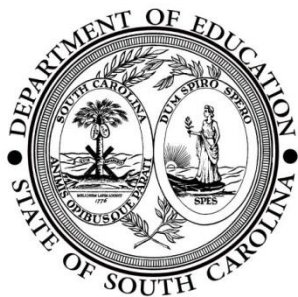


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# ANNUAL PROVISO REPORT

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SDE-EIA: XI.A.1 – WORK-BASED LEARNING



**SOUTH CAROLINA**  

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**STATE DEPARTMENT  
OF EDUCATION**

FEBRUARY 2015

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## SUMMARY

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The long-term mission of the Work-Based Learning Program, as supported through the Work-Based Learning Proviso (SDE-EIA: XI.A.1-Work-Based Learning), is to enhance school-based and work-based learning educational opportunities for students through work-based learning activities that parallel and connect classroom learning. The Work-Based Learning Program provides technical support through professional development to support required activities under the Education and Economic Development Act (EEDA). Additionally, the Work-Based Learning Program provides activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service-learning to district-level and school-level staff to include instructors and students. The program also provides coordination for activities related to South Carolina Job Shadow Day and supports the career guidance and counseling components of the EEDA. The delivery of contextual methodology training to teachers is a significant program focus.

The Work-Based Learning Program began as an original initiative of the Education Improvement Act of 1984. Other laws, provisos, and regulations that govern the implementation of this program include the following:

**Code of Laws:**

S.C. Code Ann. §§ 59-59-60(1), 140, 200 (Supp. 2011)

**Proviso:**

Proviso Number: 1A.8 – Work-Based Learning

**Regulation:**

24 S.C. Code Ann. Regs 43-225 (Repealed)

Beginning July 1, 2008, the Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) began technical support for district and building-level career specialists and other support staff via Alliance activities and communications. As part of this technical support, regional career specialists began to work closely with Alliance partnerships to collect and report Work-Based Learning Program data. This data began to be managed via SASI/PowerSchool data collection in 2007–08. Since that time, additional data has been collected and managed via reporting from data collection conducted under the EEDA. This change in function that resulted in the current Work-Based Learning Proviso was a result of the federally funded Tech Prep/School-To-Work Alliance Partnerships (as state-level grant recipients/partnerships), which ceased operations as of June 30, 2007. Additionally, as a result of this operational and organizational change in Alliance Partnerships and the transitioning to electronic reporting, data collection and professional development were managed differently for the past several years.

<b>Current Status</b>	<b>2012–13 Budget Allocation</b>	<b>2013–14 Budget Allocation</b>	<b>2014–15 Budget Request</b>
Continuing	\$575,000 in state work-based learning funds	\$575,000 in state work-based learning funds	\$575,000 in state work-based learning funds

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## PROFESSIONAL DEVELOPMENT

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The Carl D. Perkins Career and Technical Education Act of 2006, as reauthorized, resulted in the restructuring of South Carolina’s sixteen (16) Tech Prep Consortia that had become the South Carolina Education and Business Alliance (SCEBA) partnerships. Six (6) of the sixteen (16) partnerships continued under a “local allowable use of funds” option as a result of this reauthorization and established alliances with school districts and/or technical colleges to receive partnership funding and focus on innovative activities among alliance partners. This restructuring and reduction in the number of partnerships resulted in the South Carolina Department of Education’s Office of Career and Technology Education (OCTE) focusing on regional delivery of career and technology education professional development and career guidance and counseling support. Based on the language in the Education and Economic Development Act (EEDA) and this Proviso, state EIA funding in the amount of \$7,500 was distributed in FY 13-14 to ten (10) Regional Career Specialists (RCS) from the state allocation of \$75,000 to conduct contextual methodology professional development training for educators in their respective regions. Salary and fringe benefits for each of the RCS in the amount of \$50,000 was distributed to ten RCS for a total state allocation of \$500,000. At the time of this report, all funds have been allocated to RCS’ fiscal agents to support salaries and professional development as stipulated in the duties of the RCS.

