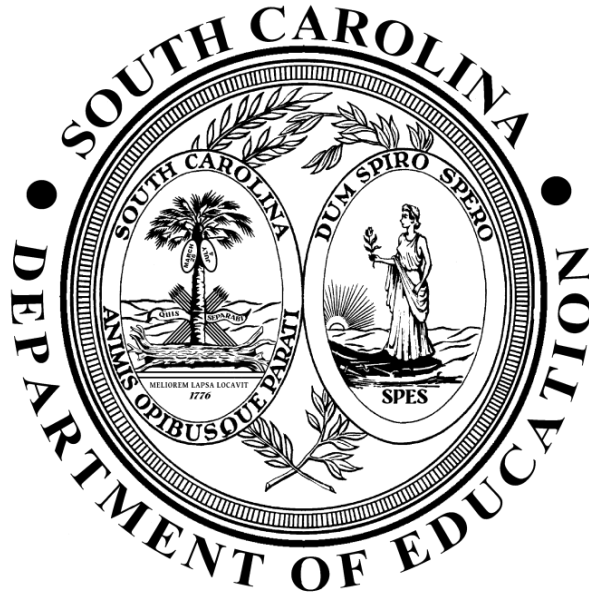


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION
SECRETARY TO THE STATE BOARD OF EDUCATION



Work-Based Learning Implementation Guidelines

Office of Career and Technical Education

Fiscal Year 2020
School Year 2019–20

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Contents

Introduction.....	1
Overview of Work-Based Learning.....	2
Definitions.....	2
CTE Internship, Work-Based Credit-Bearing Course Guidelines.....	6
Definitions & Guidelines.....	6
Work-Based Learning CTE Credit-Bearing Course Codes.....	6
OCTE Program Education Associate Contact Listing.....	8
Career Ready Accountability Guidelines.....	9
Required Documentation.....	10
Work-Based Learning versus Extended Learning Opportunities (ELO).....	10
Reporting Procedures.....	10
Regional Work-Based Learning Coordinators (Regional Career Specialists).....	10
Contact Listing.....	11
School Counselor and Career Specialist Roles.....	12
Partnership.....	12
Local Advisory Councils, Utilization & Benefits.....	12
Benefits of WBL.....	13
For the Student Learner.....	13
For the School.....	14
For the Worksite Sponsor.....	14
For the Community.....	14
Promotion of WBL.....	14
School Involvement.....	14
Parental Involvement.....	17
Business/Industry Involvement.....	17
Reporting WBL Experiences and Career Ready Qualifiers.....	18
Deadline to Enter WBL Experiences:.....	19
Work-Based Learning Sample Forms.....	20
South Carolina WBL Training Agreement/Evaluation Plan.....	20
Workplace & Career Specific Skills.....	26
Career/Engagement Skills.....	26
Digital Literacy Skills.....	26
Applied Academic Skills.....	26

Work-Based Learning <i>Sample</i> Forms	27
Application for Enrollment	27
Teacher recommendation for Work-Based Learning	30
Questions for Student Interview	31
Work-Based Learning Interview Evaluation Form.....	33
Work-Based Learning Hazardous Occupation Exemption Form	34
Work-Based Learning Worksite Evaluation Check Sheet.....	35
Work-Based Learning Work Assignment Form	37
Work-Based Activities for Worksite Sponsor	38
Parent/Guardian Work-Based Learning Permission Form	39
Worksite Visitation Teacher/Work-Based Learning Coordinator Summary.....	44
Student Evaluation of Worksite	45
Additional Resources	46
Profile of the South Carolina Graduate.....	46
Military Career Field Resources	47
Apprenticeship Carolina	48
Web Resources for Career & College Planning	49
Contact Information:	52

Introduction

Education for all students should be relevant and provide appropriate transitions to future careers and lifelong learning. South Carolina students can and should learn to apply their knowledge and skills to real life, real work, and real world situations, both predictable and unpredictable.

The S.C. Education and Economic Development Act of 2005 (EEDA) highlights work-based learning experiences supporting school-to-work opportunities, with a concentration for students in grades 7–12 and into postsecondary education. However, work-based learning opportunities should be provided for all grade levels to promote career awareness and exploration. South Carolina’s work-based learning opportunities are administered through a partnership with regional work-based learning coordinators (i.e., regional career specialists); school counselors; school-level career specialists; school-level work-based learning coordinators; and Perkins IV, Title I alliances. These efforts and entities are aligned with the state’s twelve Workforce Investment Act (WIA) regions.

Work-based learning (WBL) is integrated with identified core academic coursework, career and technical education curricula, or electives to support strong secondary and postsecondary education opportunities that prepare students for mid- and high-level skilled careers in the 21st century. Students completing a strong academic and technical program will be well prepared to enter the workforce, military, and pursue postsecondary education. Students enhance their knowledge, technical skills, and soft skills by participating in supervised experiences that are not possible to replicate inside classroom walls.

Work-based learning experiences provide great value in helping students network with business/industry representatives. Each business mentor offers insight on current workforce trends and demands necessary for success in our global economy. Participants in work-based learning experiences are often able to continue work with their placement companies after high school graduation and, sometimes, even after college graduation. Furthermore, employers are increasingly seeking new hires that have work-based learning experience and can perform well from Day 1.

In 2018, South Carolina’s accountability plan included work-based learning as a career ready qualifier for high school report card ratings. By grade 12, a graduating student may demonstrate career readiness by meeting one of the career ready qualifiers by completing a South Carolina approved work-based learning experience. For career ready accountability, the qualifiers for South Carolina approved work-based learning experiences are registered apprenticeship, youth apprenticeship, co-op, or internship. Each career ready work-based learning qualifier presents an opportunity for students to learn first-hand workforce demands, employability skills, and adaptability, and to be better prepared for workforce diversity.

This manual is created to assist all educators in building and implementing a strong work-based learning program that will prepare each student for a seamless transition from secondary education to postsecondary education, the military, and the workforce, where each student will be able to successfully compete in our global economy.

Overview of Work-Based Learning

Work-based learning is a school-coordinated, sponsored, coherent sequence of workplace experiences that are related to each students' career goals and interests, while based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment. The ten WBL methods of instruction currently recognized and practice in South Carolina are listed below. Career ready qualifiers are designated with the lead asterisk.

Definitions

1. ***Apprenticeship:** An earn-while-you-learn training model that combines on-the-job training, job-related education, and a scalable wage progression.
 - a. ***Registered Apprenticeship:** An adult educational program that is registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training. The traditional program is designed for adults; however, it may be linked to an approved youth apprenticeship program in grades 11–12 with a minimum student age requirement of 16.
 - b. ***Youth Apprenticeship:** A structured program giving youth at least age 16 or older an opportunity to earn while they learn. This forward-focus program combines classroom instruction with one to two years of on-the-job training with an end result in a "certification of mastery of a specific technical skill." A youth apprenticeship may matriculate to a registered apprenticeship after high school. High school completion is a requirement of the program.

***Registered and Youth Apprenticeships are career ready qualifiers.**

2. ***Cooperative Education (Co-Op):** A structured training program for high school level students requiring a written contract and training plan between the high school and sponsored worksite. The program coordinates secondary studies with a job role in a field related to the academic and/or technical education objectives. The written training and evaluation plans guide workplace activities in coordination with classroom instruction. The training agreement and evaluation plan should be kept on file for two years after the student graduates from high school. Students receive course credit for their Co-Op completion. Academic credit, compensation, and activities are district specific and may vary within the course of study.

