South Carolina Department of Education Work-Based Learning Manual

2015-2016

Division of College and Career Readiness
Office of Career and Technology Education

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Contents

Introduction

Education for all students should be relevant and provide appropriate transitions to future careers and lifelong learning. SC 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 SC 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. South Carolina's work-based learning opportunities are administered through a partnership with regional career specialists; school counselors; school-level career specialists; work-based learning coordinators; and Perkins IV, Title I alliances. These efforts and entities are aligned with the state's 12 Workforce Investment Act (WIA) regions.

Work-based learning in combination with identified career and technology education curricula supports strong secondary and postsecondary education opportunities to prepare students for mid- and high-level technology careers in the 21st century. Students completing a strong academic and technical program will be well prepared to enter the workforce and/or 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 experience is priceless! It provides great value in helping students network with business/industry representatives who might assist each in the job hunt once students graduate from high school and/or pursue postsecondary programs. 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 who have work-based learning experience and can perform well from Day 1.

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

Overview of Work-Based Learning

Work-based learning (WBL) is a school-coordinated, sponsored, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are 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.

Definitions

The ten WBL methods of instruction currently recognized and practiced in South Carolina follow:

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 years old.

   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.

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. 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.

3. **Internship:** A progressive, school-coordinated experience that places students in real workplace environments so that they develop and practice career-related knowledge and skills needed for a specific level job. An internship provides hands-on experience in a particular industry or occupation related to a student's career interests, abilities, and goals.

A learning contract outlines the expectations and responsibilities of the high school and worksite including a specified number of hours in the training agreement. The high school intern works regularly during or after school in exchange for the worksite mentor's time in teaching and demonstrating. An internship usually lasts 3-6 months, depending on hours of completion requirements. Internship 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. Academic credit, compensation, and activities are district specific and may vary with the course of study.

4. **Job Shadowing (On-Site)** is a method of short-term, school-coordinated career exploration in which the student is introduced to a particular job role or career by being paired, one-on-one, with an employee at the worksite. The student "shadows" (follows) the employee for a specified time to better understand and observe work expectations and requirements of a variety of job tasks. Job shadowing is less intensive than the other WBL methods and is usually the first form of worksite assignment given to a student. Prior to job shadowing, the student should receive formalized instruction about careers and the process of career choice, develop appropriate questions to ask, and know the expectations as related to school rules and guidelines for grooming, dress, and behavior in the workplace. On-Site Job Shadowing does not provide any form of course credit. A classroom speaker is not considered a job-shadowing experience.

5. **Job Shadowing (Virtual)** provides work-based learning opportunities for students everywhere in the state, especially in rural areas with limited business partner accessibility due to distance or lack of worksite locations to meet student needs. A virtual 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 product reflection should be required from the student. Each virtual experience should include preparation, engagement, and reflection. Virtual shadowing site examples: MicroCareerBursts and VirtualShadow.org.

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 and/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 in order 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). 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, 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 worksite hosting the experience.

10. **Work-Based Learning Credit Bearing Course:** A structured, stand-alone course that is taken in a Career and Technology Education (CATE) Classification of Instructional Programs (CIP)-coded program. Each work-based learning course (credit-bearing) has an assigned CATE course code, and guidelines must be followed in order to award the unit of credit upon successful completion of the course. The student is supervised by a content-specific, certified teacher. The Work-Based Learning credit-bearing course must

be a part of the student's major and/or IGP. Curriculum standards and employability skills are specific to the CATE 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 between the high school and sponsoring worksite is completed and kept on file. **This experience is NOT documented on the Work-Based Learning page in PowerSchool.** These experiences are captured by their course codes. The course is held accountable to the supervising instructor and approved through the South Carolina Department of Education (SCDE), Office of Career and Technology Education's (OCTE) designated Program Education Associate. (Refer to pp. 9-10 for details and a complete listing of course codes).

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. Educators must meet the "Test for Unpaid Interns" (six criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the FLSA for paid internships. Source: www.dol.gov/whd/regs/compliance/whdfs71.htm.

Work-Based Learning Credit-Bearing Course

South Carolina Department of Education (SCDE), Office of Career and Technology Education (OCTE) regulations and guidelines for Work-Based Learning Credit Bearing Courses are listed below. Questions related to interpretation or implementation of these regulations and guidelines should be directed to the OCTE Program Education Associate in the OCTE.

Definition & Guidelines

A Work-Based Learning Course (Credit-Bearing) is a structured, stand-alone course that is taken in a CATE Classification of Instructional Programs (CIP)-coded program. Each work-based learning credit-bearing course has an assigned CATE 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) One unit of course credit is granted for the satisfactory completion of the approved course in which a student completes at least 120 hours or more yearly as outlined in the SC State Board of Education Regulation: 43-234 Defined Program Grades 9-12.

3) Only one unit of the Work-Based Learning Credit-Bearing Course may be awarded toward CATE completer status. Additional units of work-based credit bearing course may be used for the state of SC elective graduation requirements.

4) The Work-Based Learning Credit-Bearing Course is closely related to a content-specific CATE course. Example: A student working in an accounting firm must be taking an accounting course and must be supervised by an appropriately certified business education teacher.

5) A student eligible for a Work-Based Learning Credit-Bearing Course must have completed at least two units in a state recognized CATE program and be currently enrolled in the subsequent course to be eligible for participation.

6) The Work-Based Learning Credit-Bearing Course must be a part of the student's major, career goal, and Individual Graduation Plan (IGP).

7) Curriculum, standards, and employability skills specific to the CATE course must be mastered during the WBL experience and documented. Graded assignments related to the course content and aligned to the school's grading scale are required.

8) Regularly scheduled and unannounced work-site visits are to be conducted by the supervising teacher and documented.

9) 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.

10) Each school district provides Certificate of Insurance Liability and evidence of student insurance coverage with respect to participating in a work-based learning experience to SC School Boards Property/Casualty Insurance Trust Fund and SC School Boards Workers Compensation Insurance Trust Fund.

11) All required paperwork must be complete and kept on file.

Career Clusters and WBL 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	Code 6890
• Pre-Engineering/ Industrial Technology Education (Work-Based Credit)	Code 6090
Transportation, Distribution, and Logistics (Work-Based Credit)	Code 6790

OCTE Program Education Associate Contact Listing

All questions related to SC's CATE program specific Work-Based Learning Credit-Bearing Courses should be directed to the designated CATE program leader below.

Career Cluster	Contact Person
‣ Health Science	Angel Clark 803-734-0372 aclark@ed.sc.gov
‣ Business Management and Administration ‣ Finance ‣ Information Technology ‣ Marketing	Tony Dillon 803-734-7168 tdillon@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, 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

Work-Based Learning versus
Extended Learning Opportunities (ELO)

The Work-Based Learning (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. Work-Based Learning 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.

Extended Learning Opportunities (ELO) are similar in nature to Work-Based Learning experiences in that each provides career awareness and/or exploration for students. However, an ELO is not a Work-Based Learning experience. An extended learning opportunity is defined as a structured activity providing career awareness, exploration, and/or career guidance occurring in the classroom and/or school setting.

