



**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

ELLEN E. WEAVER

State Superintendent of Education

South Carolina Department of Education

WORK-BASED LEARNING IMPLEMENTATION GUIDE

Office of Career and Technical Education and Student Transition Services

2024-25 Academic Year

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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, while preparing each to compete in our global economy.

The [South Carolina Education and Economic Development Act of 2005 \(EEDA\)](#) references work-based learning (WBL) experiences, with a concentration for students K–12, requiring each to be afforded the opportunity to participate in a WBL experience. Federal legislation authorizes WBL in the [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#), the [Every Student Success Act of 2015 \(ESSA\)](#), and the [Workforce and Innovation Opportunity Act of 2014 \(WIOA\)](#) supporting WBL in multiple entry points as an allowable federal expenditure for program quality improvement.

In 2018, the [SC Education Oversight Committee](#) included WBL as a career ready qualifier for the state's accountability system impacting high school report card ratings. A student in the four- year graduation cohort may demonstrate career readiness by completing a South Carolina approved career ready work-based learning experience meeting all indicators for the WBL qualifier. The WBL career ready qualifiers include registered apprenticeship, youth apprenticeship, co-op, and internship.

South Carolina's WBL opportunities are administered through partnerships with the [SC Regional Career Specialist Team](#), secondary district/school level personnel, post-secondary institutions, and employers. These efforts expand statewide with effective cross-agency, non- profits, and trade association collaborations.

Components of a comprehensive WBL program can be integrated with identified core academic coursework, career and technical education curricula, local board approved courses, or electives that support strong secondary or postsecondary education opportunities that prepare students for high skill, high wage careers of the 21st century. Students completing a well-defined program with competency framework will be better prepared to enter the workforce, military, and/or pursue postsecondary education while meeting the [Profile of the SC Graduate](#).

Work-based learning experiences provide immense value in helping secondary students network with employers. Each business mentor offers insight on current workforce trends and demands necessary for success for a global workforce. The majority of WBL placements provide a seamless transition into employment upon high school graduation. Furthermore, employers are increasingly seeking new hires who completed work-based learning experiences, demonstrating the necessary employability skillset ready to perform on day 1.

The South Carolina Work-Based Learning Implementation Guide is provided to assist all secondary administrators and educators with guidelines and resources in creating a WBL strategy, while enhancing classroom learning and connecting it to the workplace.

Building Quality Work-Based Learning Experiences

WBL is a school-coordinated, sponsored, sustained interaction serving students, K-12, with business/industry in a real worksite environment. The experiences or placements allow firsthand exposure and observation for the student while applying academic learning and exploring career goals and interests.

Each WBL coordinated experience should maintain the credibility and integrity of the placement. This cultivation and development of a skilled workforce helps meet the needs of business and industry leading to sustainable growth, economic prosperity, and global competitiveness for South Carolina. Your partnership and advocacy with business/industry community provides investment in the next generation.

SC Regional Career Specialist Team

The SC Regional Career Specialists (RCS) are educators with Global Career Development Facilitator National Certification serving regions in alignment with the state’s WIOA Regions. They are a liaison between the South Carolina Department of Education, Office of Career and Technical Education and Student Transition Services to school administrators, educators, school counselors, career guidance personnel, and WBL coordinators. Each provide professional development, training and updates related to career guidance, college and career readiness, WBL implementation, and PowerSchool WBL reporting procedures. Each plays a pivotal role in facilitating career development and WBL experiences for each service region by connecting schools to business/industry worksites.

The RCS team is an excellent resource for any grade level to collaborate with to build and implement a quality career development program. The SC Regional Career Specialist contact listing can be found [here](#). For additional information on the team’s actionable and deliverables, refer to [2024 Proviso 1A.5 Work-Based Learning Annual Report](#).

State Approved Work-Based Learning Definitions

The provided definition of each state approved WBL experience is listed below. In addition, the South Carolina approved career ready work-based learning experience qualifiers include registered apprenticeships, youth apprenticeships, co-ops, and internships. In-depth description of indicators to qualify for career ready are outlined on pgs. 9-10.

Apprenticeship: An earn-while-you-learn training model that combines on-the-job training, job- related education, and a scalable wage progression.