The purpose of this report is to highlight the work of the RCS during the 2013-14 year. RCS provide school districts in their areas with professional development in career development programming and provide support for educators, counselors, school-level career specialists, business partners, students, career and technology education (CTE) educators, and parents as well as provide direct standards-based student instruction. The method of accountability for the RCS is a document called the “Direct Service Accountability Report,” submitted to the Office of Career and Technology Education on a bi-monthly basis. It contains all direct service to students, educators, parents, and business partners while reflecting workshops, guidance and career development series delivered, support of work-based learning within each region, and professional development delivered personally by each RCS.

During the 2013-14 school year, the RCS worked to enhance the level of career guidance and placement, workforce development, postsecondary transition, and the delivery of career development throughout South Carolina. Contextual methodology professional development and training was offered to all regions through contextual methodology courses and/or workshops in the twelve regions as identified in the EEDA. Training in the Catawba Region, the one region yet to

employ a Regional Career Specialist, was provided by current RCS in neighboring regions. Some RCS used funds provided to contract with instructors to deliver the professional development/training while other RCS delivered the courses/workshops themselves. RCS collaborated to ensure consistent delivery of content, whether the format was a course or workshop series, and to provide instruction that benefited English, math, and science instructors. Four hundred eighty-eight (488) educators received contextual methodology training during the 2013–14 school year. Principals are required to sign assurance forms indicating that all appropriate staff members have received contextual methodology training, and RCS work with their districts to provide the necessary training, based on requirements in the Education and Economic Development Act's (EEDA) Section 59-59-200. According to the Direct Service Accountability Reports submitted to the South Carolina Department of Education's Office of Career and Technology Education from July 2013 through June 2014, a period that includes the 2013 and 2014 academic years, RCS conducted 45 workshops pertaining to contextual methodology for over 488 educators.

RCS offered a number of trainings and workshops, including Global Career Development Facilitator (GCDF) national certification training courses, during the 2013-14 academic year. This national certification course curriculum was developed by the National Career Development Association. Now in its fourteenth year, the RCS Global Career Development Facilitator course delivery has resulted in South Carolina having one of the highest numbers of Global Career Development Facilitators (GCDF) certified in the nation. The Perkins IV, Title I Innovation Alliance partnerships and RCS have been offering these courses to support the scope of training needed by school guidance staff and faculty relative to addressing the growing emphasis on national career clusters used in all secondary schools in South Carolina. This rigorous national certification curriculum was aligned to South Carolina's standards-based career guidance and assured that this training would address the South Carolina Curriculum Standards for English Language Arts, Mathematics, Science, Social Studies, and Health. Over 73 educators received GCDF training through direct instruction under the RCS during the 2013-2014 school year.

RCS have greatly assisted state educators addressing the state's accountability standards and competencies for career guidance by aligning their work with state standards. Additionally, the bi-monthly activities of RCS continue to be unilaterally aligned to state goals in career and technology education. RCS submit a Direct Service Accountability Report that annotates direct work with students, parents, educators, and business partners.

An education associate in the Office of Career and Technology Education provides professional development for, and oversight and coordination of, statewide career guidance activities of the RCS. During the past ten years, RCS have supported training necessary to effectively implement the state's career guidance programs, including statewide Individual Graduation Plans (IGP), work-based learning, and college and career readiness. RCS continue to support the needs of GCDF-trained educators as they offer activities and provide materials used by guidance staff in carrying out their day-to-day activities. RCS conduct workshops for GCDFs to enable them to accumulate the seventy-five (75) hours needed every five years for recertification. Over 22,635 teachers, counselors, career specialists, and administrators received training through courses and workshops delivered by RCS during the 2013-14 school year.

## **Regional Career Specialists (RCS)**

RCS are ten (10) educators with Global Career Development Facilitator Instructor National Certification serving regions in alignment with the state's Workforce Investment Act (WIA) Regions. (South Carolina has ten [10] RCS in place with one vacant position in the Santee Lynches Region and one vacant position in the Catawba region.) During 2013-14, RCS worked to enhance the level of student career guidance and placement, individual academic and career planning, work-based learning activities, college and career readiness, data collection and reporting, career and technology education support, and delivery of career development and contextual methodology training throughout South Carolina. With a requirement that each be nationally certified as a Global Career Development Facilitator and Instructor (GCDFI), RCS used this expertise to greatly improve the quality and quantity of school counselor and teacher training in career development. This curriculum has enhanced the educators' expertise in student career decision-making in middle and high schools.