Examples of an Extended Learning Opportunity 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
- Computer-Assisted Career Guidance Systems used to explore careers (SCOIS, Career Aisle, Carolina Careers, etc.)
- Senior Projects

Note: Extended Learning Opportunities are **NOT** reported on the Work-Based Learning page in PowerSchool.

Reporting Procedures: Each Extended Learning Opportunity is reported on the Career Specialist/Guidance Personnel Accountability Report, twice a year, through the EEDA Mandated Career Specialist position at each school. Report Accountability is through the SC Department of Education, Office of Student Intervention Services. (Contact 803-734-8500).

Regional Career Specialists

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 Education and Economic Development Act (EEDA) of 2005, RCS have worked in collaboration with regionally assigned school districts to enhance the level of student career guidance and placement. Each RCS plays a pivotal role in facilitating WBL experiences for each assigned region, acting as a liaison to business/ industry stakeholders. Regional Career Specialist contact information is listed below by assigned region.

Region	Counties Served	RCS Contact Information
Catawba	Chester, Lancaster, York	Vacant
Greenville	Greenville	Dr. Marjorie Dowd 864-355-1576 mmdowd@greenville.k12.sc.us
Lowcountry	Beaufort, Colleton, Hampton, Jasper	Kathy Bradford 843-466-3017 Katherine.Bradford@beaufort.k12.sc.us
Lower Savannah	Aiken, Allendale, Bamberg, Barnwell, Calhoun, Orangeburg	Vacant
Midlands	Fairfield, Lexington, Richland	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 864-646-1514 RobbieTweito@pickens.k12.sc.us
Santee Lynches	Clarendon, Kershaw, Lee, Sumter	Laurey Carpenter 803-491-4949 lcarpenter@slcog.org
Trident	Berkeley, Charleston, Dorchester	Suzi Raiford 843-805-3032 SRaiford@charlestonchamber.org
Upper Savannah	Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, Saluda	Anna Welborn 864-223-9127 awelborn@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 Role

Partnership

Work-Based Learning 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 Individual Graduation Plan (IGP) and/or 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 Work-Based Learning page in the Student Information System (PowerSchool). A concise process to ensure that all experiences are captured and are reported accurately should be in place at each school.

Local Advisory Councils

Utilization & Benefits

CATE programs that use Work-Based Learning 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 CATE 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 CATE graduates;
- Assisting with reviewing CATE course content and developing/revising CATE 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 CATE 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 Work-Based Learning

The following benefits of a work-based learning 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 Work-Based Learning

School Involvement

- **Prepare an academic and career plan**. Develop a publication that explains course offerings in the particular CATE 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 CATE 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 work-based learning 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 CATE programs and activities of students participating in work-based learning.

- **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 CATE 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 CATE 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 work-based learning. 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 CATE 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 who have expressed an interest in CATE programs that use WBL methods.

- **Make presentations about WBL methods** at parent organization meetings.

- **Suggest coverage by local newspapers** to explain the types of WBL experiences available through CATE 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 Work-Based Learning Experiences

In accordance with the South Carolina Education and Economic Development Act (EEDA) of 2005, data must be collected and reported for ALL students participating in a Work-Based Learning Experience. This information should be compiled for each experience completed. All experiences are to be entered in the Student Information System (PowerSchool) on the Work-Based Learning page. Each field on the WBL page in PowerSchool has been designed to collect information for five experiences.

Deadline

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 spring the SC Department of Education, Office of Career and Technology Education releases a unique deadline date for all WBL experiences to be entered into PowerSchool.

Deadline date for all WBL experiences to be entered for the 2015-2016 school year is

Friday, May 27, 2016

Note: Effective 2015-16 school year, the Work-Based Learning Initialization process will be eliminated. This means District IT Administrators do not run the initialization process each summer prior to the start of new school year. This will give each school the capability to see WBL historical data for each student. The elimination of the Initialization process does not affect the entering of Work-Based Learning experiences for each student. That process has not changed.

PowerSchool SC State Reporting Procedures
SC Work-Based Learning

Audience: The intended audience for Work-Based Learning training includes school and/or district personnel responsible for collecting, entering, correcting, and assuring accuracy of all or any work-based learning data.

PowerSchool Page: Work-Based Learning Page (State/Province- SC → Work-Based Learning Link → Work-Based Tab)

State Data Collection: Work-based Learning experiences should be entered for all students participating in any of the state approved work-based learning program activities for the current year by May 27, 2016. This deadline ensures all experiences are entered for each PowerSchool District Personnel to upload the data for the QDC4 reporting collection.

Additional Information: Contact for the SC Work-Based Learning fields and information indicated in this document should be directed to Kama Staton, 803-734-8415 unless otherwise indicated.

The Work-Based Learning fields have been designed to collect information for five experiences that the student may have participated in during the school year or prior years. It is recommended that, in order to enter the sixth experience, the oldest dated experience be removed.