- a. Registered Youth Apprenticeship:** An educational program that is registered with the U.S. Department of Labor’s Bureau of Apprenticeship and Training. The traditional registered apprenticeship program is designed for adults; however, it may be linked to an approved registered youth apprenticeship program in grades 11–12 with a minimum student age requirement of 16. (career ready qualifier)
- b. Youth Apprenticeship:** A structured program giving youth at least age 16 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 a result in a “certification of mastery of a specific technical skill.” A youth apprenticeship may matriculate to a registered apprenticeship after completion. (career ready qualifier)

Cooperative Education (Co-Op): A Co-Op usually refers to a multi-work term agreement with one employer; traditionally with three or more work term placements alternating school terms. Co-Ops are typically placements for post-secondary students with full-time paid positions.

However, a structured training program for high school level students enrolled in a post-secondary institution's dual enrollment course may qualify. A written contract and training plan between the high school, post-secondary institution, and sponsored worksite is required. The program should coordinate post-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. Students receive course credit for their Co-Op completion. Academic credit, activities, and compensation are district specific and may vary within the course of study. (career ready qualifier)

Internship: A progressive, school-sponsored experience that places students in a real worksite environment to develop and practice career-related knowledge and skills needed for a specific level job role. An internship provides hands-on experience in a particular industry or occupation related to a student's career interests, abilities, and goals. The student observes business functions and actively engages with assigned job roles outlined in the training agreement and evaluation plan by the worksite supervisor. The training agreement outlines the expectations and responsibilities of the sponsoring school and worksite's partnership including a specified number of hours in the training agreement with skills and objectives for the student to master during the placement. The intern works an assigned schedule specific to worksite supervisor's teaching and learning availability in agreement with sponsoring school. An internship typically lasts three to six months, depending on the 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 worksite supervisor. Academic credit, activities, and compensation are district specific and may vary. (career ready qualifier)

Job Shadowing (On-Site): 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 sponsoring worksite. The student "shadows" (follows) the employee 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 exposure provided 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 during the experience, and know the expectations as related to school rules and guidelines for grooming, dress code, and behavior in the workplace. On-Site Job Shadowing does not provide any form of course credit. A classroom speaker or career fair is not considered a job-shadowing experience. On-Site Job Shadowing is typically a few hours in duration.

Job Shadowing (Virtual): A virtual platform providing a job shadowing experience 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. The virtual job shadowing experience is assessed for components that constitute quality programmatic offering, 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. Some type of reflection should be

required from the student. Each virtual experience should include preparation, engagement, and reflection. [Microburst Learning's MicroCareerBursts](https://microburstlearning.com) is state approved virtual job shadowing program and is provided to all SC students and educators free of charge. Universal login credentials for access are provided on pg. 12. Districts can email info@microburstlearning.com for free setup.

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.

School-Based Enterprise: A program focused on the development of a simulated business created, managed, and operated by students in a school setting. The teacher is the supervisor while coordinating the development of academic, technical, and entrepreneurial skills in an applied academic environment. Students operate the business top to bottom – business plan, role, vendor research, bidding, buying power, stocking, marketing, billing, etc. 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 taken on or off school grounds. Example: On-site Coffee Shop, Catering Services, Printing, etc.

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.

Structured Field Study: A front-loaded experience with a purpose sponsored by a school representative 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 pertaining to employability skills, labor market demand, job roles, etc. 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.

CTE Internship, Work-Based Credit Bearing Course: An internship that is a structured, work-based credit bearing course that is taken as a fourth or fifth unit in a federal Career and Technical Education (CTE) Classification of Instructional Programs (CIP)-coded program for a CTE student. Each work-based learning (credit-bearing) course has an assigned CTE course code. The guidelines provided below must be met to award one Carnegie unit of credit upon successful completion of the course. Each CTE actively enrolled student is supervised by the CTE content-specific, certified teacher while completing a minimum of 120 practical experience hours. The highest number of hours required by the industry-defined competencies within the career pathway may *exceed* the minimum requirement of 120 practical experience hours.

Courses are approved through the designated program Education Associate with the South Carolina Department of Education, Office of Career and Technical Education & Student Transition Services (SCDE CTESTS). Please refer to pgs.8-9 for program associate contact and a complete listing of course codes. See below for detailed guidelines for the course.

