SOUTH CAROLINA DEPARTMENT OF EDUCATION

South Carolina Work-Based Learning Implementation Guide

Office of Career Readiness

2025-26 Academic Year

South Carolina Department of Education

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Overview

Education in South Carolina must be relevant, rigorous, and designed to provide every student with opportunities to transition successfully into future careers and lifelong learning. Work-based learning (WBL) connects classroom instruction to real-world application, enabling students to build academic knowledge, technical expertise, and employability skills while preparing to compete in a global economy.

The Education and Economic Development Act of 2005 (EEDA) requires that all South Carolina students in grades K–12 be afforded the opportunity to participate in a WBL experience. Federal legislation—including the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the Every Student Succeeds Act (ESSA, 2015), and the Workforce Innovation and Opportunity Act (WIOA)—further supports WBL as a program quality measure and allowable investment in student success.

South Carolina's WBL system is built on collaboration among schools, districts, post-secondary institutions, employers, Regional Career Specialists (RCS), community organizations, and statewide partners. Together, these partnerships expand opportunities that prepare students for high-skill, high-wage, and high-demand careers.

When implemented with fidelity, WBL provides benefits for students, employers, and communities:

- Students gain critical workplace experiences, professional networks, and seamless transitions to postsecondary education, military service, or employment.
- Employers gain a pipeline of skilled talent ready to contribute on day one.
- Communities benefit from stronger connections between education and workforce needs, supporting economic vitality across the state.

This Implementation Guide provides educators and partners with the framework, tools, and strategies needed to design and manage high-quality WBL programs. By aligning with the Profile of the South Carolina Graduate, WBL ensures that every student is equipped with the knowledge, skills, and experiences required to thrive in a globally competitive workforce and a rapidly changing economy.

Building Quality Work-Based Learning Experiences

WBL is a school-coordinated, structured, and sustained interaction between students (K–12) and business or industry partners in authentic worksite environments. These experiences provide students with firsthand exposure to workplace expectations while applying academic knowledge and exploring career goals and interests.

Each WBL placement must maintain the credibility and integrity of the experience. High-quality coordination ensures that students gain meaningful skills, while employers benefit from cultivating future talent. This intentional development of a skilled workforce directly supports the needs of business and industry, contributing to sustainable growth, economic prosperity, and South Carolina's global competitiveness.

Partnership and advocacy from the business and industry community represent a vital investment in the state's next generation of leaders and innovators.

SC Regional Career Specialist Team

The SC RCSs are certified educators who hold the Global Career Development Facilitator (GCDF) National Certification and serve regions aligned with the state's Workforce Innovation and Opportunity Act (WIOA) regions. RCSs act as liaisons between the South Carolina Department of Education, Office of Career Readiness and local school administrators, educators, school counselors, career specialists, and work-based learning (WBL) coordinators.

The RCS team provides professional development, training, and timely updates on:

- Career guidance and development,
- College and career readiness initiatives,
- Work-based learning implementation, and
- PowerSchool WBL reporting procedures.

RCSs play a pivotal role in supporting career development and facilitating WBL experiences across their service regions by connecting schools directly with business and industry partners.

The RCS team is an invaluable resource at every grade level for building and implementing high-quality career development programs. A complete South Carolina Regional Career Specialist contact listing can be accessed here. For additional information about the team's roles, deliverables, and impact on schools, refer to the 2024 Proviso 1A.5 Work-Based Learning Annual Report.

State Approved Work-Based Learning Definitions

South Carolina recognizes multiple forms of WBL experiences, each designed to provide students with authentic, structured opportunities to apply academic knowledge, develop employability skills, and explore career pathways.

In addition, South Carolina has designated career-ready WBL qualifiers—registered apprenticeships, youth apprenticeships, cooperative education, and internships—that meet the state's "career ready" accountability indicators. Detailed indicators for these qualifiers are outlined on pages 8–9.

Apprenticeship (Career Ready Qualifier)

An earn-while-you-learn training model that combines on-the-job training, job-related education, and a scalable wage progression. Apprenticeship programs are typically administered in partnership with a technical college through dual enrollment courses and articulation agreements with participating districts.