Entering Work-Based Learning Data

1. Begin this task by logging into PowerSchool.

2. On the PowerSchool home page, select the designated student for whom you are entering a Work-Based Learning experience.
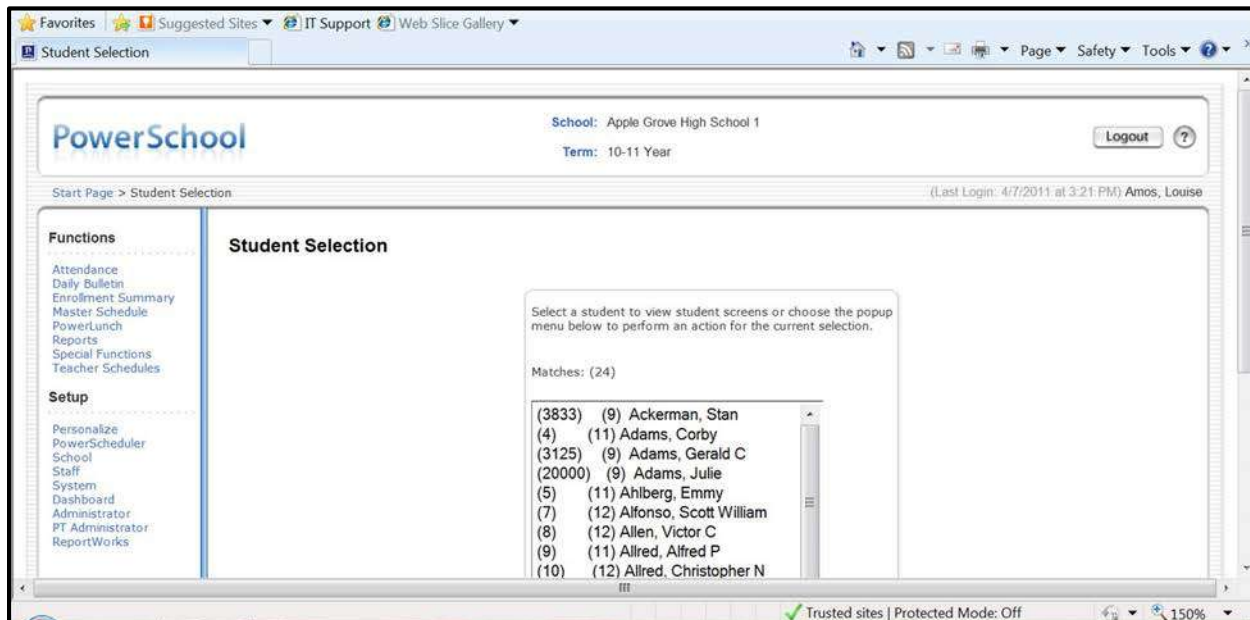
3. Click on State/Province- SC in the student menu.
4. Click on Work-Based Learning on the SC State Information page.
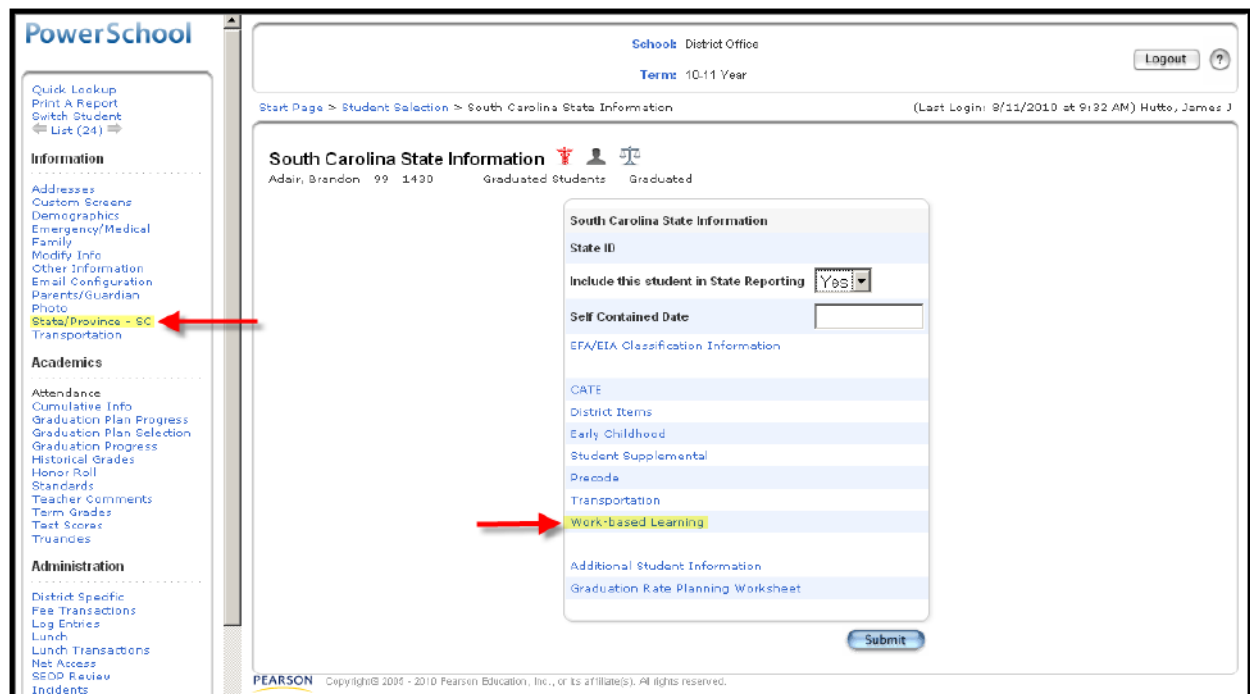
5. On the **Work-Based Learning (WBL) Data Entry** page, you can select appropriate information for the student—for up to five different work experiences. All (*) fields are a state required fill-in. Data elements collected for reporting purposes include the following fields:

PowerSchool

Start Page > Student Selection > South Carolina State Information > SC Work Based Learning

Work Based Learning Data Entry

Test, High School 9 35195   THS

| CATE | Early Childhood | 5K Readiness Scores | SC Student Information | Precode | Transport | Work-Based Learning |

* WBL Experience 1	* WBL Exp1 Owner
* WBL Start Date 1	(MM/DD/YYYY) * WBL End Date 1 (MM/DD/YYYY)
* WBL Worksite Name 1	
* WBL Worksite Phone 1	
WBL Worksite Size 1	
* WBL Worksite Supervisor 1	
WBL Worksite Supervisor Job Title 1	
* WBL Paid 1	
WBL Related to Career Plan 1	
* WBL Course Credit 1	
* WBL School/Center Coordinator 1	
* WBL Worksite Address 1	
* WBL Worksite City 1	
* WBL Worksite State 1	
* WBL Worksite Zipcode 1	
WBL Worksite Email Address 1	
WBL Number of annual ELO student opportunities provided 1	
Other support provided to you by WBL Worksite 1	
WBL Worksite Type of Business 1	

a) Select the **WBL Experience** the student participated in during the school year term. State approved WBL experiences are as follows:

Blank	**= none [default]**
C	**= Cooperative Education**
F	**= School-Based Enterprise**
I	**= Internship**
L	**= Service Learning**
M	**= Mentoring**
R	**= Registered Apprenticeship**
S	**= Shadowing: On-Site**
V	**= Shadowing: Virtual**
Y	**= Youth Apprenticeship**
U	**= Structured Field Study**

b) Enter the **WBL Exp Owner**: This field identifies the school responsible for the Work-Based Learning experience. An entry of the seven digit school identification number should be made in this field **only** if the experience is coordinated through another school/career center. If the experience is coordinated through the student's home school, then no action is required.

c) **WBL Start Date:** Enter the student's starting date for the WBL experience.

d) **WBL End Date:** Enter the student's ending date for the WBL experience.
   * Note: A job shadowing experience will have the same start date and end date.

e) **WBL Worksite Name:** Enter the name of the business/industry sponsoring the WBL experience for the student.

f) **WBL Worksite Phone:** Enter the phone number with area code for the business/industry sponsoring the WBL experience for the student.

g) **WBL Worksite Size:** Enter the estimate size from aggregate choices of the business/ industry sponsoring the WBL experience for the student. This is not a state required field.

Blank	**= none [default]**
L	**= 500+ Employees**
M	**= 50-499 Employees**
S	**= 0-49 Employees**

h) **WBL Worksite Supervisor:** Enter the name of the Supervisor of the business/industry sponsoring the WBL experience for the student.

i) **WBL Worksite Supervisor Job Title**: Enter the Job Title of the Supervisor sponsoring the WBL experience for the student. This is not a state required field.

j) **WBL Paid:** Select "Yes" if the student received compensation for the WBL experience.

Blank	**= blank [default]**
Y	**= Yes**
N	**= No**

k) **WBL Related to Career Plan:** Select "Yes" if the WBL experience was related to the student's career plan. This is not a state required field.