CTE Internship, Work-Based Credit-Bearing Course Guidelines

The CTE Internship, Work-Based Credit-Bearing course is a structured, stand-alone course that is taken in a CTE CIP-coded program under the guidance of the SCDE CTESTS. Questions regarding implementation of these courses should be directed to the SCDE CTESTS Program Education Associate. The CTE WBL course codes are to be used for CTE concentrators or completers only following the guidelines listed below.

The following guidelines must be followed to award course credit upon successful completion of the CTE WBL credit bearing course.

1. Each student must be supervised by a content-specific, certified teacher. Example: Certified Health Science Technology Instructor supervises a health science student participating in a credit-bearing course.
2. The CTE Internship Work-Based Credit-Bearing Course should be in alignment with the students' CTE CIP-coded program.
3. The CTE Internship Work-Based Credit Bearing Course must be aligned with the student's Individual Graduation Plan (IGP).
4. Only one unit of the CTE Internship Work-Based Credit-Bearing Course may be awarded.
5. The CTE Internship Work-Based Credit-Bearing Course code can be used only once.

6. The CTE Internship Work-Based Credit-Bearing Course should be counted as the fourth or fifth unit of a CTE completer program and can be taken:
 - a. while actively enrolled in the third or fourth unit of an approved sequence of Career and Technical Education Coursework in a completer program;

OR

 - b. after completing the third or fourth unit of an approved sequence of Career and Technical Education coursework in a completer program.
7. The [South Carolina Career Ready WBL Training Agreement and Evaluation Plan](#) defines a combination of objectives/skills to be mastered specific to the CTE Internship Work-Based Credit-Bearing course and industry-defined competencies within the career pathway with alignment to the Profile of the SC Graduate. The documentation must be kept on file for at least two years after the student graduates from high school.
8. Assignments, as outlined in the training agreement and evaluation plan, are required and aligned to the school's grading policy.
9. Regularly scheduled and unannounced work-site visits are to be conducted and documented by the content-specific, certified teacher.
10. The CTE Internship, Work-Based Credit-Bearing Course experience hours, which begin on or after July 1, may be counted toward the number of hours required for the school year if the work experience is supervised by the content-specific, certified teacher and all other guidelines are followed.
11. Each school district must provide Certificate of Insurance Coverage and evidence of student insurance liability with respect to participating in the work-based learning experience in accordance with district school board policy.

CTE Internship, Work-Based Credit-Bearing Course Codes

Agriculture, Food, and Natural Resources Internship (Work-Based Credit)	Code 5690
Architecture and Construction Internship (Work-Based Credit)	Code 6690
Arts, A/V Technology, and Communications Internship (Work-Based Credit)	Code 5290
Business Management /Administration Internship (Work-Based Credit)	Code 5490
Education and Training Internship (Work-Based Credit)	Code 6390
Finance Internship (Work-Based Credit)	Code 6190
Government and Public Administration (Work-Based Credit)	Code 6580
Health Science	
• Health Science Internship (Work-Based Credit)	Code 5590
• Public Health Internship (Work-Based Credit)	Code 5588
• Sports Medicine Internship (Work-Based Credit)	Code 5591
Hospitality and Tourism Internship (Work-Based Credit)	Code 5190
Human Services	

Family and Consumer Sciences Internship (Work-Based Credit)	Code 5890
Human Services Internship (Work-Based Credit)	Code 5790
Information Technology Internship (Work-Based Credit)	Code 5390
Law, Public Safety, Corrections, Security Internship (Work-Based Credit)	Code 6590
Manufacturing Internship (Work-Based Credit)	Code 6490
Marketing Internship (Work-Based Credit)	Code 5091
Science, Technology, Engineering, and Mathematics	
• STEM Internship (Work-Based Credit)	Code 6890
• Pre-Eng./Industrial Tch. Ed. Internship (Work-Based Credit)	Code 6090
Transportation, Distribution, Logistics Internship (Work-Based Credit)	Code 6790

SCDE CTESTS Program Education Associate Contact Listing

12. All questions related to SCDE CTESTS program specific Internship, Work Based Credit- Bearing Courses should be directed to the designated cluster program associate. Contact listing per program cluster can be found [here](#).

Career Ready Accountability System Indicators

The College and Career Ready metric reports results based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section of the [2024-25 SC Education Oversight Committee State Accountability Manual](#).