A. **Registered Youth Apprenticeship (Career Ready Qualifier)**
   A registered program with the U.S. Department of Labor Employment and Training Administration that combines education with hands-on training. Traditional apprenticeships are designed for adults with multi-year hour requirements, but they may be linked to approved Registered Youth Apprenticeships for students in grades 11–12 (minimum age 16). These programs are often offered in partnership with technical colleges through dual enrollment and articulation agreements.

B. **Youth Apprenticeship (Career Ready Qualifier)**
   A structured program for students age 16 or older that combines classroom instruction with one to two years of paid, on-the-job training. Successful completion results in a certification of mastery in a specific technical skill. Unlike Registered Youth Apprenticeships, these programs are not overseen by the U.S. Department of Labor ETA.

Cooperative Education (Co-Op) (Career Ready Qualifier)

A multi-term placement model in which students alternate between school and full-time work with a single employer. Co-Ops are traditionally postsecondary experiences but may qualify for high school students enrolled in dual enrollment coursework with a sponsoring postsecondary institution.

- Requires a written contract and training plan between the high school, postsecondary partner, and worksite.
- Coordinates academic/technical study with related employment.
- Students receive course credit; academic credit, activities, and compensation vary by district.

Internship (Career Ready Qualifier)
A progressive, school-sponsored experience that places students in real worksites to practice job-related skills and gain exposure to industry functions.

- Guided by a training agreement and evaluation plan between the school and worksite supervisor.
- Duration is typically 3–6 months; may or may not include compensation.
- Students may receive course credit depending on district policies; compensation and activities also vary.

Job Shadowing (On-site)
A short-term, school-coordinated career exploration experience in which a student observes an employee in a workplace setting.

- Typically lasts a few hours.
- Does not provide course credit.
- Distinct from classroom speakers or career fairs.
- Requires preparation, appropriate conduct, and post-activity reflection.

Job Shadowing (Virtual)
A virtual career exploration experience that provides access to students across the state, especially in rural areas. Quality indicators include:

- Virtual tours, interactive Q&A opportunities, and student reflection.
- Preparation, engagement, and reflection must be included.
- MicroCareerBursts is South Carolina's approved virtual job shadowing program, available free of charge to students and educators (see pg. 12 for access information). Districts can email info@microburstlearning.com for free setup.

Mentoring
A long-term professional relationship between a student and an experienced business/industry employee who guides, instructs, and challenges the student.

- Typically lasts one year, with continued contact for an additional one to two years.
- Focuses on personal, interpersonal, and workplace skill development.
- Does not provide course credit.

School-Based Enterprise
A student-run simulated business created, managed, and operated within a school setting. Students plan, market, manage, and deliver products or services under teacher supervision.

- Provides experience in entrepreneurship and applied academics.
- May occur on or off school grounds.
- Examples: school coffee shop, catering service, printing business.

Service Learning

A community-based learning experience where students contribute to solving local problems while developing academic, workplace, and citizenship skills.

- Must follow the National and Community Service Trust Act (NACSTA) stages: Preparation, Action, Reflection, Celebration.
- Ongoing and structured (not one-time community service events).
- Typically non-credit, unless offered as a Service-Learning course.

Structured Field Study

A short-term, school-sponsored workplace visit designed for exploration and observation.

- Students observe job roles, ask questions, and learn about workplace expectations.
- Requires pre-visit preparation and post-visit debrief/reflection activities.

CTE Internship, Work-Based Credit Bearing Course

A credit-bearing internship course for Career and Technical Education (CTE) students enrolled in federal CIP-coded programs.

- Taken as the 4th or 5th unit in a CTE program after prerequisites are met.
- Requires a minimum of 120 hours of supervised practical experience (may be higher depending on pathway requirements).
- Supervised by a CTE content-specific certified teacher.
- Award of one Carnegie unit of credit upon successful completion.
- Course codes are approved by the SCDE Office of Career Readiness (see pgs. 6–7).