The following are examples of the accomplishments that RCS have made in South Carolina during 2013–14 school year:

(Note: In the Catawba Region and Santee Lynches Region where a Regional Career Specialist has not been named, the South Carolina Department of Education and other RCS are providing technical assistance to the extent possible to support activities such as those cited below.)

- RCS submit bi-monthly Direct Service Accountability Reports to OCTE, aligning all regional duties to the OCTE's 2020 Vision for Career and Technology Education in South Carolina and to career-oriented learning, professional development, recognition and awards, technical assistance, and other services. These reports annotate each professional development offering delivered by RCS, the number of educators, students or parents attending the workshop(s), and the topic delivered. The primary focus of this new reporting system is centered around the individual's direct service and not on organizational or planning meetings that support the direct service of RCS. This has assured accountability and higher quality programming while aligning all RCS direct service activities to state goals without reporting service that is not delivered by these funded positions. Each RCS must also attend a series of four annual accountability planning sessions facilitated by the education associate from the OCTE and attend and contribute to the planning for and delivery of professional development at the annual SC Education and Business Summit.
- RCS deliver contextual classes/courses on career development and college and career readiness, as well as academic planning workshops for students, parents, educators, business partners, and community stakeholders across the state. In 2013-14, the RCS delivered direct service workshops, professional development, and career guidance support to over 58,255 students, 22,635 educators, and 7,585 business and industry representatives.
- All ten RCS provide statewide leadership and local instruction for the national GCDF certification training. This high-quality training has greatly enhanced college and career readiness in

our schools, making South Carolina a national leader in career guidance and students' academic and career planning.

- With the passage of the 2005 EEDA, South Carolina leads the nation in the implementation of career clusters and career majors. The career guidance program was cited in February 2010 by the U.S. Department of Education's Office of Vocational and Adult Education as "probably the nation's best career guidance program." RCS have teamed to deliver regional training on understanding, designing, and implementing career clusters, career decision making, and career majors. This training will equip school district teams to partner with local businesses to improve workforce development for their respective regions' business communities while enhancing students' college and career readiness in South Carolina. RCS were actively involved at each regional high school's "College Application Day" to assist and help provide a seamless transition for parents and students as they completed the application process for college admissions. Their participation was to support regional training to prepare South Carolina students to be college and career ready.

- Through the coordination of RCS, K-12 educators have attended regional professional development. These offerings have covered, but are not limited to, topics such as science, technology, engineering, and math (STEM) careers; the selection, administration, and interpretation of career assessments; parental involvement in academic and career planning; the Individual Graduation Plan (IGP) required for each South Carolina student; job search and employability skills; partnerships on military career pathways with the U.S. Army, U.S. Navy, and U.S. Air Force; South Carolina career pathways; career clusters; personal skills for the workplace; usage of career information; career awareness, career exploration, and career preparation; and integrating career concepts into classroom teaching.

- South Carolina continues to lead the nation in the implementation of IGP's, career clusters, and career majors. RCS have collaborated with higher education and K-12 school-building-level guidance personnel to deliver regional training on understanding, designing, and implementing career pathways, postsecondary transition, and high skill training. The regional training will equip district teams to partner with local businesses to improve workforce development for their respective regions. Most of the careers associated with these clusters require at least some postsecondary education and/or training, so students are seeing the need to improve their skill sets by getting additional education and training beyond high school. This year was especially critical with a large majority of school counselors absorbing the role of the EEDA mandated school-level career specialist duties. This was in addition to their current function as a school counselor.

- RCS have provided a critical linkage to fill the gap between businesses and K-12 schools to facilitate partnerships to support work-based learning experiences. Their work has resulted in business community involvement in mentoring, shadowing, internships, career fairs, industry field studies for teachers and guidance personnel, career cluster panels, and numerous other career development activities featuring South Carolina employers.

- Through the coordination of RCS, K–12 educators have benefited from regional CTE professional development. These offerings have covered, but are not limited to, topics such as the articulation of CTE courses and higher education training; technology and engineering nontraditional careers; the selection, administration, and interpretation of career assessments; career decision making skills and job search and employability skills; CTE state-recognized programs of study and their resulting certifications and licensing; career clusters; personal skills for the workplace; usage of career information; career awareness, exploration, and preparation; and integrating career concepts into classroom teaching.

