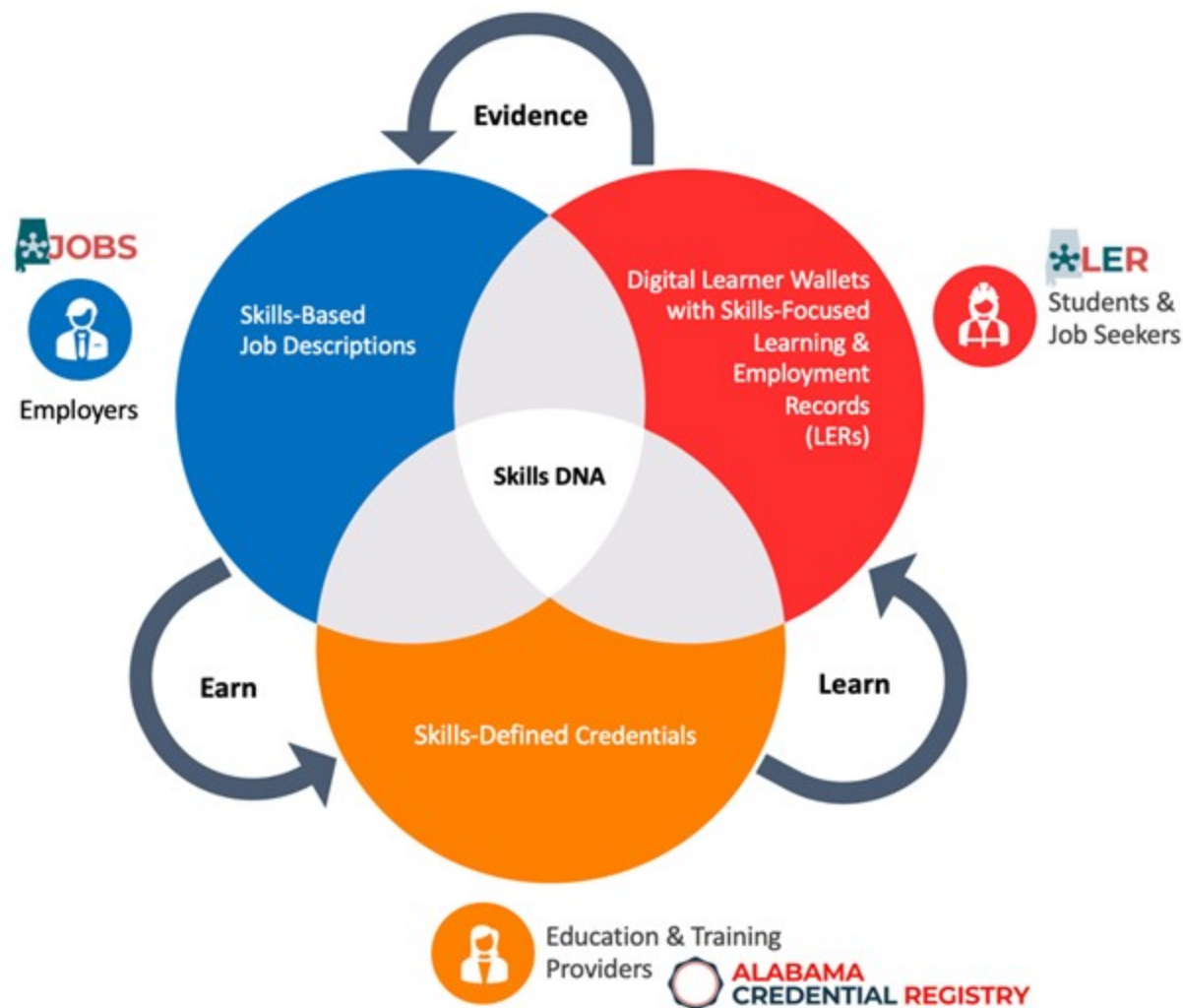
Grant Proposal Examples

Employability Skill Training Best Practices

Best Practice Region 1 - Statewide Contender

Non-School Based
Reach and Teach – Education through Experience
April Clark
(256) 710-0100
april@reachandteach.rocks

Students plan, promote and execute a REAL concert on their school campus. Not only do students learn business, marketing and entrepreneurial concepts through participation, they also gain essential life skills such as communication, teamwork and problem solving. Although this is offered and available to all high school students at participating schools, they have found it uniquely identifies with at-risk students who struggle to find a place or purpose in the traditional classroom setting. They offer two all-inclusive, free curriculums (each require 9 - 13 weeks for completion) that are implemented during the school day in regular classroom courses. Both Concert Tour and Campus Tour are student led educational experiences with the teacher acting merely as a guide.