***Co-Op is a career ready qualifier.**

3. ***Internship:** A progressive, school-coordinated experience that places students in real workplace environments so that they develop and practice career-related knowledge and skills needed for a specific level job. An internship provides hands-on experience in a particular industry or occupation related to a student's career interests, abilities, and goals. A learning contract outlines the expectations and responsibilities of the high school and worksite including a specified number of hours in the training agreement. The high school intern works regularly during or after school in exchange for the worksite mentor's time in teaching and demonstrating.

An internship usually lasts 3–6 months, depending on hours of completion requirements. Internships may or may not include financial compensation. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor. Throughout the internship, the supervisor evaluates the student and the school representative evaluates the student through on-site visits. The training agreement and evaluation should be maintained for two years after the student graduates from high school. Academic credit, compensation, and activities are district specific and may vary with the course of study.

***Internship is a career ready qualifier.**

4. **Job Shadowing (On-Site)** is a method of short-term, school-coordinated career exploration in which the student is introduced to a particular job role or career by being paired, one-on-one, with an employee at the worksite. The student “shadows” (follows) the employee for a specified time to better understand and observe work expectations and requirements of a variety of job tasks. Job shadowing is less intensive than the other WBL methods and is usually the first form of worksite assignment given to a student. Prior to job shadowing, the student should receive formalized instruction about careers and the process of career choice, develop appropriate questions to ask, and know the expectations as related to school rules and guidelines for grooming, dress, and behavior in the workplace. On-Site Job Shadowing does not provide any form of course credit. A classroom speaker is not considered a job-shadowing experience.
5. **Job Shadowing (Virtual)** provides work-based learning opportunities for students everywhere in the state, especially in rural areas with limited business partner accessibility due to distance or lack of worksite locations to meet students’ needs. A virtual job shadowing experience is assessed for components that constitute quality virtual shadowing, including but not limited to the following: virtual tour of worksite with content provided, the capability to conduct question/answer exchanges, the overall quality of the site’s features, and the length of the experience. As with all quality WBL experiences, some type of reflection should be required from the student. Each virtual experience should include preparation, engagement, and reflection. Virtual job shadowing site examples: www.microburstlearning.com and www.virtualjobshadow.com.
6. **Mentoring:** An experience that engages a student with a particular worksite employee who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the student (protégé) for an additional one to two years. Mentoring experiences seek to build a long lasting relationship during which the mentor and student work on personal development and interpersonal skills. Mentoring does not provide any form of course credit.
7. **School-Based Enterprise:** A program focused on the development of a small business created, managed, and operated by students in a school setting. The venture supports the development of academic, technical, and entrepreneurial skills in an applied academic

environment. It involves goods or services produced by the students as a part of their educational program. A school-based enterprise provides opportunities for students to explore and experience basic business and entrepreneurial practices through business-related school activities, including starting a small business. Enterprises may be undertaken on or off school grounds. Example: On-site Coffee Shop. **The Virtual Enterprise (VE) course is not considered a school-based enterprise, WBL experience. Each VE enrolled student receives course credit for completing the VE course; therefore, the experiences are meeting the standards and curriculum requirements to successfully complete the VE course.**

8. **Service Learning:** A method in which the student engages in community-service work for a specified number of hours to gain developmental experience. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and development of personal, workplace-readiness, academic, and citizenship skills. With close adult supervision, students work on specific activities each week during or after school to develop work skills and life skills and learn how to behave in work situations. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service Learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA). The NACSTA outlines the four stages of requirement: Preparation, Action, Reflection, and Celebration. A one-time community service event does not count for a service learning WBL experience. Typically, service learning does not provide any form of course credit. Exception: Service Learning Course.
9. **Structured Field Study:** A front-loaded experience with a purpose sponsored by a certified teacher providing opportunities for students to explore different workplaces. The field study is hosted by a representative at the worksite. During the field study, students observe, ask questions, and learn from the experience of being on an actual worksite. Students are well-prepared beforehand to ask questions about employment opportunities, qualifications of job roles, job descriptions, and benefits associated with worksite employment, types of services provided, and general information about the place of employment and its mission. All field studies should be followed up with debriefing activities such as classroom discussion, reports, and follow-up letters to the worksite hosting the experience.
10. **CTE Internship, Work-Based Credit Bearing Course:** An internship that is a structured, work-based credit bearing course that is taken as a fourth unit in a Career and Technical Education (CTE) Classification of Instructional Programs (CIP)-coded program. Each work-based learning (credit-bearing) course has an assigned CTE course code, and guidelines must be followed to award one Carnegie unit of credit upon successful completion of the course. The student is supervised by a content-specific, certified teacher completing a minimum of 120 practical experience hours or the highest number of hours required by the industry-defined competencies within the career pathway. The Work-Based Learning credit-bearing course must be a part of the student's major and/or Individual Graduation Plan (IGP). Curriculum standards and employability skills are specific to the CTE course and must be mastered during the work-based experience and documented.

Graded assignments are required and in alignment with course standards. Regularly scheduled worksite visits are conducted by the supervising teacher and documented. All required paperwork, training agreement, and worksite evaluation between the high school student and sponsoring worksite is completed and kept on file for at least two years after the participating student graduates from high school. Courses are approved through the South Carolina Department of Education (SCDE), Office of Career and Technical Education's (OCTE) designated Program Education Associate. (Refer to p. 8 for details and a complete listing of course codes).

***This course will not count as a third unit in any of the three unit completion pathways.**

Note: Federal legislation from April 2010 provides for determination as to whether or not interns must be paid the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector "for-profit" employers. The "Test for Unpaid Interns" (seven criteria) allows for examination to determine the economic beneficiary in the intern-employer relationship.

Source: [US Department of Labor](#)

CTE Internship, Work-Based Credit-Bearing Course Guidelines

The SCDE, OCTE provides guidance for CTE Internship, Work-Based Credit Bearing Courses as listed below. Questions related to interpretation or implementation of these courses should be directed to the OCTE Program Education Associate.

Definitions & Guidelines

Work-Based Learning CTE Credit-Bearing Course Codes

A CTE Internship, Work-Based Credit-Bearing Course is a structured, stand-alone course that is taken in a CTE CIP-coded program. Each Work-Based Credit-Bearing course has an assigned CTE course code. *The following guidelines must be followed in order to award course credit upon successful completion of the credit bearing course.*

1. Each student must be supervised by a content-specific, certified teacher or designated school personnel. Example: Certified Health Science Technology Instructor supervises health science student participating in credit-bearing course.
 2. The CTE Internship Work-Based Credit-Bearing Course is closely related to a content specific CTE course.
 3. Only one unit of the CTE Internship Work-Based Credit-Bearing Course may be awarded.
 4. The CTE Internship Work-Based Credit-Bearing Course code can be used only one time.
 5. The CTE Internship Work-Based Credit-Bearing Course should be counted as the fourth unit of a CTE completer program and can be taken:
 - a. while actively enrolled in the third unit of an approved sequence of Career and Technical Education Coursework in a completer program;
- OR**
- b. after completing the third unit of an approved sequence of Career and Technical Education coursework in a completer program.
 6. The CTE Internship Work-Based Credit-Bearing Course must be aligned with the student's IGP.
 7. A mutually developed training agreement which defines a combination of objectives/skills to be mastered specific to the CTE course and industry-defined competencies within the career pathway must be documented and kept on file for at least two years after the student graduates from high school.