CTE Internship, Work-Based Credit-Bearing Course Guidelines

The CTE Internship, Work-Based Credit-Bearing course is a structured, stand-alone course that is taken in a CTE CIP-coded program under the guidance of the SCDE Office of Career Readiness. Questions regarding implementation of these courses should be directed to the CTE program associate. The CTE WBL course codes are to be used for CTE concentrators or completers only by following the guidelines listed below. The following guidelines must be followed to award course credit upon successful completion of the CTE WBL credit bearing course.

1. Each student must be supervised by a content-specific, certified teacher. Example: Certified Health Science Technology Instructor supervises a health science student participating in the CTE WBL credit-bearing course.
2. The CTE Internship Work-Based Credit-Bearing Course should be in alignment with the students' CTE CIP-coded program.

3. The CTE Internship Work-Based Credit Bearing Course must be aligned with the student's Individual Graduation Plan (IGP).
4. Only one unit of the CTE Internship Work-Based Credit-Bearing Course may be awarded.
5. The CTE Internship Work-Based Credit-Bearing Course code can be used only once.
6. The CTE Internship Work-Based Credit-Bearing Course should be counted as the *fourth or fifth unit* of a CTE completer program and can be taken:

    a. while actively enrolled in the third or fourth unit of an approved sequence of Career and Technical Education Coursework in a completer program; ***OR***
    b. after completing the third or fourth unit of an approved sequence of Career and Technical Education coursework in a completer program.

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

CTE Internship, Work-Based Credit Bearing Course Codes

Course Name	Course Code
Advanced Manufacturing	6490
Agriculture	5690
Arts, Entertainment, and Design	5290
Construction	6690
Digital Technology	5390

Education	6390
Family and Consumer Sciences	5890
Fashion and Interior	5780
Financial Services	6190
Food Science	6890
Healthcare Science	5590
Hospitality, Events, and Tourism	5190
Human Services	5790
Judicial Systems	6580
Management and Entrepreneurship	5490
Marketing and Sales	5091
Military Science	6589
Pre-Engineering/ Industrial Technology Education	6090
Public Health	5588
Public Service and Safety	6590
Sports Medicine	5591
Supply Chain and Transportation	6790

Office of Career Readiness, CTE Program Associate Contact Listing

All questions related to any CTE Internship, Work-Based Credit Bearing courses should be directed to the designated CTE program associate. Contact listing per program cluster can be found here.

Career Ready Accountability System Qualifiers

The College and Career Ready metric reports results based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section of the 2025-26 Accountability Manual for School and District Report Cards.

A student is deemed “career-ready” if the student met **one or more** of the following criteria:

1) Is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community (see guidelines and additional information posted at SC Dept. of Education CTE Programs).

2) Earns a Level 3 Credential or above on the WIN SC Career Ready Test (SCRT).

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

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

4) Successfully completes a state-approved work-based learning exit evaluation from an employer.

The work-based learning program must include the following indicators:

- ✔ A Training Agreement which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
- ✔ Include a WBL placement aligned to the student's IGP career goal;
- ✔ Include an Industry Evaluation Plan that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate; and
- ✔ The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

NOTE: Career Ready Work-Based Learning Qualifiers include:

- Internship
- Co-Op
- Registered Apprenticeship
- Youth Apprenticeship

5) Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (https://ed.sc.gov/districts-schools/special-educationservices/programs-and-initiatives-p-i/sc-employability-credential/ according to their Individualized Education Plan (IEP).

Note: Although a student in the graduation cohort contributes equally toward the school's rating for this indicator whether they meet one or multiple criteria, it remains essential to maintain accurate records for all students on each criterion. Each will be

reported separately on the school report card under College and Career Readiness (CCR) Details.