	= blank [default]
Y	**= Yes**
N	**= No**

l) **WBL Course Credit:** Select "Yes" if the student received course credit for the WBL experience completed.

Blank	= blank [default]
Y	= Yes
N	= No

m) **WBL School/Center Coordinator:** Enter the name of the School or Career Center personnel coordinating the WBL experience.

n) **WBL Worksite Address:** Enter the street location address of the business/industry sponsoring the WBL experience.

o) **WBL Worksite City**: Enter the City location of the business/industry sponsoring the WBL experience.

p) **WBL Worksite State:** Enter the State location of the business/industry sponsoring the WBL experience.

q) **WBL Zip Code:** Enter the Zip Code of the business/industry sponsoring the WBL experience.

r) **WBL Worksite Email Address:** Enter the contact email address of the worksite supervisor of the business/industry sponsoring the WBL experience. This is not a state required field.

s) **WBL Number of Annual ELO Student Opportunities Provided:** Enter the number of other extended learning opportunities the business/industry worksite has provided the current school year to any or all students (e.g., career fair, classroom speaker). This is not a state required field.

t) **Other Support Provided to You by the WBL Worksite:** Select from the dropdown any other support the worksite business/industry provides in the district. This is not a state required field.

Blank	= blank [default]
1	= Motivational Speaker
2	= Monetary Support
3	= Equipment Contributions
4	= Teacher Training
5	= Other

u) **WBL Worksite Type of Business:** Select from the dropdown the worksite business/industry type of business. This is not a state required field.

Blank	= blank [default]
1	= Agriculture, Food, and Natural Resources
2	= Architecture and Construction
3	= Arts, A/V Technology, and Communications
4	= Business Management and Administration
5	= Education and Training
6	= Finance
7	= Government and Public Administration
8	= Health Science
9	= Hospitality and Tourism
10	= Human Services
11	= Information Technology
12	= Law, Public Safety, Corrections, and Security
13	= Manufacturing
14	= Marketing
15	= Science, Technology, Engineering, and Mathematics
16	= Transportation, Distribution, and Logistics

v) **Career Assessment:** Select the career interest assessment that has been administered to the student as part of his or her comprehensive career guidance plan.

Blank	= none [default]
19	= ACT Profile
20	= Career Ready 101
21	= SCOIS
22	= SCOIS Climb
1	= COIN/SCOIS Self-Assessment Survey
2	= Holland Self-Directed Search (SDS)
3	= Kuder Career Search with Person Match
4	= ASVAB
5	= Discover
7	= Strong Interest Inventory

8	= Myers-Briggs Type Indicator (MBTI)
9	= EXPLORE
10	= PLAN
11	= Work Keys
12	= Kuder Skills Assessment
13	= Super's Work Values Inventory
15	= CAPS
16	= COPS
17	= COPES
18	= Other

w) **Service Learning Hours:** This field is no longer active. No information is entered.

LAST STEP: Click SUBMIT!
You must click "Submit" for WBL experiences added for each student.
All data entered will be lost if you do not click "Submit."

The following error screen will appear once you click "Submit," alerting you of all missing required fields.

Work-Based Learning Sample Forms

APPLICATION FOR ENROLLMENT

PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.

Date _____

Name _____
  Last   First   Middle   Maiden

Present Address _____
  Number   Street   City   State   Zip

Social Security No. [-   -   ]   Telephone (   )   Cell Phone (   )

Age _____   Date of Birth [-   -   ] *(Birth Certificate Required For Work Permit)*

Do you have a driver's license?   ❑ Yes   ❑ No

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

Are you enrolled in a Career and Technical Education Program? ❑ Yes   ❑ No   If so, list program: _____

Career Objective: 1st Choice_____ 2nd Choice_____ 3rd Choice_____

Indicate the type of business in which you prefer to work: *(Example: bank, dental, retail store, legal, manufacturing, insurance, automotive, medical, etc.)*

     First Choice_____   Second Choice _____

Parent/Guardian Name(s) _____ | Parent Business or Cell Telephone (   )

Parent/Guardian Address _____
  Number   Street   City   State   Zip

Are you interested in summer employment?   ❑Yes   ❑No   ❑Full-time   ❑Part-time

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

Are you under a doctor's care?   ❑ Yes   ❑ No

Do you have any health problems that would interfere with your regular attendance on a job? ❑ Yes   ❑ No   If yes, please explain _____

Previous Work Experience
(List most recent position first.)

Employer	Type of Work	Employment Dates

Current Class Schedule

Time	Class	Teacher	Grade Point Avg.

List as references the names of three (3) teachers who can attest to the quality of your work. One must be your current or previous CATE teacher if you are currently enrolled in a CATE program.

1. _____ (CATE Teacher)

2. _____

3. _____

To the Student:

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

Student Signature _____Date _____

To the Parent/Guardian:

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

Parent/Guardian Signature: _____Date _____

TEACHER RECOMMENDATION FOR WORK-BASED LEARNING

Date:

To:

From:

Student:

Subject:

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

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

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

Check the appropriate responses:

	Excellent	**Good**	**Fair**	**Poor**
Motivation and attitude toward learning	_____	_____	_____	_____
Ability to follow directions	_____	_____	_____	_____
Attitude toward authority	_____	_____	_____	_____
Ability to work in groups	_____	_____	_____	_____
Willingness to conform to rules/regulations	_____	_____	_____	_____
Enthusiasm and interest toward schoolwork	_____	_____	_____	_____
Display of courtesy and respect	_____	_____	_____	_____

Comments:

QUESTIONS FOR STUDENT INTERVIEW

1.   What do you believe is the purpose of work-based learning?

2.   Why do you want to enroll in work-based learning?

3.   Have you ever been employed before? If so, describe your job.

4.   What are your plans following high school? Have you considered additional training?

5.   In what ways will work-based learning help you?

6.   Is there any reason why you could not work fifteen (15) to twenty (20) hours weekly next year? What are your plans to participate in activities during your final year in high school?

7.   Are you currently a member of a student organization? Why? Why not?

8.   What subjects do you find most enjoyable?

9.   What special training would you expect to receive from your work-based learning experience?

10.   Where did you first hear about work-based learning?

11.   What do you want to do to earn a living?

12.   How do you learn outside the classroom?

13.   Are you willing to work for a sub-minimum wage in order to gain work experience and a future job reference?

14.   What courses do you plan to take next year?

15.   What are your arrangements for transportation?

16.   Would you change your appearance to participate in work-based learning? (Cut hair, wear no nail color, maintain short nails, wear no miniskirts, remove earring, etc.)

17.   Do you have a preference on where you would like to work?

WORK-BASED LEARNING
INTERVIEW EVALUATION FORM

Student Interviewed: _____ Career Objective/Pathway: _____

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

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

_____
_____
_____
_____

Student's plans following high school:

_____
_____

Work experience:

_____
_____
_____

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

Response to participation in student organization: _____
_____

Possible worksites:_____   _____

_____   _____

Comments:

WORK-BASED LEARNING
HAZARDOUS OCCUPATION EXEMPTION FORM

Date _____

This is to certify that _____is a student

(Name of Student)

at _____ in _____, SC, and will be

(School/Career Center)   (City)

participating in a Work-Based Learning experience at

_____in_____, SC.

(Worksite Name)   (City)

1. The work of the student in the occupation declared hazardous shall be incidental to this training and shall be under the direct and close supervision of a qualified and experienced person.