8. Graded assignments related to the course content and aligned to the school's grading scale are required.
9. Regularly scheduled and unannounced work-site visits are to be conducted and documented by the supervising teacher.
10. A work-site evaluation should be conducted during the internship experience created from the training agreement and aligned with the world-class skills and characteristics from the *Profile of the South Carolina Graduate*.
11. Summer WBL Credit-Bearing Course experience hours, which begin on July 1, may be counted toward the number of hours required for the school year if the work experience is supervised by a school instructor.
12. Each school district provides Certificates of Insurance Liability and evidence of student insurance coverage with respect to participating in a work-based learning experience to S.C. School Boards Property/Casualty Insurance Trust Fund and S.C. School Boards Workers Compensation Insurance Trust Fund.
13. All required paperwork must be complete and kept on file for at least two years after the student graduates from high school.

Career Clusters and WBL Internship, Credit-Bearing Course Codes

Agriculture, Food, and Natural Resources (Work-Based Credit)	Code 5690
Architecture and Construction (Work-Based Credit)	Code 6690
Arts, Audio-Video Technology, and Communications (Work-Based Credit)	Code 5290
Business Management and Administration (Work-Based Credit)	Code 5490
Education and Training (Work-Based Credit)	Code 6390
Finance (Work-Based Credit)	Code 6190
Health Science	
• Health Science (Work-Based Credit)	Code 5590
• Sports Medicine (Work-Based Credit)	Code 5591
Hospitality and Tourism (Work-Based Credit)	Code 5190
Human Services	
• Family and Consumer Sciences (Work-Based Credit)	Code 5890
• Human Services (Work-Based Credit)	Code 5790
Information Technology (Work-Based Credit)	Code 5390
Law, Public Safety, Corrections, and Security (Work-Based Credit)	Code 6590
Manufacturing (Work-Based Credit)	Code 6490
Marketing (Work-Based Credit)	Code 5091
Science, Technology, Engineering, and Mathematics	
• Science, Technology, Engineering and Mathematics (Work-Based Credit)	Code 6890
• Pre-Engineering/Industrial Technology Education (Work-Based Credit)	Code 6090
Transportation, Distribution, and Logistics (Work-Based Credit)	Code 6790

OCTE Program Education Associate Contact Listing

All questions related to SC's CTE program specific Work-Based Learning Internship, Credit-Bearing Courses should be directed to the designated CTE program education associated listed below.

Career Cluster	Contact Person
<ul style="list-style-type: none">• Director of CTE	Angel Malone 803-734-8412 amalone@ed.sc.gov
<ul style="list-style-type: none">• Health Science	Angel Clark 803-734-0372 aclark@ed.sc.gov
<ul style="list-style-type: none">• Business Management and Administration• Finance• Marketing	Dana Depew 803-734-2828 ddepew@ed.sc.gov
<ul style="list-style-type: none">• Information Technology	Andrew Cook 803-734-7168 acook@ed.sc.gov
<ul style="list-style-type: none">• Agriculture, Food, and Natural Resources	William E. Keels 803-788-5700, ext. 31 wkeels@clemson.edu
<ul style="list-style-type: none">• Arts, Audio-Video Technology, and Communications• Education and Training• Hospitality and Tourism• Human Services/Family and Consumer Sciences• Science, Technology, Engineering and Mathematics	Eleanor Glover Gladney, PhD 803-734-3826 eglover@ed.sc.gov
<ul style="list-style-type: none">• Arts, Audio-Video Technology, and Communications• Science, Technology, Engineering, and Mathematics• Transportation, Distribution, and Logistics	B. T. Martin 803-734-3398 btmartin@ed.sc.gov
<ul style="list-style-type: none">• Architecture and Construction• Law, Public Safety, Corrections, and Security• Manufacturing	Steven Watterson 803-734-8267 swatterson@ed.sc.gov

Career Ready Accountability Guidelines

By grade 12, a graduating student may demonstrate “career readiness” for purposes of the South Carolina accountability system by meeting at least one of the following indicators:

1. Earns a Silver, Gold, or Platinum national career readiness certificate on the WIN Ready to Work Career Assessment;
2. Earns a scale score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB);
3. Completion of a South Carolina approved career ready work-based learning experience and must have all of the following criteria met and verified by the school:
 - a. A minimum of 40 practical experience hours or the highest number of hours required by the industry-defined competencies and is included in a unit of credit in the career pathway related to the work-based placement.
 - b. WBL placement is aligned to the career pathway in the student’s IGP.
 - c. A mutually developed training agreement outlining the skills and objectives to be mastered during the WBL qualifying placement.
 - d. Includes a positive performance evaluation that is created from the training agreement as defined by a score of 3 or higher on a scale of 1–5 with 1 being the lowest performance indicator and 5 being the highest performance indicator. The evaluation should include the world class skills and characteristics from the Profile of the SC Graduate. A sample template is provided by the SCDE, OCTE online at [SC WBL Training Agreement Evaluation Form](#) . The template is also located on pp. 20–26 under section Sample Forms.
 - e. The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.
4. Is a CTE completer and earns a national industry or state recognized credential as determined by the business community approved credential list [SC CTE Industry Credential List](#)

South Carolina approved career ready work-based learning experience qualifiers includes registered apprenticeship, youth apprenticeship, co-op, and internship.

Required Documentation

The school or career center must maintain all documentation to verify the criteria listed above upon audit by the SCDE. The school or career center should maintain documentation for at least two years after the student graduates from high school.

Reporting Procedures: To ensure consistency in reporting, all districts and school/career centers are required to follow the requirement to report all qualifying WBL experiences for accountability in PowerSchool on the WBL Page.

Work-Based Learning versus Extended Learning Opportunities (ELO)

The WBL methods of instruction are grouped into categories with each category having a different set of primary goals. This grouping facilitates the linking of instructional activities to real worksite exposure. WBL is structured to expose each student to the “senses” of the workplace (See It, Feel It, Touch It, Smell It, and Hear It) physically, on site, at a business/industry sponsoring the WBL experience.

ELO are similar in nature to WBL experiences in that each provides career awareness and/or exploration for students. However, an ELO is not a WBL experience. An extended learning opportunity is considered a career guidance structured activity providing career awareness, exploration, and/or career guidance occurring in the classroom and/or school setting.

Examples of an ELO include, but are not limited to, the following:

- Business/Industry Classroom Speaker,
- Career Day,
- Career Fair,
- Job Fair,
- Career Classroom Guidance Lesson,
- Career Guidance Workshop, and
- Computer-Assisted Career Guidance Systems used to explore careers (SCOIS, Career Aisle, Carolina Careers, etc.).

Note: ELO are ***NOT*** reported on the WBL page in PowerSchool.

Reporting Procedures

Each ELO is reported on the Career Specialist/Guidance Personnel Accountability Report (CSAR), twice a year, through the EEDA Mandated Career Specialist position at each school. The CSAR Report Accountability is through the SCDE, Office of Student Intervention Services. (Contact 803-734-6267).

Regional Work-Based Learning Coordinators (Regional Career Specialists)

Regional Work-Based Learning Coordinators (RWBLC), previously known as the Regional Career Specialists (RCS), are educators with Global Career Development Facilitator National Work-Based Learning
School Year 2019–20
Page 10

Certification serving regions in alignment with the state's Workforce Investment Act (WIA) Regions. With the implementation of the SC EEDA Act of 2005, each have worked in collaboration with regionally assigned school districts to enhance the level of student career guidance and placement. Each play a pivotal role in facilitating WBL experiences for each assigned region and connecting schools to business/industry worksites. They serve as a liaison between the SCDE, OCTE, school administrators, school counselors, career guidance personnel, and WBL coordinators by providing training and updates related to the career readiness accountability model, WBL implementation, and PowerSchool WBL reporting procedures. Contact information is provided below by assigned region.

Contact Listing

<u>Region</u>	<u>Counties Served</u>	<u>RCS Contact Information</u>
Catawba	Chester, Lancaster, York	Vacant
Greenville	Greenville	LaToya Dodson 864-355-1094 lydodson@greenville.k12.sc.us
Lowcountry	Beaufort, Colleton, Hampton, Jasper	Kathy Bradford 843-322-5486 Katherine.bradford@beaufort.k12.sc.us
Lower Savannah	Aiken, Allendale, Bamberg, Barnwell, Calhoun, Orangeburg	Vacant
Midlands	Fairfield, Lexington, Richland, DJJ	Lisa Call 803-732-5258 lcall@mebasc.com
PeeDee	Chesterfield, Darlington, Dillon, Florence, Marion, Marlboro	Crishell Johnson-Bass 843-661-1820 cbass@pdec.net
Pendleton	Anderson, Oconee, Pickens	Robbie Tweito 864-884-1635 RobbieTweito@pickens.k12.sc.us
Santee Lynches	Clarendon, Kershaw, Lee, Sumter	Dayton Ward 803-778-7869 warddb@cctech.edu
Trident	Berkeley, Charleston, Dorchester	Suzi Raiford 843-805-3032 SRaiford@charlestonchamber.org
Upper Savannah	Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, Saluda	Renee Robinson 843-223-9127 rrobinson@sc-wpec.org

Upstate	Cherokee, Spartanburg, Union	Toney Farr 864-429-1765 toneyfarr@union.k12.sc.us
Waccamaw	Georgetown, Horry, Williamsburg	Jason Coakley 843-517-9709 jcoakley@gcsd.k12.sc.us

School Counselor and Career Specialist Roles

Partnership

WBL Coordinators should work closely with school counselors and school-level career specialists in establishing selection criteria for WBL participants. Students should be placed in experiences that are content compatible with their interests, aptitudes, abilities, and career goals. Students participating in pre-professional and career preparation WBL experiences should demonstrate a genuine interest in the career field and understand that the emphasis of the WBL experience is on learning, not on earning money. WBL experiences should relate to each student's IGP and career interest assessment inventory.

Forms and agreements applicable to the work-based learning experience should be developed to stipulate the requirements and expectations for the student and worksite sponsor/employer. Policies and procedures should be in place to ensure the safety of participating students and members of the community who interact with each student.

All student participation in work-based learning experiences should be documented and reported on the WBL page in the Student Information System (PowerSchool). A concise process to ensure that all WBL experiences and career readiness qualifiers are captured and are reported accurately should be in place at each school.

Local Advisory Councils, Utilization & Benefits

CTE programs that use WBL methods of instruction should have an active Local Advisory Committee composed of business/industry representatives, local economic/work force development leaders, regional and/or school level career specialists, school counselors, and postsecondary representatives. An active, functioning advisory committee can aid in the promotion of WBL as well as facilitate effective operation of WBL methods of instruction. Each WBL Coordinator will benefit from active involvement in a CTE Local Advisory Committee.

Activities that Local Advisory Committee members may provide are as follows:

- Publicizing WBL methods and experiences;
- Arranging for presentations by WBL coordinators to civic and business groups;
- Providing news releases concerning WBL to local newspapers, magazines, and other media, as well as to newsletters of training sponsor organizations;
- Discussing with uninvolved business/industry personnel the value of WBL methods;
- Assisting with special events such as Career and Technical Education Week and similar activities;

- Assisting with developing and conducting community surveys;
- Assisting WBL coordinators with identifying potential business worksites for student-learners;
- Identifying full-time job opportunities for CTE graduates;
- Assisting with reviewing CTE course content and developing/revising CTE curricula, including integration of WBL;
- Assisting student-learners with developing their educational and career objectives;
- Assisting with reviewing standards of proficiency to be met by CTE students;
- Assisting in selection of textbooks, reference materials, and other resources;
- Loaning videos, display materials, and other instructional aides to WBL coordinators;
- Making equipment recommendations;
- Assisting with instructional program evaluations and follow-up procedures;
- Assisting with identifying the training needs of workers in specialized areas of business and industry;
- Serving as guest speakers (business/industry experts);
- Serving as judges for local, regional, state, and national career and technical education student organization competitive events;
- Assisting at new-student orientation and parents' night programs;
- Conducting mock interviews with students; and
- Participating in WBL employer/employee recognition activities.

Benefits of WBL

The following benefits of a WBL experience should be stressed to potential business/industry worksite sponsors, as well as to parents, students, steering committees, and other school personnel:

For the Student Learner

- The student is provided supervised training in the specific area that he or she has chosen as a career objective (applies only to career preparation WBL methods).
- The student has the opportunity to learn useful employment skills under actual workplace conditions.
- Interest in classroom work is stimulated by the application of academic and job-related learning to workplace situations.
- The student develops understanding, appreciation, and respect for work and workers.
- The experience of getting and holding a job helps the student to develop a mature and realistic concept of self and to make mature decisions.
- Receiving compensation helps the student build self-esteem and contributes to his and her economic independence (applies only to career preparation WBL methods).
- The student's transition from school to work is made easier.
- The ability of the student to develop a post-high school plan for employment and/or continuing education is enhanced.

For the School

- The school is able to extend educational opportunities beyond its own physical and financial resources.
- Interaction with professionals outside the school environment is provided for school personnel in the training of young people.
- Parental involvement increases as many become involved as worksite sponsors.
- School personnel receive expanded opportunities to keep up-to-date with changing employment conditions and future workforce demands.
- The concept that education is indeed a community-wide partnership is demonstrated.

For the Worksite Sponsor

- The sponsor receives assistance from a coordinator in analyzing jobs, developing training plans, and consulting on training needs.
- The sponsor has an opportunity to influence school curricula to more closely provide for the employee qualifications needed.
- The sponsor takes an active role in the education and career preparation of students in its local community.
- The sponsor has an opportunity to develop future employees over an extended “trial” period without any obligation for long-term and/or full-time employment.
- The sponsor receives a student-learner who already possesses some of the job-related knowledge and skills needed to be a productive worker.

For the Community

- The number of young people making a successful transition from school to work is increasing, thereby adding to the number of workplace-ready individuals who become economically productive members of society.
- A continuing partnership of school and community businesses and other organizations is developed.
- The community’s work force and economic stability are improved by enhancing local students’ employability skill sets.

Promotion of WBL

School Involvement

- **Prepare an academic and career plan.** Develop a publication that explains course offerings in the particular CTE program/cluster and the course sequence required for students considering a career in that area. The coordinator should arrange for individual conferences with middle and high school counselors to explain the sequence of courses offered and discuss career opportunities in the field. This activity should be carried out each year.