Required Documentation of Evidence for WBL Career Ready Qualifier

The district, school and/ or career center must maintain all documentation to verify the reported WBL career ready qualifier. The district, school and/or career center should maintain documentation for at least two years after the student graduates from high school for auditing purposes.
WBL career ready qualifier documentation of evidence includes the following:

1. Student's Individual Graduation Plan (IGP) at the time of the WBL placement.
2. Student's completed SC Work-Based Learning Career Ready Training Agreement/ Evaluation Plan providing proof of successful completion of the WBL placement in its entirety, qualifying evaluation score and feedback comments from the worksite supervisor, and alignment to their career goal at the time of placement.
3. Student's transcript- transcript serves as evidence the student obtained at least one unit of credit in a course that directly related to the WBL career ready placement prior to the placement.

Reporting Work-Based Learning Experiences in PowerSchool

To ensure compliance with the state and federal requirements, all districts and school/career centers are required to report all qualifying WBL experiences for accountability in the Student Information Management System (PowerSchool) on the WBL Page.

In accordance with the South Carolina EEDA of 2005, data must be collected and reported for all students, K-12, completing a WBL experience. Approved WBL experiences include:

- Apprenticeships (registered and youth)
- Cooperative Education (Co-Op)
- Internships (including CTE credit-bearing internships)
- Job Shadowing (on-site and virtual)
- School-Based Enterprise
- Service Learning
- Mentoring
- Structured Field Study

Each field on the WBL page in PowerSchool is designed to capture the required information for reporting. Only fully completed WBL experiences should be entered and must be reported during the school year in which they occur. Timely entry ensures

accuracy and allows District IT Administrators to upload data for the Quarterly Data Collection 4 (QDC4) report.

Schools and districts should establish a clear, consistent process to guarantee that all qualifying experiences are documented. Career centers and their feeder schools must coordinate reporting procedures to ensure that career center-sponsored WBL experiences are accurately captured for every student.

Step-by-step instructions and field entry definitions are available in the SC Student Information System Data Entry Manual.

Reporting the Work-Based Learning Career Ready Qualifier

The Career Ready (CCR) qualifier fields are located at the top of the Work-Based Learning (WBL) page in PowerSchool in the designated red box.

- Only one CCR qualifier—Registered Apprenticeship, Youth Apprenticeship, Cooperative Education (Co-Op), or Internship—should be reported in this field.
- Once the CCR qualifier is entered, it will be captured for the Career Ready accountability measure by grade 12 (9GR).
- Any additional qualifying WBL experiences may also be reported, but these should be entered below the CCR field in the designated WBL fields.

Deadline to Report all WBL Experiences in PowerSchool

Deadline date for all WBL experiences, including the WBL Career Ready qualifier, to be entered on the WBL page in PowerSchool for the 2025–26 academic year is by **Friday, May 29, 2026.**

Liability, Safety, and Consent Forms

WBL involves students actively engaged in workplace environments. Because of age-related limitations on work roles, liability can be a concern for sponsoring worksites.

- For South Carolina public secondary schools, liability thresholds are determined at the district level. Each district should review its policies and limitations with the sponsoring business/industry supervisor, the student, the parent/legal guardian, and the school representative when coordinating WBL experiences.
- It is recommended that the sponsoring school representative review the district's certificate of insurance coverage with the district's legal team. The district's certificate of insurance should be provided to the sponsoring worksite upon request.

Safety and Compliance

- All parties are encouraged to review the US Department of Labor- Youth Rules providing guidance for Child Labor Laws and Young Workers regulations to ensure compliance and safety for each participating student.
- Schools must work with local businesses to ensure:
    - Safety protocols are in place, and
    - Students are trained in all required safety precautions prior to beginning a WBL placement.
- The sponsoring worksite supervisor must provide students with all worksite policies and procedures.

School Responsibilities

- School representatives must identify and comply with any visitation or access guidelines required by the worksite that could impact monitoring or evaluation site visits.
- Schools should develop and use forms and agreements that outline requirements and expectations for both the student and the worksite sponsor/employer.
- Policies and procedures should ensure the safety of students and community members who interact with them during the WBL placement.

Consent and Emergency Information

All required participation forms—including consent agreements, emergency contact information, and other documentation—are school- or district-specific. These forms should be completed, reviewed, and on file prior to the start of any WBL experience.