A student is deemed career ready if the student meets one or more of the following criteria:

1. Earns a Silver, Gold or Platinum National Career Readiness Certificate on the ACT WorkKeys exam or earns a Level 3 Credential or above on the WIN SC Career Ready Test (SCRT).

Note: The WIN SCRT is the current career readiness test provided by WIN in South Carolina. This test is not the same as the WIN Ready to Work (R2W) test, which is no longer offered and on which a student needed to earn a Level 4 Credential or above to be deemed career ready.

2. Earns a scale score of 31 or higher on the ASVAB.

Note: A student can be deemed career-ready with proper documentation of a qualifying ASVAB score obtained at any time in the past. Although reprinted ASVAB score reports may only be requested up to two years from the date of testing (see <https://www.asvabprogram.com/faq>), scores do not expire for the purposes of demonstrating career readiness.

3. Is a CTE completer and earns a national industry or state recognized credential as determined by the business community. Approved career ready industry recognized credential list is provided by SCDE, OCTE online at [SC CTE Programs and Courses](#);

4. Successful completion of a South Carolina approved career ready work-based learning experience and must have all the following criteria met and verified by the school:
 - a. A training agreement which defines a combination of objectives with a minimum of 40 practical experience hours or the highest number of hours required for completion outlined in the training agreement and/or industry defined competencies in the career pathway.
 - b. WBL placement is aligned to the student's IGP Career Goal.
 - c. Includes an industry evaluation that is created from the training agreement, which is mutually developed and includes the world-class skills from the Profile of the SC Graduate with a positive employer evaluation score, 3 or higher on a scale of 1-5. 1 being the lowest performance indicator and 5 being the highest performance indicator. A sample template is provided by the SCDE, CTESTS online at [South Carolina Work-Based Learning Training Agreement/Evaluation Plan \(sc.gov\)](#).
 - d. 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.

South Carolina approved career ready work-based learning experience qualifiers include registered apprenticeships, youth apprenticeships, co-ops, and internships.

5. Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential according to their Individualized Education Plan (IEP).

Source: [2024-25 SC Education Oversight Committee Accountability Manual](#)

Required Documentation of Evidence for Career Ready WBL

The school or career center must maintain all documentation to verify the career ready WBL experience 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. WBL Career Ready qualifier documentation of evidence includes the student's Individual Graduation Plan (IGP) at the time of the WBL placement and the completed [SC Work-Based Learning Training Agreement and Evaluation Plan](#) providing proof of successful completion of the WBL placement in its entirety.

WBL Data Reporting in PowerSchool

To ensure compliance to the letter of the law, all districts and school/career centers are required to report all qualifying WBL experiences for accountability in the Student Information Management System (PowerSchool) on the WBL Page. 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. A concise process to ensure that all WBL experiences and WBL career readiness qualifiers are captured and

are reported accurately should be in place at each school.

This information should be compiled for each experience completed. All WBL experiences are to be entered in the Student Management 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. Step-by-step instructions and field entry definitions can be found in the [SC Student Information System Data Entry Manual](#).

Reporting the Career Ready WBL Qualifier

The Career Ready (CCR) WBL Qualifier fields are located at the top of the WBL page in PowerSchool in the designated red boxed area. Only one WBL CCR (registered apprenticeship, youth apprenticeship, co-op, or internship) should be reported in the WBL CCR field. Once the WBL CCR qualifier is entered in the CCR field, then, by grade 12, the reported graduating student data will be captured for the career accountability measure. Any additional career ready qualifying WBL experiences can be reported below the WBL CCR red field box 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 reported experiences.

WBL experiences should be entered for all students for the current school year when the individual WBL experiences are completed. Only fully completed WBL experiences and/or career ready qualifiers should be entered. 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 Quarterly Data Collection 4 (QDC4) report. Step by step reporting procedures can be found in the [SC Student Information System Data Entry Manual](#).

Deadline to Report all WBL Experiences

Deadline date for all WBL experiences, including the WBL Career Ready qualifier, to be entered on the WBL page in PowerSchool for the 2024–25 academic year is by **Friday, May 30, 2025**.