- **Invite school counselors to regularly scheduled departmental meetings.** The coordinator should strive to work with school counselors at both the middle and high school levels in order to receive their assistance in the recruitment of students. The counselor who understands the purpose and design of programs that use WBL methods can better counsel students who have expressed an interest in or shown an aptitude for a particular career. Professional colleagues must thoroughly understand programs that use WBL methods so they can refer prospective students to the coordinator.
- **Prepare a WBL brochure.** The brochure should explain WBL and its benefits for the school, students, training sponsors, and community. It should describe WBL in general and the various methods available, state the advantages of each method, and outline application procedures for students and benefits for training sponsors.
- **Present WBL at a faculty meeting.** Explain to the faculty the available WBL methods. Enumerate the types of training stations in which students may be placed. Answer questions and suggest how other faculty members can assist. Explain the use of coordination time with respect to student success in WBL experiences.
- **Prepare an annual performance report.** This report, containing performance indicators about the success of WBL experiences and goals for continuous improvement, may be distributed to the faculty and administrators before the end of the school year.
- **Arrange informal functions.** One example is a gathering such as a coffee break for school counselors, teachers, and administrators. This could allow for open discussion about WBL experiences in general as well as highlight the achievements of students in particular experiences. Consider sponsorships of such functions by career and technical student organizations.
- **Present an assembly program to explain programs of study that use WBL methods and the benefits to students.** Enlist the help of current students to talk about their successful WBL experiences.
- **Distribute student-interest surveys to middle and high school English classes.** Obtain a list of the students who have indicated an interest in entering a CTE program. Talk individually with students interested in exploring the various WBL methods to determine whether WBL would offer what they need for career preparation in their related field of interest and to answer their questions.
- **Have students participating in work-based learning prepare a brochure to be presented to middle and high school students.** Brochures and other handouts should contain information regarding each type of WBL experience.
- **Assist students participating in work-based learning in preparing exhibits** illustrating aspects of WBL experiences and encouraging students to apply. Always take advantage of space that is available in the schools, such as main hallways, to promote WBL.
- **Supervise students participating in work-based learning in preparing a monthly newsletter** to be distributed to all students. Use interesting stories about students participating in WBL experiences. Include pictures and materials explaining the benefits from the viewpoint of students and the training sponsors.
- **Encourage students participating in work-based learning to visit middle schools** to discuss WBL experiences and answer questions regarding the courses needed to prepare for such an experience. As students prepare statements on what WBL has done for them,

make sure they point out the important aspects of WBL. Presentations should reach every middle school student, if possible. Visits may be scheduled for homeroom or activity periods.

- **Invite interested middle school students to visit classes that use WBL methods.**
- **Submit articles and pictures to the school newspaper or school magazine** to publicize the CTE programs and activities of students participating in WBL.
- **Arrange for students who are not participating in work-based learning to visit businesses** that provide WBL experiences.
- **Invite WBL training sponsors to explain job opportunities** in their businesses to students during Career Day. (Career Day may be arranged cooperatively with all CTE programs and with school counselors.)
- **Host an open house during Career and Technical Education Month** for all training sponsors, other business/industry partners, community leaders, Career and Technical Advisory Committee members, school administrative staff, school counselors, and parents.
- **Recruit students participating in work-based learning and graduates as guest speakers** in CTE classes and at appreciation luncheons/banquets, assembly programs, and career and technical student organization meetings. Presentations may include information on training stations, entry-level employment opportunities, job qualifications, and industry credentials earned in high school.
- **Set up displays** during Career and Technical Education Month, Back-to-School Night, College Night, in the cafeteria throughout the school year, and at feeder middle schools.
- **Use the school's public address system** to recognize student achievements and keep students informed about WBL activities.
- **Get involved in career and technical education events** to inspire interest in WBL.
- **Make a sustained effort to help your students participating in work-based learning succeed in the classroom and in their training experiences.** Students who are successful are the best advertisements for promoting WBL experiences. Also, share student successes with their counselors.

The above list of suggestions for successful promotion of WBL is not meant to be exhaustive but should serve as a springboard to stimulate additional ideas.

Successful coordinators use these and many other ideas to make certain that all students in the school are aware of the opportunities and benefits available through participation in WBL. Talk with experienced coordinators—they are eager to share ideas with you.

Parental Involvement

Parents must give their consent before their underage children are allowed to participate in WBL experiences. A favorable attitude cultivated by parents fosters the development of a professional student attitude. Moreover, parents themselves may potentially offer training experiences for students participating in WBL. Some suggested activities for helping parents become aware of WBL methods of instruction are as follows:

- **Send a letter to parents**, explaining WBL methods and asking for their support or permission for their son or daughter to be enrolled in a CTE program using a WBL method.
- **Send a student-prepared WBL newsletter to parents.**
- **Hold an open house for parents.** Encourage them to ask questions about the WBL method in which their child wishes to become involved. Solicit their support.
- **Present a multimedia program to parents.** Give explanations of WBL methods and describe the benefits to students. Include graduates of WBL experiences, letting them explain how WBL experiences benefited them.
- **Hold personal conferences with parents** of students educating each on the importance of WBL experiences preparing their student for the workforce.
- **Make presentations about WBL methods** at parent organization meetings.
- **Suggest coverage by local newspapers** to explain the types of WBL experiences available through CTE classes/programs, special projects undertaken by students participating in work-based learning, and accomplishments of students participating in WBL experiences.
- **Involve parents as resource speakers and WBL training sponsors.**

Business/Industry Involvement

In addition to understanding the educational values of WBL methods and experiences, business and industry representatives frequently need to be “sold” on the idea of being partners. Business and industry personnel serve a vital role in assisting schools in training student-learners. This collaboration maximizes the opportunities and benefits of participation in WBL. Some suggested activities for publicizing WBL to the business/industry community follow:

- **Make presentations to civic organizations such as the local Chamber of Commerce.** Consider joining community and professional organizations and attending meetings. Personal contact with community leaders and business representatives will allow for individual discussions with potential training sponsors.
- **Use the local news media, newspapers, radio, television, and Internet for news releases about WBL.** Before newsworthy events occur, follow media guidelines to gain publicity.
- **Write feature stories periodically throughout the year.** These may be offered as “exclusives” to selected media. They may include stories of successful graduates.
- **Feature WBL success stories and WBL student achievements on the school’s Web page.**
- **Form an alumni group of former students to help promote WBL.** Many alumni are employed in local businesses and may become training sponsors of students participating in work-based learning.

- **Conduct at least one training sponsor appreciation function annually.** A tea, open house, breakfast, luncheon, or banquet are possibilities.
- **Present certificates of appreciation** to participating training sponsors at appreciation functions.
- **Issue a special invitation to training sponsors to observe classes or make presentations** during class time or at career and technical student organization meetings.

In addition to targeting the specific audiences previously outlined, some activities will address a combination of different audiences. These activities not only allow for interaction among groups but may also save time and effort. Some examples include the following:

- **Establish or maintain opportunities for postsecondary credit with local colleges and universities** offering articulated or dual credit for secondary courses and programs using WBL methods. This enhances program validity, creates greater student interest, and broadens awareness and engagement.
- **Feature a WBL student experience of the week or month on one of the school's main hall displays.** Include photos when possible. Such displays are effective advertising media for the entire school community.

Use your creativity and imagination to expand and gain ideas from other WBL coordinators.

Reporting WBL Experiences and Career Ready Qualifiers

In accordance with the South Carolina EEDA of 2005, data must be collected and reported for ALL students participating in a WBL experience. All students include K–12. This information should be compiled for each experience completed. All experiences are to be entered in the Student Information System (PowerSchool) on the WBL page. The WBL fields have been designed to collect information for work-based experiences in which your students have completed throughout the school year. The Career Ready (CCR) Qualifier fields are located at the top of the WBL page in PowerSchool. Only one CCR (registered apprenticeship, youth apprenticeship, co-op, or internship) should be reported in the CCR field. Once the CCR WBL qualifier is entered in the CCR field, then, by grade 12, the reported graduating student will meet the career readiness accountability measure. Any additional career ready qualifying WBL experiences can be reported below the CCR field in the designated fields designed to collect all WBL experiences. All state approved WBL experiences include apprenticeships, co-ops, internships, on-site job shadowing, virtual job shadowing, school based enterprise, service learning, mentoring, structured field study, and the CTE internship, credit bearing courses. Each field on the WBL page in PowerSchool has been designed to collect information for ten experiences.

WBL experiences should be entered for all students for the current school year *when the individual WBL experiences are completed*. The entering of each WBL experience at the time it was completed will ensure accuracy as well as provide time for each District IT Administrator to upload data for the QDC4 collection report.

Each year the SCDE, OCTE releases a unique deadline date for all WBL experiences to be entered into PowerSchool.

Deadline to Enter WBL Experiences:

Date for all WBL Career Ready qualifiers and WBL experiences to be entered for the 2019–20 academic year is **Friday, May 22, 2020.**

Work-Based Learning Sample Forms

South Carolina WBL Training Agreement/Evaluation Plan

Item	Details
Date	
Student's Name	
School/Career Center	
School District	
Start Date/ End Date	
Worksite Name/Location	
Work Assigned Days/Hrs.	
Worksite Supervisor Name	
Worksite Supervisor Title	
Worksite Phone	
Worksite Email	
Student's Career Pathway/ Program of Study	
Is the Work-Based Learning (WBL) Placement aligned to student's Individual Graduation Plan (IGP)?	YES NO
Is the Work-Based Learning Placement paid or non-paid?	YES NO
Is the WBL placement tied to a credit-bearing course?	YES NO
If yes, what is the course code?	
Is School Insurance coverage provided?	YES NO

Item	Details
Job Description (Tasks, Responsibilities, Projects, etc. established by worksite supervisor)	
List of objectives and/or skills to be mastered based on industry-defined competencies within career pathway	

Employability Attributes

The employability attributes provided below as *Profile of the South Carolina Graduate* Elements are essential in every work environment throughout one's career. Discuss and review with the student as each should be viewed as the foundation upon which specific workplace and career ready skills are aligned with the *Profile of the SC Graduate*. Each will be the basic expectation for the WBL experience and will serve as the criteria of measure for the mid and final employer evaluation tool.

Two evaluation reviews are recommended to capture growth –Be objective!

Key and Evaluation Scoring Tool

Score	Description
1	Performance Improvement Needed: Needs to have a strategy to improve this skill.
2	Developing: Developing this skill; learning to address challenges related to this skill, aware of next steps
3	Competent: Demonstrates this skill; aware of the importance of this skill
4	Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill
5	Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

PROFILE ELEMENT	PERFORMANCE EXPECTATIONS	REVIEW 1 (1-5 Scale)	REVIEW 2 (Key Above)	COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Attendance, Appearance, and Punctuality	<ul style="list-style-type: none"> • Arrives on time and prepared for work • Provides sufficient notice if unable to report for work • Clean, neat appearance • Dresses appropriately for position and duties • Wears ID Badge in accordance with policy • Practices personal hygiene for position and duties 			
Initiative, Motivation, Self-Direction	<ul style="list-style-type: none"> • Participates fully in tasks or projects from start to finish • Initiates interaction with supervisor for next task or project upon successful completion of previous one • Able to work with little supervision; dependable • Use good judgement 			

Communication	<ul style="list-style-type: none"> • Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors, and customers • Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions 			
Teamwork and Collaboration	<ul style="list-style-type: none"> • Works productively with co-workers, individually and in teams; support organization's mission and goals • Accepts direction and constructive feedback with positive attitude • Cooperative 			
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • Notices and identifies challenges and problems that arise in the workplace • Brings concerns to attention of supervisors when appropriate • Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization 			

Workplace Policy, Integrity, Culture and Safety	<ul style="list-style-type: none"> • Exhibits understanding of workplace culture and policy • Follows professional standards for use of computers, phones and social media • Respects confidentiality • Complies with health and safety rules for the workplace • Adheres to cell phone usage policy 			
Knowing How to Learn	<ul style="list-style-type: none"> • Eager and willing to learn • Listens and observes to learn • Asks questions • Initiates to seek answers • Inquisitive 			
Information/Media & Technology	<ul style="list-style-type: none"> • Knows how to locate necessary information to perform tasks • Uses digital media literacy to identify, access and analyze • Displays global knowledge with use of technology • Displays global knowledge with use of technology 			

Global Perspective	<ul style="list-style-type: none"> Identifies and respects cultural diversity Understands social/economic relationship impact on the job Seeks to work towards conflict resolution Thinks globally and understands link to people worldwide 			
Creativity/Innovation	<ul style="list-style-type: none"> Introduces new ideas or methods for task or work process Imaginative: Thinks outside the box Shares ideas and insights Encourages engagement 			

SIGNATURES	Review 1	Review 2
Student Signature		
Supervisor Signature		
School Staff Signature		
Date		

Workplace & Career Specific Skills

List three to five skills that will be a focus for this WBL experience. Choose from the following examples or identify other skills relevant to the specific worksite environment and /or career goals.

Career/Engagement Skills: Adaptability, Collecting and Organizing, Information, Creativity, Professionalism, Leadership, Project Management, Public Speaking/Presentations, Understanding Aspects

Digital Literacy Skills: STEM-Related Skills, Computer Technology, Analyze, Database Usage, Engineering Concepts, Graphic Design, Technology Driven, Media Literacy, Science Concepts, Office Suite Software, Cause/Effect relations, Coding, Predict/Conclude, Software Development, Repair Equipment, Spreadsheet Usage, Uses Software Effectively, Web Development, Mathematics Concepts or Industry Specific Technology

Applied Academic Skills: Applied Mathematics, Reading, Research and Analysis, Writing, Multiple Languages

Work-Based Learning *Sample Forms*

Application for Enrollment

Please print or key all information requested except signature.

Name _____ Date _____

Last Name _____ First Name: _____ Middle _____

Mailing Address: _____

City _____ State _____ Zip _____

Phone number _____

Date of Birth (*Birth Certificate Required For Work Permit*) _____

Do you have a driver's license? Yes No

Do you have access to a car/other mode of transportation? Yes No

Are you enrolled in a Career and Technical Education Program? Yes No

If yes, list program: _____

Indicate the type of business in which you prefer to work: (*Example: medical, financial, legal, manufacturing, insurance, etc.*)

First Choice _____ Second Choice _____

Parent/Guardian Name(s) _____

Parent/Guardian Phone _____

Parent/Guardian Address _____

City _____ State _____ Zip _____

Are you interested in summer employment? Yes No

Full-time _____ Part-time _____

Do you intend to further your formal education after high school? Yes No

Are you under a doctor's care? Yes No

Do you have any health problems that would interfere with your regular attendance on a job?
No

Yes (if yes, please explain)

Previous Work Experience (*List most recent position first.*)

Employer

Type of Work

Employment Dates

Current Class Schedule

<i>Time</i>	<i>Class</i>	<i>Teacher</i>	<i>Grade Point Avg.</i>

List as references the names of three (3) teachers who can attest to the quality of your work. One must be your current or previous teacher.