Simulated Workplace Best Practices

Statewide Best Practice Contender Region 1

Dekalb County Technology Center
Jonathan Phillips
(256) 638-4421
jcphillips@dekalbk12.org

The TAMIE project (Theater and Medicine in Education) helps healthcare students practice empathy as they work with theater students who play the roles of individuals with different health conditions and complications. This is implemented in a simulated workplace where students wear uniforms, clock in and out, receive sample paychecks, and much more!

Grant Proposal Examples

Governor's Seal of Excellence Winner

Region 3 - University of West Alabama Department of Communication

Dr. Amy Jones
(205) 652-3558
ajones@uwa.edu

The University of West Alabama's Integrated Marketing Communications (IMC) program requires all students to complete at least one internship during their senior year. Thirty-five percent of those students are employed full-time by their internship host site after graduation. Since 2014, the IMC program has coordinated more than 332 internships, and 73% of those interns worked for Alabama companies. More than one third of these internship opportunities are paid. On average, only 21% of college students participate in internships.

IMC students increased skills in the areas of graphic design, social media, marketing, photography, event planning, fund raising, podcasting, hospitality, and many more. The interns were placed in a variety of industries, including Advertising/PR agencies, non-profits, traditional journalism, broadcasting, sports leagues, real estate, and more.

Internship requirements include completion of 135 hours of IMC-related work experience, three IMC-related portfolio-quality work samples, and a written reflection of the internship experience. Most undergraduate internships are completed during the summer prior to senior year. Students secure their own internship opportunities, with assistance from IMC faculty, IMC employer partners, and IMC Alumni.

Flexibility has been key to student success in the IMC internships. UWA coordinated virtual internships during COVID. IP grades were assigned to students needing extensions. In addition, two internships may be combined to complete work requirements.

Grant Proposal Examples

WORK-BASED LEARNING IN THE HUMANITIES: "ALL IN ALABAMA" WITH JSU ENGLISH — Dr. Allegra W. Smith and Courtney Ray

Applied Engineering Ambassadors — JACKSONVILLE STATE UNIVERSITY

UNIV 1000 - University Success

Description

This course orients new AUM students to academic expectations associated with University study. It introduces students to the AUM services in place to support their academic success and guides students through professional academic and personal goal-setting processes which foster academic success.

All in Alabama original song

Suggested Elements to Incorporate

- Clear WBL objectives that not only ensure participants understand the intended outcomes but also encourage their active engagement

- Embedded dynamics that foster a continuous relationship among career center staff, faculty, and students in conjunction with the employer partnerships

- Evidence of career exploration and preparation to cultivate self-awareness, personal growth, and relevance for the participants

- Assessment of student learning that aligns with employer expectations

- Well-defined evaluation of the program to identify its value to the students and institution as well as its potential impact on the workforce region

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📍 Proposal Structure and Grant Funds

Proposals should include the following information:

- Name of administrative campus and primary contact (employee of the institution)

- Scope of work and proposed results with assessment measures

- Description of how undergraduate students, faculty, and employers will be engaged in the design and production of the work-based/experiential learning opportunities

- Budget overview of allowable expenses for direct (not indirect) expenses:
  - Faculty/staff stipends for those administering elements of the grant
  - Undergraduate student stipends for those contributing to the project
  - Curricula development and implementation, materials, subscriptions, etc.
  - Promotional items and events
  - Advertising placement or other vendor fees, as appropriate
  - Travel expenses
  - Other expenditures approved by ACHE

📍 Grant Deadlines

- ACHE anticipates making a total of 8-10 awards under this grant based on submissions.

- Email electronic copy of final proposal to **stephanie.dolan@ache.edu** by **5:00 pm CT** on either
  - July 14, 2023
          or
  - September 1, 2023

- Important Dates for Awardees
  - **Mid-Year Grant Report** due December 15, 2023
  - **Year-End Grant Report** due May 31, 2024