Engaging with Employers

Employers are vital in playing a critical role in building and implementing an effective WBL program. Their engagement can help design unique opportunities to meet school specific needs for students while allowing each student to apply skills learned at their workplace. Each can provide input on labor market trends, job outlook and workforce demand. This partnership with business/industry can also allow each to assist with curriculum development for labor market alignment to meet their future workforce needs. Below are areas to review as you partner with business/industry for a school-sponsored WBL experience.

Liability, Safety, and Consent Forms

WBL involves the presence of youth actively engaged in the workplace. With age limitations of work roles, liability can be a concern for the sponsoring worksite. For SC public secondary school system, liability threshold is a district-specific decision. Implementation and/ or limitations should be reviewed with the sponsoring business/industry worksite supervisor, student, parent/legal guardian, and the school representative as WBL experiences are coordinated for each student. It is recommended for the sponsoring school representative to review the district's certificate of insurance coverage with the district legal team. The district certificate of insurance coverage should be provided to the applicable worksite department upon request. Each are encouraged to review the [US Dept. of Labor Child Labor Laws and Young Workers](#) regulations to ensure compliance and safety for each participating student.

Each should work with local businesses to ensure safety protocols are in place and the student is trained on all required safety precautions and protocol prior to WBL placement. The sponsoring worksite supervisor should provide worksite policy and procedures to each student. The school representative should identify visitation guidelines required by the worksite to address any limitations impacting effective monitoring or evaluation site visits.

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 forms to participate, including consent, emergency contact information, etc. are school/district specific.

Methods of Implementation

WBL implementation is a district/school-specific decision. It is encouraged to identify WBL activities that allow for flexible employer engagement and participation. Offering an array of WBL activities can increase a company's participation while building a pipeline for future workforce needs. See below for examples to get started.

- Coordinate WBL experiences for students outside their normal school schedule. If allowed through legal advisement, it can provide extended time to explore and learn about career opportunities without affecting prior school related commitments.
- Develop a local board approved course for internships. This ties course credit to the placement with a potential positive impact to the student's grade point average.
- Explore face-to-face WBL opportunities at the local school, schools within the district zone, and district office. Utilize in-house areas for student internships, co-ops, job shadowing, etc. Examples: Multi-media students assist with digital board displays, public speaking can serve as announcer for sporting events, IT can work under District IT staff, accounting can assist with finance or procurement at the district level, business administration can be placed with the District Superintendent, automotive technology students can be placed at district bus shop, etc. When utilizing internal district opportunities, be mindful to review confidentiality policies with the student and role of the student during the experience while maintaining the credibility and integrity of the

placement.

- Partner with the local school board for WBL placements to assist with social media release, meeting set-ups, administrative roles for taking meeting minutes, typing meeting minutes, videoing board meetings, etc. The school system is a city of careers! Utilize each area.
- Offer Virtual Job Shadow Experiences. Microburst Learning provides free virtual job shadowing to all SC students and educators with universal logins to expedite usage. Visit [Microcareerburst Job Shadow Videos](#).
 - Student login: Username: SC2020, Password: gr8tcareersTeacher/Lesson Plans login: Username: SCteachcareers, Password: studentSuccess
- Explore remote apprenticeship or internship offerings with local business/industry.
- Host a business mentor virtually with class using web-based platforms (Microsoft Teams, Zoom, Google Hangout, etc.) with weekly/monthly meetings to discuss topics such as employability skill needs, jobs in demand, soft skills, business hardships, preparing for life after high school, etc.
- Implement Virtual Field Studies in your classroom! No permission slips required! These virtual field studies let educators take students to amazing places and give them remarkable experiences without ever leaving the classroom. Free with sign up account required. [Discovery Education Virtual Field Studies](#)
- Connect with your local chamber of commerce, rotary, and non-profit organizations.

Additional resources and strategies can be found at the [SC Career Guidance/WBL Virtual Toolkit](#).

Local Advisory Councils, Utilization & Benefits

Career and Technical Education (CTE) programs that use WBL methods of instruction should have an active Local Advisory Committee composed of business/industry representatives, local economic/workforce 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 work-based learning coordinator will benefit from active involvement in a CTE Local Advisory Committee.

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

- Arranging for presentations by WBL coordinators to civic and business groups.
- Providing news releases concerning WBL to local newspapers, media, etc.
- 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 upcoming 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;
- Making equipment recommendations.
- 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.

