STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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Work-Based Learning Implementation Guidelines

Office of Career and Technical Education

Fiscal Year 2021
School Year 2020–21

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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, 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 is integrated with identified core academic coursework, career and technology 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 sustained interactions with industry or community professionals in a real worksite environment. The experiences also include practicable, simulated environments at an educational institution that allows firsthand experience with tasks that are aligned to curriculum. Per the WIOA, Work-Based Learning (WBL) is defined as a structured learning experience at the worksite for a specific timeframe that leads to a career path. WBL 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 practiced 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 training agreement 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 WBL 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 Technology 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 WBL 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. 10 for details and a complete listing of course codes).

***This course will not count as a third unit in any of the three unit completer 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

COVID-19 Guidance
The allowance for students to participate in career guidance activities and WBL placements during COVID-19 is to the discretion of each local school district. All local district policy and procedure should be followed, to include transportation of students. If your local school district allows career guidance activities and WBL participation during COVID-19, see below for guidance and additional resources.

Explore local/regional workplace opportunities: Reach out to business/industry for options available for traditional face-to-face career guidance activity or WBL placement for students. If face-to-face is not an option due to business limitations, explore offerings for remote experiences, workplace student projects, simulated work environments, virtual business mentor, etc.

Traditional face-to-face worksite WBL placements:

- Work with the local businesses to ensure safety protocols are in place and student is trained on all required safety precautions and protocol, such as social distancing guidelines and requirements of protective personal equipment (PPE) while on-site and actively engaged during WBL experience. Worksite supervisor should provide worksite policy and procedures to each student.
- Work with district legal team in partnership with sponsoring business human resource division to address liability, certificate of coverage, and any other potential legal matters of illnesses, accidents, etc. incurred or at risk as a result of participating in the WBL experience.
- Identify visitation guidelines with sponsoring business and address any limitations to ensure monitoring visits and/or evaluation site visits are still

conducted on-site or virtually.

- Explore alternative 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. Example: 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, health science can work under school nurse or certified athletic trainer, business administration can be placed with the District Superintendent, automotive technology students can be placed at district bus shop, etc.
- Utilize 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, taping board meetings, etc. The school system is a city of careers! Utilize each area.

Remote/ Alternative Career Guidance activities:

- Virtual Industry Chats: Use available web platforms (Microsoft Teams, Zoom, Google Hangout, etc.) to connect virtually with business representatives for lunch and learns, classroom speaking engagements, school projects, workplace student led projects, etc.
- Conduct a Virtual Career Fair. Utilize CTE students to film worksite locations, behind the scenes, business mentor interviews, etc. and upload to virtual site with student and parent access to view. Best Practice Example: Wade Hampton High School Virtual Career Fair
- Sponsor a Reverse Job Fair. Students showcase their skills and talents to business/industry representatives while practicing social distancing guidelines.
- Conduct a Vehicle Career Day. Outside event with vehicles representing and showcasing business while displaying career options and educating students on business entrepreneurship, labor market trends, in demand skills, and hot jobs for the future. Best Practice Example: Be Pro Be Proud SC Workforce Workshop Tour

Remote/Alternative WBL placements: Ask the below questions to ensure the remote placement offers the same robust, face-to-face interaction.

- ✓ How are students intentionally engaged in opportunities for self-reflection and supported to work independently?
- ✓ What is the guidance for employers to communicate safely and provide intentional mentoring to students?
- ✓ How are expectations for work products and outcomes being communicated to students?
- ✓ What method of accountability is in place for the student with the worksite sponsor?
- ✓ Are virtual platforms being utilized to maintain as much interactivity and targeted engagement as possible? (Use of polls, working in small break-out groups, etc.).

- 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: gr8tcareers
- Teacher/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

- Refer to the Advance CTE Guidance for additional work-based learning guidance during COVID-19. Additional Strategies for Workplace Experiences can be found here.

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 Technology Education Coursework in a completer program;

    OR

    b. after completing the third unit of an approved sequence of Career and Technology 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 S.C. 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 South Carolina'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
• Director of CTE	Angel Malone 803-734-8412 amalone@ed.sc.gov
• Health Science	Angel Clark 803-734-0372 aclark@ed.sc.gov
• Business Management and Administration • Finance • Marketing	Dana Depew 803-734-2828 ddepew@ed.sc.gov
• Information Technology	Andrew Cook 803-734-7168 acook@ed.sc.gov
• Agriculture, Food, and Natural Resources	William E. Keels 803-788-5700, ext. 31 wkeels@clemson.edu

• 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
• 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
• 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 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 Career Ready Training Agreement and Evaluation Template . 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. Approved industry recognized credential list is provided by SCDE,OCTE online at SC CTE Programs and Courses

South Carolina approved career ready work-based learning experience qualifiers include 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 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

Region	**Counties Served**	**RCS Contact Information**
Catawba	Chester, Lancaster, York	Vacant
Greenville	Greenville	Lorraine Holeman 864-355-1094 lhholeman@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	Jean Rickenbaker 803-535-1232 rickenbakerjh@octech.edu
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	Vacant
Upper Savannah	Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, Saluda	Renee Robinson 864-889-0280 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 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 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 2020–21 academic year is **Friday, May 21, 2021.**

Work-Based Learning Resource Links
SC Career Guidance WBL Virtual Toolkit
SC School Counseling and Career Guidance Model
SC Regional Career Specialist Roster

Work-Based Learning Form Links
SC Training Agreement and Evaluation Plan- Career Ready pdf fillable form
SC Training Agreement and Evaluation Plan- Career Ready WORD form

Contact Information:
Kama J. Staton, GCDF
Education Associate, Career Guidance & Work-Based Learning
Office of Career and Technology Education, Division of College and Career Readiness
South Carolina Department of Education
1429 Senate Street, Rutledge Building 911-A
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Manual on-line: SC Work-Based Learning Implementation Guide

Additional Resources: SC Department of Education CTE

US Department of Labor- Youth and Labor Laws: US Department of Labor- Youth Labor

US Department of Labor- Hazardous Jobs: US Department of Labor- Hazardous Jobs