2. Safety instructions shall be given by the school and correlated by the employer with on-the-job training. Documentation will be kept regarding type, amount, and process for safety training.

3. A schedule of organized and progressive work processes to be performed on the job shall have been prepared and agreed upon by the employer and school representative.

We certify that the conditions mentioned above will be fulfilled.

Signed _____   Date_____
        (CATE Supervising Teacher or WBL Coordinator)

Signed _____   Date_____

(Worksite Employer)

WORK-BASED LEARNING
POTENTIAL WORKSITE EVALUATION
CHECK SHEET

Potential Worksite: _____

Worksite Employee Sponsor Name: _____

Address: _____

Telephone: _____

Date of Interview: _____

Person Interviewed: _____

Job Classifications Available: _____

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

Skill Standards Required

_____
_____
_____

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

	Yes	No
Is there evidence of progressive skill-building opportunities?		

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

Comments: _____

_____

Signed: _____ Date: _____

Work-Based Learning Work Assignment Form

TO: _____
(Name of Student)

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

DATE: _____

SUBJECT: Work-Based Learning Assignment

Your Work-Based Learning Assignment is scheduled from:

_____ to _____
(Starting Date)   (Ending Date)

From_____ a.m./p.m. to _____a.m./p.m.
(Start Time)   (End Time)

with _____
(Name of Business/ Industry)

Your contact person at the job site will be:

_____

Contact's phone number:_____

Business/Industry address:_____

_____

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

Work-Based Learning Agreement Form

Student's Name: _____

Address: _____

Phone: _____ Student ID Number: _____

Age: _____ Date of Birth: _____ Grade: _____

Worksite: _____

Address: _____

Phone: _____

School: _____

CATE Instructor or WBL Coordinator: _____

Phone: _____

Parent/Guardian: _____ Phone: _____

All parties jointly agree to the following:
1. Monetary compensation to the participating student may be available for participation and completion in the Work-Based Learning program.
2. The Work-Based Learning experience shall be at a business/industry site directly related to the career interest expressed by the student.
3. The parent or guardian shall be responsible to the school for the conduct of the student who is participating in the Work-Based Learning program.
4. Safety instructions will be provided by the employer.
5. Adequate insurance coverage for the student will be provided by:
   (List who has coverage: school, parents, business, etc.)
6. This agreement may be terminated, after consultation with the coordinator, for due cause or for unforeseen business conditions.
7. The Work-Based site shall conform to all federal, state, and local labor laws while providing the student with a variety of work-site experiences.
8. The Work-Based site shall provide an evaluation of the student after the experience.
9. The student will remain at the Work-Based site for an agreed-upon time period.
10. The Work-Based learning program will last from _____ until _____.
                                                       (Date)   (Date)
11. The student's working hours will be from _____ a.m./p.m.
                                               (Starting Time)
    until _____ a.m./p.m.
            (Ending Time)
12. The parent or guardian will provide transportation for the student to and from the Work-Based site.
13. Students will be accepted and assigned to sites without regard to race, color, national origin, sex, handicap, or disadvantage.

_____   _____

(School Administrator)	(Business/Industry Worksite Sponsor)
(WBL Coordinator or CATE Instructor)	(Student)

Work-Based Activities for Worksite Sponsor

Student Name:_____ Phone:_____

School:_____ School Phone:_____

CATE Instructor or WBL Coordinator:_____

Work-Based Learning Site:_____

Work-Based Learning Supervisor:_____

Work-Based Learning Occupation:_____

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

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

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

TRAINING AGREEMENT
FOR
WORK-BASED LEARNING PROGRAM

Student's Name _____ Birth Date _____ Age _____

Student's Address _____

Telephone _____ Cell Phone _____ E-mail _____

Program of Study _____ Job Title _____

School Name _____ District _____

Worksite _____ Telephone _____

Worksite Address _____

Worksite Supervisor _____ Mentor _____

Date Training Period Begins _____ Ends _____

This training agreement briefly outlines the responsibilities of the student, parents, employer, and teacher. The second part of this document is entitled "Work-Based Learning Training Plan" and consists of standards for the specific student's program of studies.

Parent/Guardian

1. Approves and agrees that the student may participate in work-based learning at the worksite listed above.
2. Encourages the student to effectively carry out the work experience requirements both in the classroom and on the job.
3. Assumes responsibility for the conduct of the student.
4. Provides transportation for the student to and from the worksite.
5. Holds school and teacher harmless for risks associated with transportation and indirectly monitored activities (e.g., work-based experience).

Student

1. Complies with the rules and regulations of the worksite.
2. Observes the same regulations that apply to other employees.
3. Adheres to all policies and regulations as set forth by school administration and the teacher.

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4. Shall not displace adult workers who can perform such work as assigned in the work-based experience.

Teacher

1. Assists in securing an appropriate work-based experience based on the student's program of study.
2. Works with the supervisor/mentor in developing a training plan for the student.
3. Visits worksite at least once per month to confer with the employer and student; verifies that student's duties correlate with job description; observes working conditions; helps develop progressive skill-building activities; observes and evaluates student progress; and resolves questions, issues, or concerns.

4. Counsels the student about his or her job progress, behavior, attitude, academics, etc.
5. Terminates employment when it serves the best interest of the student as determined in collaboration with the employer.
6. Determines the student's final grade for work-based learning.
7. Reinforces work-based experiences with related classroom instruction.

Employer

1. Recognizes that the student is enrolled in work-based learning aligned to his or her program of study.
2. Provides supervision and instruction in each of the applicable tasks listed on the training plan to assist the student in mastering standards necessary for success in the career objective.
3. Evaluates and documents student progress.
4. Employs a non-discrimination policy with regard to race, color, handicap, sex, religion, national origin, creed, and age.
5. Adheres to wage and hour; child labor; and all other federal, state, and local laws pertaining to student employment.
6. Completes the work-based experience evaluation and returns it to the teacher on the required date.

_____   _____   _____
(Parent/Guardian)   (Worksite Sponsor)   (Student)

_____   _____   _____
(Teacher)   (School Administrator)   (Date)

Work-Based Learning Training Plan

Student's Name: _____

Date: _____

Program of Study: _____

Business/Industry Name: _____

Worksite Supervisor: _____

Directions: List each task (processes, knowledge, and skills) that will be performed by the student under the supervision/guidance of a worksite sponsor. The student should rotate through different job experiences, ensuring that they are diverse, rigorous, and progressive. Throughout the training period, check the appropriate number in the rating column below to indicate the degree of mastery for each task. The descriptions associated with each of the numbers focus on the level of student performance for each of the tasks listed below. This document will be used for discussion during monthly on-site visits and to prepare the work-based experience evaluation.