Best Practices

Below are provided examples of a few of the work-based learning experience categories to assist development in a quality WBL program with best practice implementation.

Internship: [Michelin Internship and Co-Op Program](#) is designed for students to grow beyond the classroom as each prepare for their career pathway. Michelin matches students with projects that align with their level of study and area of expertise. Internship placement includes manufacturing areas, corporate pathways, and research and development. Michelin works directly with serving district to ensure training agreement, evaluation tool, student/district/company specific forms are in place. The [Michelin Maintenance Early Scholars](#) offers opportunities for select SC students to acquire job-related education in advance manufacturing while gaining hands on experience through a paid apprenticeship model.

On-Site Job Shadowing: W.P. Law Irrigation Systems hosts students with an interest in construction by providing a day to on-site job shadow with an employee to learn about the wide variety of jobs within the company infrastructure. Careers explored include system design, irrigation installation, and the process top to bottom of all job roles involved to complete a project. Great exposure to understand the full cycle of [administrative](#), construction, and support roles needed that represent all career cluster pathways.

Virtual Job Shadowing: Elementary level students participated in “Groundhog Job Shadow Day” through the [MicroCareerBursts](#) interactive on-line job shadow platform. Each 5th grade teacher carved out time during homeroom providing universal login for access (see pg.13 for student and teacher login credentials). Each student identified career interests, completed the job shadow videos, questions, and assignments. Free to all SC students and educators.

Mentoring: [Adopt -a - Class Mentors](#) consists of over 4,000 mentors representing over 200 business and civic groups based in Greater Cincinnati and Northern Kentucky serving 10,000 students. The [Program Model](#) allows students to experience business connection through company mentors providing a wide variety of activities and innovative methods exposing each to career pathways and workforce demand. Mentors connect with their adopted class monthly, virtual or face-to-face. Mentors incorporate class projects aligned with company need to have students ‘solve’ and generate solutions. Great program for ideas for SC business engagement and involvement.

Service Learning: [Chick-Fil-A Leader Academy](#) provides Leader Lab curriculum, typically a year-long engagement, with company mentors in partnering and identifying community-based needs with participating school. Each encompasses service-oriented projects, mentorship, and impact action items with preparation, action, reflection, and celebration.

Structured Field Study: [EdVenture Children's Museum](#) hosts all level students and educators providing an in- depth, behind-the-scenes tour exposing each to the variety of careers needed to carry out the operations of the museum. It is an excellent complement to curriculum while integrating the necessary skills required for each level job. Students learn about administrative, support, curator, legal, logistics, shipping/receiving of displays, etc, just to name a few.

Benefits of Work-Based Learning

The following benefits of a WBL experience should be stressed to potential business/industry worksite sponsors, as well as to administrators, 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 or goal.
- The student can learn useful employability skills through observation while experiencing 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.
- The student's transition from school to work becomes seamless.
- The ability of the student to develop a post-high school plan for employment and/or continuing to post education is enhanced.

For the School

- The school can extend educational and school involvement opportunities beyond its own physical and financial resources.
- Interaction with work professionals outside the school environment is provided for the school 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 closely align with workforce demand.
- 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 increased, 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 workforce and economic stability are improved by enhancing local students’ employability skill sets.

Promoting Your WBL Program

- **Prepare an academic and career plan.** Develop a publication that explains course offerings in the program/cluster, and the course sequence required for students considering a career in that area. The WBL coordinator should collaborate with middle and high school level school counselors and career specialists to support the sequence of courses offered, discuss career opportunities in those fields, while providing business/industry contacts to enhance academic integration with workforce needs. This activity should be carried out each year.
- **Invite school counselors/career specialists to regularly schedule departmental meetings.** The coordinator should strive to work with school counselors and career specialists at both the middle and high school levels to receive their assistance in the recruitment of students. The school counselor who understands the purpose and design of programs that use WBL methods can assist students who have expressed an interest in or shown an aptitude for a particular career with the academic plan to move forward. 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, 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, goals for continuous improvement, and celebrating success, should be distributed to administrators, faculty, district level personnel, school board trustees, and business/industry stakeholders at the conclusion of each academic year.
- **Arrange informal functions.** One example is a gathering such as a coffee chat for administrators, career specialists, school counselors, teachers, district-level personnel, and business/industry representatives. This could allow for open discussion about WBL experiences in general as well as highlighting the achievements of students in particular experiences. Consider sponsorships of such functions by career and technical student organizations and catered by CTE students (for example: culinary arts). Showcase their talents!
- **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. Provide a business and student panel for discussion. Great offering as students prepare for their Individual Graduation Plan (IGP).
- **Distribute student-interest surveys in select classes.** Obtain 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 elementary, middle or high school students. Brochures can tell their story to their peers showcasing their experience and learned lessons.
- **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, bulletin boards, front office area, etc. 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 worksite sponsors.
- **Encourage high school students participating in work-based learning to visit elementary and 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 student level, if possible. Visits may be scheduled for homeroom or activity periods.

- **Invite interested middle school students to visit high school classes** that use WBL methods.
- **Submit articles and pictures to the local or school newspaper** or school magazine to publicize the 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. Excellent opportunity for structured field study.
- **Invite WBL worksite sponsors** to explain job opportunities in their businesses to students during Career Day.
- **Host an open house during National Career Development Week and/or Career and Technical Education Month** for all worksite sponsors, business/industry partners, community leaders, Career and Technical Advisory Committee members, school faculty, parents, and students to attend.
- **Recruit students participating in work-based learning and recent graduates as guest speakers** in classes and at appreciation luncheons/banquets, assembly programs, and career and technical student organization meetings. Presentations may include their experience at the worksite, transition to 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, Open House, in the cafeteria throughout the school year.
- **Use the school's public address system** to recognize student achievements and keep students informed about WBL activities.
- **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 administrators, school counselors and career specialists.

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

A favorable attitude cultivated by parents fosters the development of a professional student attitude. Moreover, parents themselves may potentially offer worksite experiences for students. 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 the WBL program.
- **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 in a panel discussion.
- **Hold personal conferences with parents** educating each on the importance of WBL experiences preparing their student for the workforce while providing regional workforce snapshot of labor market demand.
- **Make presentations about WBL methods** at parent organization or school improvement council meetings.
- **Suggest coverage by local media** to explain the types of WBL experiences available through 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/industry representatives frequently need to be “sold” on the idea of being partners. Business/ 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 are as follows:

- **Use the local news media, newspapers, radio, television, and Internet for news releases about WBL**. Before newsworthy events occur, follow district media guidelines to gain publicity.
- **Make presentations to civic organizations** such as the local Chamber of Commerce and Rotary Clubs.

- **Consider joining community and professional organizations** and attending meetings to form personal contact with community leaders and business representatives that will allow for individual discussions with potential training.
- **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 webpage and social media outlets.
- **Form an alumni group of former students to help promote WBL.** Many alumni are employed in local businesses and may become worksite sponsors for current students.
- **Conduct at least one worksite sponsor appreciation function** annually. A coffee and chat, open house, breakfast, luncheon, or banquet are possibilities.
- **Present certificates of appreciation or recognition awards** to participating worksite sponsors.
- **Issue a special invitation to worksite sponsors** to “job shadow a class”.

Work-Based Learning Resource Links

[SC Career Guidance/WBL Virtual Toolkit](#)

[SC Work Based Learning Padlet. K.Staton](#)

[SC Regional Career Specialist Team Contact Listing](#)

[SC Discus Job Career Resources](#)

[Microburst Learning SCOIS](#)

[NCAA Eligibility Center](#)

[Profile of the SC Graduate Competency Framework](#)

[SC High School Credential Work Experience Toolkit](#)

[SC Work-Based Learning Implementation Guide](#)

[SC Department of Education CTE](#)

[SC Student Information Systems Data Entry Manual](#)

[SC DEW Labor Data Dashboard](#)

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

[US Department of Labor- Youth Rules](#)

[National and Community Service Programs](#)

[National Youth Leadership Council- Service Learning](#)

[US Department of Education-CTE Work-Based Learning Toolkit](#)

Work-Based Learning Form Links

[SC Career Ready Work-Based Learning Training Agreement/ Evaluation Plan Template](#)

Contact Information

Kama J. Staton

South Carolina Department of Education

Office of Career and Technical Education and Student Transition Services

Division of College and Career Readiness

428 Wholesale Lane, West Columbia, SC 29172

803-734-8415

kstaton@ed.sc.gov