Employer Engagement and Implementation

Employers are vital partners in building and sustaining high-quality work-based learning (WBL) programs. Their engagement ensures students gain authentic experiences while helping schools align education with workforce needs. By offering flexible WBL opportunities, businesses can increase participation, contribute to curriculum alignment, and build a pipeline of future talent.

Employer partnerships provide critical benefits by:

- Designing meaningful WBL opportunities that connect classroom learning to the workplace.
- Contributing insights on labor market trends, workforce demand, and job outlook.
- Assisting in curriculum development to align instruction with current and emerging industry needs.
- Identifying workforce gaps and collaborating with schools to close them.

Implementation Strategies

Districts and schools can increase WBL opportunities by implementing the following strategies:

- Flexible Scheduling: Coordinate WBL experiences outside of the normal school day, if permitted by legal advisement, to give students extended opportunities to explore careers without disrupting other commitments.
- Local Board-Approved Internship Courses: Develop internship courses approved by the local school board that award credit. This approach ties GPA impact to meaningful workplace experience.
- Utilize Internal District Resources: Leverage district-level and in-school placements as WBL opportunities. Examples include:
    - Multimedia students supporting digital signage and video production.
    - Public speaking students serving as announcers for school or district events.
    - Accounting students assisting district finance staff.
    - Business administration students interning with the superintendent's office.
    - Automotive technology students working in district transportation departments.

      Note: When using internal placements, ensure confidentiality policies and role responsibilities are clear while maintaining the credibility of the experience.
- Engage School Boards: Partner with school boards for placements in social media management, meeting logistics, administrative support, and video production. The school system itself can serve as a "city of careers."
- Virtual Job Shadowing: Use state-approved platforms like Microburst Learning's MicroCareerBursts, available free to all SC students and educators.
    - Student login: Username: SC2020 | Password: gr8tcareers
    - Teacher/Lesson Plan login: Username: SCteachcareers | Password: studentSuccess
- Remote Apprenticeships and Internships: Collaborate with local businesses to explore opportunities for remote placements.
- Virtual Mentorship: Host business mentors via web-based platforms (Microsoft Teams, Zoom, Google Meet, etc.) for recurring discussions on employability skills, job trends, soft skills, and workforce realities.
- Virtual Field Studies: Implement virtual field studies through providers like Discovery Education Virtual Field Studies to expose students to a variety of workplaces without logistical barriers.
- Community Partnerships: Connect with chambers of commerce, Rotary clubs, and nonprofit organizations to expand WBL opportunities and networks.

Best Practices

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

Internship

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

On-Site Job Shadowing

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

Virtual Job Shadowing

Elementary level students participate in “Groundhog Job Shadow Day” through the MicroCareerBursts interactive on-line job shadow platform. Each fifth-grade teacher carved out time during homeroom providing universal login for access (see pg.12 for student and teacher login credentials). Each student identified career interests, completed the job shadow videos, questions, and assignments. Free to all SC students and educators.

Mentoring

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

Service Learning

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

Structured Field Study

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

Benefits of Work-Based Learning

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

For the Student Learner

- The student is provided supervised training in the specific area that he or she has chosen as a career objective or goal.
- The student can learn useful employability skills through observation while experiencing actual workplace conditions.
- Interest in classroom work is stimulated by the application of academic and job-related learning to workplace situations.
- The student develops understanding, appreciation, and respect for work and workers.
- The experience of getting and holding a job helps the student to develop a mature and realistic concept of self and to make mature decisions.
- Receiving compensation helps the student build self-esteem and contributes to his and her economic independence.
- The student's transition from school to work becomes seamless.
- The ability of the student to develop a post-high school plan for employment and/or continuing to post-secondary education is enhanced.

For the School

- The school can extend educational and school involvement opportunities beyond its own physical and financial resources.
- Interaction with work professionals outside the school environment is provided for the school in the training of young people.
- Parental involvement increases as many become involved as worksite sponsors.

- School personnel receive expanded opportunities to keep up to date with changing employment conditions and future workforce demands.
- The concept that education is indeed a community-wide partnership is demonstrated.

For the Worksite Sponsor

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

For the Community

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

Promoting Your Work-Based Learning Program

- **Prepare an academic and career plan.** Develop a publication that explains course offerings in the program/cluster, and the course sequence required for students considering a career in that area. The WBL coordinator should collaborate with middle and high school level school counselors and career specialists to support the sequence of courses offered, discuss career opportunities in those fields, while providing business/industry contacts to enhance academic integration with workforce needs. This activity should be conducted each year.

- **Invite school counselors/career specialists to regularly scheduled departmental meetings.** The coordinator should strive to collaborate with school counselors and career specialists at both the middle and high school levels to receive their assistance in the recruitment of students. The school counselor who understands the purpose and design of programs that use WBL methods can assist students

who have expressed an interest in or shown an aptitude for a particular career with the academic plan to move forward. Professional colleagues must thoroughly understand programs that use WBL methods so they can refer prospective students to the coordinator.

- **Prepare a WBL brochure.** The brochure should explain WBL and its benefits for the school, students, training sponsors, and community. It should describe WBL in general and the various methods available, state the advantages of each method, outline application procedures for students, and benefits for training sponsors.

- **Present WBL at a faculty meeting.** Explain to the faculty the available WBL methods. Enumerate the types of training stations in which students may be placed. Answer questions and suggest how other faculty members can assist. Explain the use of coordination time with respect to student success in WBL experiences.

- **Prepare an annual performance report.** This report, containing performance indicators, goals for continuous improvement, and celebrating success, should be distributed to administrators, faculty, district level personnel, school board trustees, and business/industry stakeholders at the conclusion of each academic year.

- **Arrange informal functions.** One example is a gathering such as a coffee chat for administrators, career specialists, school counselors, teachers, district-level personnel, and business/industry representatives. This could allow for open discussion about WBL experiences in general as well as highlighting the achievements of students in particular experiences. Consider sponsorships of such functions by career and technical student organizations and catered by CTE students (for example: culinary arts). Showcase their talents!

- **Present an assembly program to explain programs of study that use WBL methods and the benefits to students.** Enlist the help of current students to talk about their successful WBL experiences. Provide a business and student panel for discussion. Great offering as students prepare for their Individual Graduation Plan (IGP).

- **Distribute student-interest surveys in classes.** Talk individually with students interested in exploring the various WBL methods to determine whether WBL would offer what they need for career preparation in their related field of interest and to answer their questions.

- **Have students participating in work-based learning prepare a brochure to be presented to elementary, middle, or high school students.** Brochures can tell their story to their peers showcasing their experience and learned lessons. Share the student success stories.

- **Assist students participating in work-based learning in preparing exhibits illustrating aspects of WBL experiences and encouraging students to apply.** Always take advantage of space that is available in the schools, such as main hallways, bulletin boards, front office area, etc. to promote WBL.

- **Supervise students participating in work-based learning in preparing a monthly newsletter to be distributed to all students.** Use interesting stories about students participating in WBL experiences; include pictures and materials explaining the benefits from the viewpoint of students and the worksite sponsors.

- **Encourage high school students participating in work-based learning to visit elementary and middle schools to discuss WBL experiences and answer questions regarding the courses needed to prepare for such an experience.** Students prepare statements on what WBL has done for them, make sure they point out the important aspects of WBL. Presentations should reach every student level, if possible. Visits may be scheduled for homeroom or activity periods.

- **Invite interested middle school students to visit high school classes that use WBL methods**.

- **Submit articles and pictures to the local or school newspaper or school magazine to publicize the programs and activities of students participating in WBL.**

- **Arrange for students who are not participating in work-based learning to visit businesses that provide WBL experiences.** Excellent opportunity for structured field study.

- **Invite WBL worksite sponsors to explain job opportunities in their businesses to students during Career Day.**

- **Host an open house** during National Career Development Week and/or Career and Technical Education Month for all worksite sponsors, business/industry partners, community leaders, Career and Technical Advisory Committee members, school faculty, parents, and students to attend.