Employer's Rating Scale
4 - Skilled—can work independently with no supervision.
3 - Moderately Skilled—can perform job completely with limited supervision.
2 - Limitedly Skilled—requires instruction and close supervision.
1 - No Exposure—no experience or knowledge in this area.

Standards	Task Progress		Rating			
	Learning Status Ongoing	Date Objective Reached	1	2	3	4

Parent/Guardian Work-Based Learning
Permission Form

My child, _____ (_____) has my permission to
        (Name of Student)   (Birthdate)
participate in a work-based learning activity at _____ beginning
                                          (Worksite Location)
_____ and ending _____.
  (Date)   (Date)

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

TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE

Name of Worksite:_____

Address of Worksite:_____

Nature of Work:_____

_____

Are employees at this worksite engaged in hazardous occupations? Yes_____ No_____

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

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

_____

Worksite Supervisor Contact:_____Phone:_____

TO BE COMPLETED BY THE PARENT OR GUARDIAN:

Transportation Arrangements:_____
Home Address:_____Home Phone:_____

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

(Parent/Guardian Signature)	(Date)	(Work Phone)
(Parent/Guardian Signature)	(Date)	(Work Phone)

Insurance and Emergency Information Form

Personal Data

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number: _____ Home Phone: _____

School Name: _____ School Counselor: _____

Address: _____ Phone: _____

Insurance Coverage	**Yes/No**	**Family**	**School**	**Employer**
Liability and/or Bonding	__	__	__	__
Worker's Compensation	__	__	__	__
Health/Accident	__	__	__	__

Name of Health/Accident Insurance Company: _____

Insured: _____ Policy #: _____

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

Student Medical Information

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

Allergic to medications? (   ) Yes (   ) No

If yes, what medications? _____

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

Family Information

Parent/Guardian Name: _____ Work Phone: _____

Employer Name/Address: _____

Parent/Guardian Name: _____ Work Phone: _____

Employer Name/Address: _____

Parent/Guardian Home Address: _____ Home Phone: _____

Emergency Contact: _____ Phone: _____

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

_____

Parent's/Guardian's Signature   Date

_____

Parent's/Guardian's Signature   Date

ORIENTATION TO WORKSITE

STUDENT'S NAME_____DATE _____

WORKSITE_____ SUPERVISOR _____

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

Company Orientation

_____ 1. Give student copies of printed materials (handbook, brochures, policies, etc.).

_____ 2. Explain the company's history.

_____ 3. Describe the company's service/product line(s).

_____ 4. Discuss company policies and procedures regarding:
   ( ) Confidentiality
   ( ) Hours of operation/work
   ( ) Overtime policies
   ( ) Pay time period
   ( ) Vacation policy
   ( ) Holiday policy
   ( ) Appropriate dress and grooming
   ( ) Safety rules
   ( ) Emergency procedures
   ( ) Absentee procedures
   ( ) Parking
   ( ) Arrival procedures
   ( ) Departure procedures

_____ 5. Describe employee benefits such as:
   ( ) Discounts
   ( ) Educational assistance

_____ 6. Describe the relationship of the department to the company (if applicable).

_____ 7. Discuss specific company/departmental rules including:
   ( ) Breaks
   ( ) Work schedules
   ( ) Days off
   ( ) Presence of cell phone, food, personal items, etc., at work station

_____ 8. Introduce co-workers.

_____ 9. Explain job responsibilities of co-workers.

_____10. Identify worksite training sponsor/mentor.

Job Orientation

_____11. Show student his or her workstation.

_____12. Describe student's responsibilities.

_____13. Explain the importance of the student's responsibilities to the organization.

_____   _____
        (Worksite Sponsor)   (Student)

WORKSITE VISITATION
Teacher/ WBL Coordinator Summary

Student's Name _____ Job Title_____

Worksite _____ Supervisor_____

Contact Person *(today's visit)*_____ Date:_____

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

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

General Observations:

Standards Observed:

Student Conference/Comments:

Worksite Supervisor Conference/Comments:

Teacher/WBL Coordinator Overall Comments On This Visitation:

Signature: _____

(Teacher/ WBL Coordinator)

WORK-BASED EXPERIENCE EVALUATION REPORT

Student _____ Worksite Supervisor _____

Business/Industry Name _____ Job Title _____

Directions: Evaluate the personal qualities below for your student. Score the student by using the numerical key below to mark the appropriate space. In the second section <u>list the specific job tasks that are performed by the student each grading period</u>. Rate the student's performance using the numerical key below. Your report will be used in determining a grade and for counseling the student.

Personal Qualities/Job Tasks Key:
Excellent (9-10)   Good (6-8)   Fair (3-5)   Poor (1-2)   Unacceptable (0)

Rating of Student: Dates _____ through_____						
Personal Qualities	**Visits**					
	1	**2**	**3**	**4**	**5**	**6**
Attendance: Present and on time; begins work promptly						
Appearance: Clean, neat appearance; poised; orderly						
Communication: Communicates verbally and in writing						
Dependability: Able to work with little supervision; follows instructions						
Leadership: Aggressive; eager to learn; resourceful; uses good judgment; able to inspire others						
Thoroughness: Accurate; careful; completes work						
Ability To Get Along With Others: Tactful; friendly; cooperative						
Social Habits: Positive attitude; shows self-control; honest						
Willingness to Work: Works overtime; performs extras						
Standards/Job Tasks	**Visits**					
	1	**2**	**3**	**4**	**5**	**6**
TOTAL (*Personal Qualities + Standards*)						

Evaluator's Signature:_____ Date: _____

STUDENT EVALUATION OF WORKSITE

Student's Name _____

Worksite Sponsor _____ Dates at Worksite _____

Worksite Supervisor's Name _____

1. Duties _____

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

3. Has your worksite supervisor provided guidance/instructions?   ( ) Yes   ( ) No
   If yes, worksite supervisor's name: _____

4. Were you given ample instruction when you started the job?   ( ) Yes   ( ) No
5. Have you been given helpful instruction when needed?   ( ) Yes   ( ) No
6. Have co-workers been friendly and courteous?   ( ) Yes   ( ) No
7. Do you feel advancement is available if working full-time?   ( ) Yes   ( ) No
8. Were company rules and regulations explained clearly?   ( ) Yes   ( ) No
9. Please rate your supervisor(s) on the following points:

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

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

    _____

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

    _____

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

    _____

Additional Resources

Profile of the South Carolina Graduate

World Class Knowledge

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

World Class Skills

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

Life and Career Characteristics

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

transformSC
tomorrow won't wait for our students

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce

an initiative of NEW CAROLINA

Career Development Process

Your career is constantly evolving

Confusion: Either there are too many options, you are unaware of options, or need new options

Self-Assess: Understand your strengths, interests, skills, VALUES, temperament

Search: NETWORK, multi-prong job search strategies. Have a plan A, B and C.

Change! Life circumstances, industry, economy, etc.