- 1.
- 2.
- 3.

To the Student:

Work-Based Learning provides an opportunity to be considered for employment in businesses and industries in our area. When you enroll in Work-Based Learning, you indicate that you are sincerely interested in putting forth your best efforts to receive work-based experience. If you accept this responsibility, please sign below.

Student Signature: _____

To the Parent/Guardian:

Do you consent to your child entering Work-Based Learning, will you provide transportation, and do you agree to cooperate with the school and the training agency in making the training and education of the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: _____

Teacher recommendation for Work-Based Learning

Date:

To:

From:

Student:

Subject:

A number of corporations and businesses have expressed their commitment to South Carolina by agreeing to participate in the school district's work-based learning program. Their responses represent the opportunity for a mutually beneficial relationship among the schools and corporations and businesses in this county.

The school district's work-based learning program introduces the student to a particular occupation by pairing the student with a supervisor. The student will participate at the work-based learning site for a specified period of time to develop a better understanding of the requirements of a particular career. One of the objectives of the work-based learning program is to recognize the unique interest of each student and provide career and job experience to help students become more focused on a career goal.

Students must be recommended to participate in the work-based learning program. This form must be completed by the teacher prior to placing the student in the program. Please give your candid assessment of the above student's academic performance, intellectual promise, and personal qualities by completing the following checklist.

Check the appropriate responses:

How would you rate...?	Excellent	Good	Fair	Poor
Motivation and attitude toward learning				
Ability to follow directions				
Attitude toward authority				
Ability to work in groups				
Willingness to conform to rules/regulations				
Enthusiasm and interest toward schoolwork				
Display of courtesy and respect				

Comments:

Questions for Student Interview

1. What do you believe is the purpose of work-based learning?
2. Why do you want to enroll in work-based learning?
3. Have you ever been employed before? If so, describe your job.
4. What are your plans following high school? Have you considered additional training?
5. In what ways will work-based learning help you?
6. Is there any reason why you could not work commit to the required number of hours weekly next year? What are your plans to participate in activities during your final year in high school?
7. Are you currently a member of a student organization? Why? Why not?
8. What subjects do you find most enjoyable?

9. What special training would you expect to receive from your work-based learning experience?
10. Where did you first hear about work-based learning?
11. What do you want to do to earn a living?
12. How do you learn outside the classroom?
13. Are you willing to work for a sub-minimum wage in order to gain work experience and a future job reference?
14. What courses do you plan to take next year?
15. What are your arrangements for transportation?
16. Would you change your appearance to participate in work-based learning? (Cut hair, wear no nail color, maintain short nails, wear no miniskirts, remove earring, etc.)
17. Do you have a preference on where you would like to work?

Work-Based Learning Interview Evaluation Form

Student Interviewed:

Career Objective/Pathway:

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

Student's plans following high school:

Work experience:

Reaction when asked if he or she would change personal appearance in order to become employable or keep employment:

Response to participation in student organization

Possible worksites:

Comments:

Work-Based Learning Hazardous Occupation Exemption Form

This is to certify that _____ is a student
(Name of Student)
at _____ in _____, SC, and will be
(School/Career Center) (City)
participating in a Work-Based Learning experience at _____.

1. The work of the student in the occupation declared hazardous shall be incidental to this training and shall be under the direct and close supervision of a qualified and experienced person.
2. Safety instructions shall be given by the school and correlated by the employer with on-the-job training. Documentation will be kept regarding type, amount, and process for safety training.
3. A schedule of organized and progressive work processes to be performed on the job shall have been prepared and agreed upon by the employer and school representative.

We certify that the conditions mentioned above will be fulfilled.

Signed _____ Date _____
(Supervising Teacher or WBL Coordinator)

Signed _____ Date _____
(Worksite Employer)

Work-Based Learning Worksite Evaluation Check Sheet

Worksite:

Worksite Employee Sponsor Name:

Address:

Telephone:

Date of Interview:

Person Interviewed:

Job Classifications Available:

Job Entrance Tests: () Yes () No What Types?

Skill Standards Required

Question	Yes	No
Is the attitude of the employer conducive to effective cooperation with the school in the operation of work-based learning?		
Are there provisions for a range of on-the-job experiences?		
Are the equipment and facilities satisfactory?		
Is the employer willing to work with the teacher to develop a training plan for a specific career objective?		
Does the potential worksite employee morale seem conducive to satisfactory relationships for students?		
Does the instructional potential of the worksite seem satisfactory?		
Is the worksite satisfactorily located?		
Will the monetary compensation be adequate?		
Is there evidence of progressive skill-building opportunities?		

Question	Yes	No
Did the employer ask to see a transcript or be provided with documentation of acceptable academic performance and attendance?		
Does the employer agree to cooperate with the school to train a student?		
Are the wages to be paid to students comparable to that paid to other beginning learners in the position?		
Does the employer agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career?		
Does the employer agree to observe all applicable child labor and wage laws and be in compliance with the Office for Civil Rights regulations?		
Does the employer agree that the student will not displace a full-time worker?		
Does the employer agree to work the student a minimum of fifteen (15) hours per week?		
Does the employer agree to objectively evaluate the standards demonstrated by the student on skills identified in the training agreement?		
Does the employer agree to train the student during school release time?		
Is the worksite within reasonable travel distance of the school?		
Does the worksite meet other criteria as outlined in the <i>Work-Based Learning Implementation Guidelines</i> ?		

Comments:

Signed:

Date:

Work-Based Learning Work Assignment Form

TO: _____
(Name of Student)

FROM: _____
(Name of CTE Supervising Teacher or WBL Coordinator)

DATE: _____

SUBJECT: Work-Based Learning Assignment

Your Work-Based Learning Assignment is scheduled from:

_____ to _____
(Start Date) (End Date)

from _____ a.m./p.m. to _____ a.m./p.m.
(Start Time) (End Time)

with _____
(Name of Business/ Industry)

Your contact person at the job site will be: _____

Contact's phone number: _____

Business/Industry address: _____

Note: If you have any questions about your Work-Based Learning assignment, please contact your school Work-Based Learning Coordinator or supervising teacher.

Work-Based Activities for Worksite Sponsor

Student Name: _____ Phone: _____
School: _____ School Phone: _____
CTE Instructor or WBL Coordinator: _____
Work-Based Learning Site: _____
Work-Based Learning Supervisor _____

Suggested Activities:

1. Introduce the student to the staff.
2. Explain the work-based learning position.
3. Tour the facility (if possible/practical).
4. Create a work-based learning plan for the student related to his or her career interest. This plan must be completed in advance of the student's arrival.
5. Expose the student to the same routine a new employee would experience.
6. Answer questions that the student has regarding the job.

As a supervisor, offer the student answers to the following questions:

1. Describe your occupation. (What are your duties?)
2. Describe the working conditions associated with the position (physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is your educational background? What school courses do you feel would be most helpful to prepare for your position?
4. What do you enjoy most about your position?
5. What do you find most difficult, stressful, challenging, etc., about your position?
6. What recommendations would you offer to someone who is interested in entering a similar position?
7. In your opinion, what type of attitude, personality traits, or personal characteristics are important in order to be successful in your career field?
8. What opportunities are available for advancement in your career field and related fields?
9. What are the starting salaries and educational requirements at this company for persons who hold the career positions in which the student has interest?
10. What does this company do to encourage its employees to continue their education?
11. What are some good ways for students to find out about your career?