- **Recruit students** participating in work-based learning and recent graduates as guest speakers in classes and at appreciation luncheons/banquets, assembly

programs, and career and technical student organization meetings. Presentations may include their experience at the worksite, transition to entry-level employment opportunities, job qualifications, and industry credentials earned in high school.

- **Set up displays** during Career and Technical Education Month, Back-to-School Night, College Night, Open House, in the cafeteria, hallways, etc. throughout the school year.

- **Use the school's public address system** to recognize student achievements and keep students informed about WBL activities.

- **Make a sustained effort to help** your students participating in work-based learning succeed in the classroom and in their training experiences. Students who are successful are the best advertisements for promoting WBL experiences. Additionally, share student successes with their district and school-wide, school board members, and community.

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. Talking with experienced coordinators, they are eager to share ideas with you.

Parental Involvement

A favorable attitude cultivated by parents fosters the development of a professional student attitude. Moreover, parents themselves may potentially offer worksite experiences for students. Some suggested activities for helping parents become aware of WBL methods of instruction are as follows:

- **Send a letter** to parents, explaining WBL methods and asking for their support or permission for their child to be enrolled in the WBL program.

- **Send a student** prepared WBL newsletter to parents.

- **Hold an open house** for parents. Encourage them to ask questions about the WBL method in which their child wishes to become involved. Solicit their support.

- **Present a multimedia program to parents**. Give explanations of WBL methods and describe the benefits to students. Include graduates of WBL experiences in a panel discussion.

- **Hold personal conferences with parents** educating each on the importance of WBL experiences preparing their student for the workforce while providing regional workforce snapshot of labor market demand.

- **Make presentations about WBL** methods at parent organization or school improvement council meetings.

- Suggest **coverage by local media** to explain the types of WBL experiences available through classes/programs, special projects undertaken by students participating in work-based learning, and accomplishments of students participating in WBL experiences.

- **Involve parents** as resource speakers and WBL training sponsors.

Business/Industry Involvement

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

- **Use the local news media**, newspapers, radio, television, and Internet for news releases about WBL. Before newsworthy events occur, follow district media policy and procedure for public releases and /or statements.

- **Make presentations to civic organizations** such as the local Chamber of Commerce and Rotary Clubs.

- **Consider joining community and professional organizations** and attending meetings to form personal contact with community leaders and business representatives that will allow for individual discussions with potential training.

- **Write feature stories** periodically throughout the year. These may be offered as "exclusives" to selected media. They may include stories of successful graduates.

- **Feature WBL success stories** and WBL student achievements on the school's webpage and social media outlets.

- **Form an alumni group** of former students to help promote WBL. Many alumni are employed in local businesses and may become worksite sponsors for current students.

- **Conduct at least one worksite sponsor appreciation** function annually. A coffee and chat, open house, breakfast, luncheon, or banquet are possibilities.

- **Present certificates of appreciation** or recognition awards to participating worksite sponsors.

- **Issue a special invitation** to worksite sponsors to "job shadow a class."

Work-Based Learning Resource Links

SC Work-Based Learning Website
SC Work-Based Learning Padlet
Join the SC School Counseling and Career Guidance ListServ
SC Work-Based Learning Career Ready Road Map
SC Career Guidance and Work-Based Learning Virtual Toolkit
SC Regional Career Specialist Team Contact Listing
SC Discus Career Resources
SC Occupational Information System (SCOIS)
Microburst Learning- soft skills credential
Profile of the SC Graduate Competency Framework
NCAA Eligibility Center for Student-Athletes
SC High School Credential for Special Education Services
Data Dashboard | SC Department of Employment and Workforce
National Youth Leadership Council- Service Learning
SC Career and Technical Education
SC Report Cards Site
SC PowerSchool- Student Information System Data Entry Manual
US Department of Labor- Youth Rules
CTE Work-Based Learning Toolkit
SC Education Oversight Committee Accountability Website
SC CTE Student Reporting and Procedures Guide

SC Work-Based Learning Career Ready Form Template

SC Work-Based Learning Career Ready Training Agreement/Evaluation Plan template

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