Research: Career fields, industries, potential employers

Prepare: Intern, shadow, train, develop connections with people in the field

HOW MUCH SHOULD I BE PAID?

Are you being paid the right amount?

◆ South Carolina does not have an official minimum wage but the minimum for the US is $7.25.

◆ The 2013 average wage in SC is $18.75/hour.

◆ The highest wage is in Charleston; the lowest in Myrtle Beach.

◆ The average pay based on how much education you have...

- o Less than high school/GED: $8.70
- o HS/GED: $12.36
- o Some college or Associate's Degree: $14.97
- o Bachelor's Degree: $20.85

Need more pay information?
Go to www.scWorkforceInfo.com and click on "Employment and Wage Data."

Got a question about getting paid, overtime, work hours, etc.? Contact the SC Department of Labor, Licensing and Regulation, Office of Labor Services at (803) 896-4470 or go to their website at www.llronline.com.

HOW TO PICK A GOOD CAREER

What's a good job for me?

There are 5 steps to figuring out a good job:

1. Find out what you like to do (www.myskillsmyfuture.gov)

2. Find out what job will let you do that (www.onetonline.org)

3. Find out if that job pays enough (www.scWorkforceonline.com, click on "Employment and Wage Data")

4. Make sure you have the training you need (www.scWorkforceonline.com, click on "Education and Training Data")

5. Search for that job (https://jobs.scworks.org)

Need more help? Go to your closest SC Works Office and ask to speak to an SC Works team member.

To find a SC Works center, go to http://scworks.org/directory.asp.

The jobs with the most online advertisements in SC

- Tractor-Trailer Truck Drivers
- Registered Nurses
- Supervisors of Retail Workers
- Retail Salespersons
- Customer Service Representatives
- Supervisors of Food Preparation and Serving Workers
- General Maintenance and Repair Workers
- Insurance Sales Agents
- Industrial Engineers
- Sales Representatives in Wholesale and Manufacturing
- Waiters and Waitresses
- Supervisors of Office and Administrative Workers

Need more information?
Go to www.scWorkforceInfo.com·

Data for March 2014· Jobs ads from The Conference Board's Help Wanted Online® data series

What does a ____ do?

Want to find out about a different job? Want to know what they do every day and if it's the right job for you?

O*NET (Occupational Network) will give you all you need to know about what a person does on the job. Here's how to find out:

1. Go to www.onetonline.org.
2. Find the "Search" box and put in the job you are interested in.
3. Look at the sections for "Tasks" and "Work Activities."

Here's an example for a Janitor:

Tasks

- Monitor building security and safety.
- Service, clean, or supply restrooms.
- Gather and empty trash.
- Clean building floors by sweeping, mopping, scrubbing, or vacuuming.
- Use chemical cleaners and power equipment.

Work Activities

- Inspecting Equipment, Structures, or Material
- Performing General Physical Activities
- Handling and Moving

Need more information?
Go to www.scWorkforceInfo.com.

HOT JOBS!!!

What are the best jobs to have in South Carolina?!?

- Accountants...$28.35/hour
- Civil Engineers...$36.56/hour
- Computer Systems Analysts...$33.00/hour
- Computer Support Specialists...$20.86/hour
- Construction Managers...$26.80
- Electricians...$19.24/hour
- Elementary School Teachers...$23.23/hour
- Office Managers...$22.64/hour
- General Managers....$47.63/hour
- Industrial Machinery Mechanics...$22.35/hour
- Management Analysts...$33.99/hour
- Market Analysts...$28.24/hour
- Medical Services Managers...$41.59/hour
- Middle School Teachers...$23.56/hour
- Plumbers...$18.81/hour
- Registered Nurses...$28.69

Need more information? Go to www.scWorkforceInfo.com.

Hot Jobs have a projected growth rate of 12% or more from 2012-2022, an increase of at least 1,000 jobs, and a wage of at least $18.75/hour (the average for the whole state in 2013).

BEWARE!

Declining Jobs in SC

- Textile Knitting and Weaving Machine Setters, Operators, and Tenders
- Data Entry Keyers
- Postal Service Mail Carriers
- Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders
- Sewing Machine Operators
- Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
- Paper Goods Machine Setters, Operators, and Tenders
- Switchboard Operators, Including Answering Service
- Chemical Plant and System Operators
- Postal Service Mail Sorters, Processors, and Processing Machine Operators
- Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers
- Textile Bleaching and Dyeing Machine Operators and Tenders
- Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic
- Postal Service Clerks
- Fallers

Need more information? Go to www.scWorkforceInfo.com.

Military Career Fields

Military Specialist careers are available in the general categories listed below for qualified individuals with a high school education. Starting salary is $16,164 with free room and board, enlistment bonus, and full medical benefits. Pay and benefit information can be found at www.todaysmilitary.com. Specific job information is located at the following web sites:

Air Force www.airforce.com
Coast Guard/CG Reserve www.gocoastguard.com
Air Force Reserve www.afreserve.com
Marine Corps www.marines.com
Air National Guard www.goang.com
Marine Corps Reserve www.marforres.usmc.mil
Army www.goarmy.com
Navy www.navy.com
Army National Guard www.1800guard.com
Navy Reserve www.navyreserve.com
Army Reserve www.goarmyreserve.com

Military Officer careers are open to individuals who take college level ROTC and complete a four-year degree, or for those who graduate from one of the Service Academies. Starting salary is $34,000 with full medical benefits. ROTC, scholarship, and academy information can be found at these web sites:

Air Force ROTC www.afrotc.com
Air Force Academy www.usafa.af.mil
Army ROTC www.armyrotc.com
Military Academy www.usma.edu
Navy ROTC www.nrotc.navy.mil
Naval Academy www.usna.edu
Coast Guard Academy www.cga.edu

Administrative Support focuses on support activities dealing with personnel, administration, finance, information, supply, and religious services.

Arts and Media covers the administration, communication and supervision of affairs for both military and civilian audiences. Specialties include public affairs, broadcast technicians, graphic designers, translators, journalists, and musicians.

Combat involves reconnaissance, security, and other aspects of both offensive and defensive combat situations. Jobs include artillery specialists, infantry, special operations, tank crew and aviation.

Computers and Technology includes technical and informational support for a variety of areas such as computers, communications, environmental health, intelligence, and unmanned vehicle operations.

Engineering focuses on every aspect of construction, including electrical, carpentry, masonry and plumbing, as well as heavy equipment operation and supervising construction engineering.

Legal and Law Enforcement involves keeping people and property safe. Duties include paralegals, firefighters, military police, criminal investigators, and security and emergency specialists.

Mechanics concerns keeping vehicles and machines in proper running order. Assignments range from heating and cooling mechanics to vehicle mechanics who service aircraft, wheeled and tracked vehicles, heavy equipment, and watercraft.

Medical consists of jobs in medical, dental and veterinary fields. Positions cover a variety of responsibilities throughout the military health care field, from clinical settings to point of injury.

Transportation involves the movement of troops, equipment, supplies, and machinery.