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, handicap, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

Parent/Guardian Work-Based Learning Permission Form

My child, _____ has my permission to
(Name of Student) (Birthdate)

participate in a work-based learning activity at _____
(Worksite Location)

beginning _____ ending _____
(Date) (Date)

I will be responsible for arranging transportation for my child to and from the worksite. My permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when my child is at the site and will not be responsible for my child.

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE

Name of Worksite: _____

Address of Worksite: _____

Nature of Work: _____

Are employees at this worksite engaged in hazardous occupations? Yes ____ No ____

Will the work-based learning opportunity for this student involve a hazardous occupation as defined under the Federal guidelines? Yes ____ No ____

Nature of work to be performed in this work-based learning activity: _____

Worksite Supervisor Contact: _____ Phone: _____

TO BE COMPLETED BY THE PARENT OR GUARDIAN:

Transportation Arrangements: _____

Home Address: _____

Home Phone: _____

The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

(Parent/Guardian Signature)

(Date)

(Work Phone)

(Parent/Guardian Signature)

(Date)

(Work Phone)

Insurance and Emergency Information Form

Personal Data

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____

Home Phone: _____

School Name: _____

School Counselor: _____

Address: _____

Phone: _____

Insurance Coverage

Yes/No

Family

School

Employer

Liability and/or Bonding _____

Worker's Compensation _____

Health/Accident _____

Name of Health/Accident Insurance Company: _____

Insured: _____

Policy #: _____

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

Student Medical Information

List medical information about the student that would be helpful in case of emergency.

Allergic to medications? () Yes () No

If yes, what medications? _____

List any allergies or other medical problems of the student: _____

Family Information

Parent/Guardian Name: _____

Work Phone: _____

Employer Name/Address: _____

Parent/Guardian Name: _____

Work Phone: _____

Employer Name/Address: _____

Parent/Guardian Home Address: _____

Home Phone: _____

Emergency Contact: _____

Phone: _____

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent's/Guardian's Signature

Date

Parent's/Guardian's Signature

Date

Orientation to Worksite

STUDENT'S NAME _____ DATE _____

WORKSITE _____ SUPERVISOR _____

Instructions: Please provide the following information to your student employees. Return the completed form to the teacher and/or work-based learning coordinator.

Company Orientation

1. Give student copies of printed materials (handbook, brochures, policies, etc.).
2. Explain the company's history.
3. Describe the company's service/product line(s).
4. Discuss company policies and procedures regarding:
 - () Confidentiality
 - () Hours of operation/work
 - () Overtime policies
 - () Pay time period
 - () Vacation policy
 - () Holiday policy
 - () Appropriate dress and grooming
 - () Safety rules
 - () Emergency procedures
 - () Absentee procedures
 - () Parking
 - () Arrival procedures
 - () Departure procedures
5. Describe employee benefits such as:
 - () Discounts
 - () Educational assistance
6. Describe the relationship of the department to the company (if applicable).
7. Discuss specific company/departmental rules including:
 - () Breaks
 - () Work schedules
 - () Days off
 - () Presence of cell phone, food, personal items, etc., at work station
8. Introduce co-workers.
9. Explain job responsibilities of co-workers.
10. Identify worksite training sponsor/mentor.

Job Orientation

11. Show student his or her workstation.
12. Describe student's responsibilities.
13. Explain the importance of the student's responsibilities to the organization.

(Worksite Sponsor)

(Student)

Worksite Visitation Teacher/Work-Based Learning Coordinator Summary

Student's Name:

Worksite Supervisor:

Date:

Purpose of Visit: ☐ Student Observation ☐ Student Evaluation ☐ Counseling
☐ Problem Resolution ☐ Other_____

This form must be completed each month for training station visits. Record observations, actions to be taken, and recommendations. Identify specific strengths and/or improvement action plan.

Observation Form
General Observations:
Standards Observed:
Student Conference/Comments:
Worksite Supervisor Conference/Comments:
Teacher/WBL Coordinator Overall Comments On This Visitation:

Signature: _____
(Teacher/Work-Based Learning Coordinator)

Student Evaluation of Worksite

Student's Name:

Worksite Supervisor:

Dates at Worksite:

1. Duties

2. Is your job what you expected it to be? () Yes () No

Explain:

3. Has your worksite supervisor provided guidance/instructions? () Yes () No

If yes, worksite supervisor's name:

4. Were you given ample instruction when you started the job? () Yes () No

5. Have you been given helpful instruction when needed? () Yes () No

6. Have co-workers been friendly and courteous? () Yes () No

7. Do you feel advancement is available if working full-time? () Yes () No

8. Were company rules and regulations explained clearly? () Yes () No

9. Please rate your supervisor(s) on the following points:

Orientation Items	Good	Average	Poor
Introduced you to all employees in the company/department			
Explained changes that affect you			
Interested in you and your job			
Followed up counseling			

10. What are the working conditions in your business? Explain:

11. What can you suggest that would better the working conditions at your worksite for future work-based learning students?

12. General comments to evaluate your training station not included in the above questions:

Additional Resources

Profile of the South Carolina Graduate

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents Roundtable and SC Chamber of Commerce
SC Education Oversight Committee, SC State Board of Education, SC Department of Education,
SC General Assembly, SC Council on Competitiveness, TransformSC, & SC Arts in Basic Curriculum
Steering Committee

Military Career Field Resources

[Armed Services Vocational Aptitude Battery](#)

[Air Force](#)

[Air Force Reserve](#)

[Air National Guard](#)

[Coast Guard/CG Reserve](#)

[Marine Corps](#)

[Marine Corps Reserve](#)

[Army](#)

[Army Reserve](#)

[Army National Guard](#)

[Navy](#)

[Navy Reserve](#)

[Air Force ROTC](#)

[Air Force Academy](#)

[Army ROTC](#)

[Military Academy](#)

[Navy ROTC](#)

[Naval Academy](#)

[Coast Guard Academy](#)

Apprenticeship Carolina



Apprenticeship Carolina™, a division of the [SC Technical College System](#), works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs.

At ***no cost to the employer***, apprenticeship consultants are available to guide companies through the registered apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System.

In South Carolina, employers with registered apprenticeship programs are also eligible to receive a tax credit of \$1,000 for each registered apprentice employed for at least 7 months during each year of his or her apprenticeship program, for up to four years.

Contact Apprenticeship Carolina at 803-896-5287. [Apprenticeship Carolina](#)

Web Resources for Career & College Planning

[Academic Common Market](#)

[ACT Student Web Page](#)

[Career Aisle](#)

[Career One Stop](#)

[College Board- SAT](#)

[College Match Maker](#)

[eCampus Tours](#)

[Free Application for Federal Student Aid](#)

[Fastweb](#)

[Mapping Your Future](#)

[MicroBurst Learning- Virtual Job Shadowing](#)

[My future](#)

[My Next Move](#)

[Peterson's Guide for college planning](#)

[NCAA Eligibility](#)

[Princeton Review](#)

[Occupational Information Network-O*Net Online](#)

[SC Transfer and Articulation Center](#)

[SC Can Go to College](#)

[SC Occupational Information System](#)

[SC Virtual Library- DISCUS](#)

[WIN Learning](#)

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used.***

Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements

**Athletics aid, practice, and competition*

- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements

**Athletics aid and practice (no competition)*

- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Contact Information:

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[Manual on-line](#)

[Additional Resources](#)

[US Department of Labor- Youth and Labor Laws](#)

[US Department of Labor- Hazardous Jobs](#)