Other specific service-related support provided by RCS includes the following:

- Working with local chambers of commerce and workforce alliances to support workforce development through recertification courses for educators in South Carolina;
- Identifying the annual CTE student recipients for the Technology Champions designation and resulting scholarships from FESTO and Carolina Training;
- Supporting efforts to align academic and career curricula with clusters of study and cluster majors;
- Developing and serving on CTE, guidance, and career cluster advisory councils;
- Coordinating the statewide competition of the National Career Development Association's Poster and Poetry Contest, resulting in the participation of over 6,000 students in 2013-14. Over 100 South Carolina students have been crowned national Poster and Poetry Contest winners during the last six years;
- Supporting student career development activities through statewide job shadowing and work-based learning activities;
- Providing in-service training programs in schools, career centers, and school districts;
- Conducting program-specific field studies (automotive, information technology, health science, manufacturing, etc.) for SC educators and students;
- Supporting the development of courses in career program areas (building construction, engineering, etc.);
- Supporting and conducting career fairs with business/industry participation; and
- Identifying and assisting in coordination efforts for the SC Work-Based Learning Student of the Year, SC Career Specialist of the Year, and SC Counselor of the Year.

## WORK-BASED LEARNING DATA

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All of South Carolina’s public schools have integrated the South Carolina Comprehensive Developmental Guidance Model into their curricula. All South Carolina students have access to career awareness and exploration activities. Work-based learning is an important component of the Comprehensive Career Guidance Model, to ensure students have the educational experiences needed to become life-long learners. The collection of work-based learning data began during the 2008–09 academic year. Thus, six years of work-based learning data is now available via electronic collections. During this six-year cycle, South Carolina public schools transitioned from the use of SASI to PowerSchool, creating a change in the process/procedure for collecting data. Preliminary data collection for 2010–11 indicated a significant drop in the number of work-based learning experiences. As a result of the decline as indicated in this preliminary analysis, RCS provided technical assistance to those districts and schools that did not report work-based learning data. Additionally, RCS conducted regional workshops to provide professional development to sites on methodology to ensure accurate data reporting through PowerSchool in future years. It is also important to note that the Office of Career and Technology Education has made a conscious effort to encourage school districts to be diligent in making sure all work-based learning experiences are entered into PowerSchool. As personnel changes occur in schools, the Office of Career and Technology Education must continue to monitor the input of data by schools and support them with professional development and pertinent information.

At this time, six years of work-based learning data are available and provided below. The past three year-period indicates a drop in the total number of work-based learning experiences. Consideration should be given to the fact that work-based learning experiences, especially those that include the hiring of high school students by business and industry, can be greatly influenced by changes in local and state economies. Secondly, scheduling matrices within school districts present barriers to students participating in work-based learning experiences due to the time permitted during classroom schedules and the amount of time business/industry requires for daily instruction. Additionally, new privacy laws now restrict the work-based learning opportunities that are available for students. One successful avenue school districts are utilizing heavily for the past two years is virtual job shadowing experiences for students. Micro “Career” Burst provides over 150 different virtual job shadowing experiences that highlight career opportunities for South Carolina students. These virtual shadowing experiences are available free of charge. Micro “Career” Burst has additional virtual shadowing experiences under development that will be available for student virtual job shadowing in the future. Currently, these virtual job shadowing experiences afford students with opportunities to explore career options in the 16 nationally recognized career clusters. RCS will continue to provide technical support and professional development at the local level to expand such experiences for students.

<b>Work-Based Learning Activities 2008–09</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	66,691
Mentoring	5,412
Service-Learning	19,718

School-Based Enterprise	4,691
Internship	3,998
Cooperative Education	920
Youth Apprenticeship	77
Registered Apprenticeship	153
<b>Total for 2008–09 Year</b>	<b>101,660</b>

<b>Work-Based Learning Activities 2009–10</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	77,790
Mentoring	5,990
Service-Learning	33,359
School-Based Enterprise	5,048
Internship	3,590
Cooperative Education	1,221
Youth Apprenticeship	68
Registered Apprenticeship	188
<b>Total for 2009–10 Year</b>	<b>127,254</b>

<b>Work-Based Learning Activities 2010–11</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	67,716
Mentoring	3,008
Service-Learning	26,552
School-Based Enterprise	4,194
Internship	3,422
Cooperative Education	649
Youth Apprenticeship	71
Registered Apprenticeship	53
<b>Total for 2010–11 Year</b>	<b>105,665</b>

<b>Work-Based Learning Activities 2011–12</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	65,808
Mentoring	3,543
Service-Learning	27,755
School-Based Enterprise	2,813
Internship	3,437
Cooperative Education	742
Youth Apprenticeship	50
Registered Apprenticeship	78
<b>Total for 2010–11 Year</b>	<b>104,226</b>

<b>Work-Based Learning Activities 2012–13</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	69,404
Mentoring	3,544
Service-Learning	21,105
School-Based Enterprise	3,146
Internship	2,718
Cooperative Education	866
Youth Apprenticeship	87
Registered Apprenticeship	74
<b>Total for 2012-2013 Year</b>	<b>100,944</b>

<b>Work-Based Learning Activities 2013–14</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	53,936
Mentoring	3,547
Service-Learning	17,638
School-Based Enterprise	3,249
Internship	2,941

Cooperative Education	1,520
Youth Apprenticeship	53
Registered Apprenticeship	66
<b>Total for 2013-2014 Year</b>	<b>82,950</b>

As indicated in the tables above, baseline data in 2008–09 indicates 101,660 work-based learning experiences for students were reported. A significant increase was seen in 2009–10, with 127,254 experiences reported. However, 2010–11 data collection and reporting showed a decrease to 105,665 experiences. Declines were seen in almost all categories from 2009–10 to 2010–11. However, when comparisons are made to baseline data collected in 2008–09 for specific categories, shadowing experiences increased by 1,025 and service learning increased by 6,834 experiences. These are two areas that typically do not involve a cost factor and are less likely to be negatively impacted by a declining economy. When comparing internships, cooperative education, and registered apprenticeships from 2010–11 to baseline data, declines were seen with 576 fewer internships, 271 fewer cooperative education opportunities, and 135 fewer registered apprenticeships. Each of these work-based learning experiences is more likely to be influenced by changes in the economy and unemployment rates as each of these typically requires the hiring of the high school student by a local employer. A decline was also realized in the area of school-based enterprise, which involves services and goods, another area that can be influenced by the economy. Data reported for 2013-2014 reflects 82,950 work-based learning experiences provided across the state for our students. This is a significant decline in total numbers as reported in 2012-2013. Declines were seen in almost all categories. This experienced decline in numbers with a consistent trend for the past several years is directly related to the school-level implementation of the work-based learning program. For many districts, it is the lack of committed FTEs available to solely commit to work-based learning facilitation and implementation. A large majority of school counselors are currently absorbing additional responsibility as career specialists and/or work-based learning coordinators as a result of the districts option to flex allocations. For some school districts, certified teachers and/or administrators are taking on the additional responsibility of the work-based learning coordinator role. This absorption hinders the work-based learning program being carried out effectively.

Work-based learning experiences are an important component in the education process, to guide students to future success in the workplace. Work-based learning data provided includes all students, not just students who enroll and complete CTE programs. CTE students receive real-life, work-related experiences daily as part of the program of study selected. However, the data reported for this work-based learning proviso are for the experiences of all students beyond regular classroom activities.

## PROGRAM GOALS 2014–15

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Work-based learning opportunities in combination with identified CTE curricula support strong secondary and postsecondary education opportunities, preparing students for mid- and high-level technology careers in the 21<sup>st</sup> century. Students completing a strong academic and technical program will be well prepared to enter full-time employment or pursue postsecondary education options. The goals of the Work-Based Learning Program for 2014–15 are listed below:

- Continue to expand school-based and work-based learning educational partnerships with business/industry stakeholders for secondary level students.
- Ensure accurate and complete district-level data collection and reporting related to all work-based learning activities via the PowerSchool Student Information System.
- Provide activity-specific information about shadowing, mentoring, internship, apprenticeship, cooperative education, school-based enterprise, and service learning to instructors and students.
- Support the career guidance and counseling components of the EEDA.
- Provide contextual methodology training to teachers, especially in the core academic areas of math and science.
- Provide professional development for CTE personnel and guidance personnel at the SC Education and Business Summit.