MicroCareerBursts

Microburst Learning®

Online Job Shadows

FREE to SC Teachers and Students

Work-based Learning Experiences

MicroCareerBursts:

- Count as Work-Based Learning
- Get students excited about career opportunities
- Make career exploration in all 16 career clusters possible (regardless of location)
- Satisfy EEDA requirements for career exploration
- Help decrease the dropout rate by connecting the classroom to the workplace
- Provide 24/7 career education via the web
- Track areas of career interest throughout the state

Microburst Learning:

j.sharpe@microburstlearning

1.803.719.5073

Log in!

Here is what you have been waiting for! Microburst Learning and the South Carolina Department of Education are excited to announce that the MicroCareerBurst Single Sign-On Process for accessing Microburst Learning's interactive online job shadows is now available! You can now use the job shadows with your classes! You and your students have free access to the MicroCareerBursts 24/7 anywhere that internet access is available. The single sign-on process is available through SCOIS.

Go to www.scois.net. *Log in with your SCOIS username and password.*

Detailed instructions for using the MicroCareerBursts with Middle and High School Students, and for your use of the reporting features are accessible by clicking *Check out MicroCareerBurst Videos* at the bottom of the page.

To gain free access to our Common Core Standards-based lesson plans, please email j.sharpe@microburstlearnig.com. The lesson plans are designed to make the use of the MicroCareerBursts simple and effective!

Your students will log in with their SCOIS usernames and passwords. For students, this may be their SUNS number. This number can be obtained from their guidance counselors or career specialists.

Contact SCOIS with login questions at scois@dew.sc.gov or call 1.800.264.9038.

WHATS NEW WITH MICROCAREERBURSTS?

1. SCOIS Log In
2. Increased inventory
3. Lesson plans based upon Common Core Standards
4. Ipad lessons
5. Mini MicroCareerBursts
6. Mystery MicroCareerBursts

www.microburstlearning.org

Identify Partners
Education partners and/or Apprenticeship Carolina identifies business partners and occupations of interest

Meetings
Meetings with business are held to determine OJT, JRE, wage schedule, and apprentice selection process

Qualified Candidates
Education partner advises students/parents of opportunity and identifies qualified candidates

Interview
Employer interviews and hires student for youth apprenticeship

Applications
Employer ready to hire youth apprentices and contacts education partner to collect applications

Training
Student begins OJT and JRE (JRE can be technical college dual credit courses)

Graduate
Student graduates with high school diploma, DOL credential, and other applicable credentials

Career Skills
Youth apprenticeship completers can continue with adult apprenticeship, be hired full time with business, or have skills for a successful career

How Does It Work?

Partnership = Success

Apprenticeship Carolina™, a division of the <u>SC Technical College System</u>, works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs.

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

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

Contact Brian Rauschenbach about Youth Apprenticeship at 803-896-5287.

Web Resources for Career & College Planning

Academic Common Market-
http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/AcademicCommonMarket
Information.aspx

ACT Student Web Page- www.actstudent.org

Career Aisle-http://knowitall.scetv.org/careeraisle/index.cfm

Career Explorer- www.careerexplorer.net

Career One Stop- www.careeronestop.org

CollegeBoard- SAT- www.collegboard.org

College MatchMaker- https://bigfuture.collegeboard.org/college-search

eCampusTours: www.ecampustours.com

Free Application for Federal Student Aid- www.fafsa.ed.gov

Fastweb- www.fastweb.com

Mapping Your Future- www.mappingyourfuture.org

MicroBurst Learning- Virtual Job Shadowing- www.microburstlearning.org

Myfuture- www.myfuture.com

My Next Move- www.mynextmove.org

Peterson's Guide for college planning- www.petersons.com

NCAA Eligibility - http://www.ncaa.org/static/2point3/

Princeton Review- www.princetonreview.com

Occupational Information Network-O*Net Online- http://www.onetonline.org/

SC Transfer and Articulation Center- www.sctrac.org

SC Can Go to College- www.sccango.org

SC Occupational Information System- www.scois.net

SC Virtual Library- DISCUS- http://scdiscus.org/

NCAA Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

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

Test Scores: (ACT/SAT)

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

Core Grade-Point Average:

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

DIVISION I
Core-Course Requirement (16)

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

DIVISION I – 2016
Qualifier Requirements
Athletics aid, practice, and competition

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

DIVISION I – 2016
Academic Redshirt Requirements
Athletics aid and practice (no competition)

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

NCAA Eligibility Center

Division II Initial-Eligibility Requirements

Core Courses

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

Test Scores

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

Grade-Point Average

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

DIVISION II
16 Core Courses

3   years of English.

2   years of mathematics (Algebra I or higher).

2   years of natural/physical science (1 year of lab if offered by high school).

3   years of additional English, mathematics or natural/physical science.

2   years of social science.

4   years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Thinking of Going Pro?

There are more than 460,000 NCAA student-athletes, and fewer than two percent will go pro. For the rest, the experiences of college athletics and the life lessons they learn along the way will help them as they pursue careers in business, education, athletics administration, communications, law, medicine, and many more fields. Education is a vital part of the college athletics experience, and student-athletes treat it that way.

Baseball
482,629 high school players
6.9% will play in college
8.6% of college players drafted by MLB

Men's basketball
541,054 high school players
3.4% will play in college
1.2% of college players drafted by the NBA

Women's basketball
433,344 high school players
3.8% will play in college
0.9% of college players drafted by the WNBA

Football
1,093,234 high school players
6.5% will play in college
1.6% of college players drafted by the NFL

Men's ice hockey
35,393 high school players
11.2% will play in college
6.8% of college players drafted by the NHL

Men's soccer
417,419 high school players
5.7% will play in college
1.4% of college players drafted by MLS

The more you LEARN, the more you EARN!!

$17,823 — Less than HS/GED
$25,350 — HS/GED
$30,756 — Some college/Associate's
$42,246 — Bachelor's
$52,831 — Master's and above

SC Department of Employment and Workforce, Business Intelligence Department, www.scworkforceinfo.com
Source: US Census Bureau, American Fact Finder, 2013

Contact Information:
Kama J. Staton, GCDF
Education Associate
Career Guidance & Work-Based Learning
SC Department of Education
Division of College and Career Readiness
Office of Career and Technology Education
911-A Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8415
kstaton@ed.sc.gov

Manual on-line: http://ed.sc.gov/agency/ccr/Career-and-Technology-Education/Program-Support/Work-BasedLearning.cfm

Additional Resources: http://ed.sc.gov/agency/ccr/Career-and-Technology-Education/Program-Support/Work-BasedLearningActivities.cfm

Notice to the Reader
The South Carolina Department of Education does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in admission to treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Employee Relations Manager, 1429 Senate Street, Columbia, South Carolina 29201, (803-734-8781). For further information on federal nondiscrimination regulations, including Title IX, contact the Assistant Secretary for Civil Rights at OCR.DC@ed.sc.gov or call 1-800-421-3481.

NOTES: