

Work-based Learning Overview and Key Points

Work-based learning is sustained interactions with industry or community professionals in a real worksite environment. The experiences also include practicable, simulated environments at an educational institution that allows firsthand experience with tasks that are aligned to curriculum. Per the WIOA, Work-Based Learning (WBL) is defined as a structured learning experience at the worksite for a specific timeframe that leads to a career path. WBL is a school-coordinated, sponsored, coherent sequence of workplace experiences that are related to each students' career goals and interests, while based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment.

The ten WBL methods of instruction currently recognized and practiced in South Carolina are listed below. Career ready qualifiers are designated with the lead asterisk.

Definitions

1. ***Apprenticeship:** An earn-while-you-learn training model that combines on-the-job training, job-related education, and a scalable wage progression.
 - a. ***Registered Apprenticeship:** An adult educational program that is registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training. The traditional program is designed for adults; however, it may be linked to an approved youth apprenticeship program in grades 11–12 with a minimum student age requirement of 16.
 - b. ***Youth Apprenticeship:** A structured program giving youth at least age 16 or older an opportunity to earn while they learn. This forward-focus program combines classroom instruction with one to two years of on-the-job training with an end result in a "certification of mastery of a specific technical skill." A youth apprenticeship may matriculate to a registered apprenticeship after high school. High school completion is a requirement of the program.

***Registered and Youth Apprenticeships are career ready qualifiers.**

2. ***Cooperative Education (Co-Op):** A structured training program for high school level students requiring a written contract and training plan between the high school and sponsored worksite. The program coordinates secondary studies with a job role in a field related to the academic and/or technical education objectives. The written training and evaluation plans guide workplace activities in coordination with classroom instruction. The training agreement and evaluation plan should be kept on file for two years after the student graduates from high school. Students receive course credit for their Co-Op completion. Academic credit, compensation, and activities are district specific and may vary within the course of study.

***Co-Op is a career ready qualifier.**

3. ***Internship:** A progressive, school-coordinated experience that places students in real workplace environments so that they develop and practice career-related knowledge and skills needed for a specific level job. An internship provides hands-on experience in a particular industry or occupation related to a student's career interests, abilities, and goals. A training agreement outlines the expectations and responsibilities of the high school and worksite including a specified number of hours in the training agreement. The high school intern works regularly during or after school in exchange for the worksite mentor's time in teaching and demonstrating.

An internship usually lasts 3–6 months, depending on hours of completion requirements. Internships may or may not include financial compensation. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor.

Throughout the internship, the supervisor evaluates the student and the school representative evaluates the student through on-site visits. The training agreement and evaluation should be maintained for two years after the student graduates from high school. Academic credit, compensation, and activities are

district specific and may vary with the course of study.

***Internship is a career ready qualifier.**

4. **Job Shadowing (On-Site)** is a method of short-term, school-coordinated career exploration in which the student is introduced to a particular job role or career by being paired, one-on-one, with an employee at the worksite. The student “shadows” (follows) the employee for a specified time to better understand and observe work expectations and requirements of a variety of job tasks. Job shadowing is less intensive than the other WBL methods and is usually the first form of worksite assignment given to a student. Prior to job shadowing, the student should receive formalized instruction about careers and the process of career choice, develop appropriate questions to ask, and know the expectations as related to school rules and guidelines for grooming, dress, and behavior in the workplace. On-Site Job Shadowing does not provide any form of course credit. A classroom speaker is not considered a job-shadowing experience.
5. **Job Shadowing (Virtual)** provides WBL opportunities for students everywhere in the state, especially in rural areas with limited business partner accessibility due to distance or lack of worksite locations to meet students’ needs. A virtual job shadowing experience is assessed for components that constitute quality virtual shadowing, including but not limited to the following: virtual tour of worksite with content provided, the capability to conduct question/answer exchanges, the overall quality of the site’s features, and the length of the experience. As with all quality WBL experiences, some type of reflection should be required from the student. Each virtual experience should include preparation, engagement, and reflection. Virtual job shadowing site examples: www.microburstlearning.com and www.virtualjobshadow.com.
6. **Mentoring:** An experience that engages a student with a particular worksite employee who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the student (protégé) for an additional one to two years. Mentoring experiences seek to build a long lasting relationship during which the mentor and student work on personal development and interpersonal skills. Mentoring does not provide any form of course credit.
7. **School-Based Enterprise:** A program focused on the development of a small business created, managed, and operated by students in a school setting. The venture supports the development of academic, technical, and entrepreneurial skills in an applied academic environment. It involves goods or services produced by the students as a part of their educational program. A school-based enterprise provides opportunities for students to explore and experience basic business and entrepreneurial practices through business-related school activities, including starting a small business. Enterprises may be undertaken on or off school grounds. Example: On-site Coffee Shop. **The Virtual Enterprise (VE) course is not considered a school-based enterprise, WBL experience. Each VE enrolled student receives course credit for completing the VE course; therefore, the experiences are meeting the standards and curriculum requirements to successfully complete the VE course.**
8. **Service Learning:** A method in which the student engages in community-service work for a specified number of hours to gain developmental experience. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and development of personal, workplace-readiness, academic, and citizenship skills. With close adult supervision, students work on specific activities each week during or after school to develop work skills and life skills and learn how to behave in work situations. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service Learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA). The

NACSTA outlines the four stages of requirement: Preparation, Action, Reflection, and Celebration. A one-time community service event does not count for a service learning WBL experience. Typically, service learning does not provide any form of course credit. Exception: Service Learning Course.

- 9. Structured Field Study:** A front-loaded experience with a purpose sponsored by a certified teacher providing opportunities for students to explore different workplaces. The field study is hosted by a representative at the worksite. During the field study, students observe, ask questions, and learn from the experience of being on an actual worksite. Students are well-prepared beforehand to ask questions about employment opportunities, qualifications of job roles, job descriptions, and benefits associated with worksite employment, types of services provided, and general information about the place of employment and its mission. All field studies should be followed up with debriefing activities such as classroom discussion, reports, and follow-up letters to the worksite hosting the experience.

- 10. CTE Internship, Work-Based Credit Bearing Course:** An internship that is a structured, work-based credit bearing course that is taken as a fourth unit in a Career and Technology Education (CTE) Classification of Instructional Programs (CIP)-coded program. Each work-based learning (credit-bearing) course has an assigned CTE course code, and guidelines must be followed to award one Carnegie unit of credit upon successful completion of the course. The student is supervised by a content-specific, certified teacher completing a minimum of 120 practical experience hours or the highest number of hours required by the industry-defined competencies within the career pathway. The WBL credit-bearing course must be a part of the student's major and/or Individual Graduation Plan (IGP). Curriculum standards and employability skills are specific to the CTE course and must be mastered during the work-based experience and documented. Graded assignments are required and in alignment with course standards. Regularly scheduled worksite visits are conducted by the supervising teacher and documented. All required paperwork, training agreement, and worksite evaluation between the high school student and sponsoring worksite is completed and kept on file for at least two years after the participating student graduates from high school. Courses are approved through the South Carolina Department of Education (SCDE), Office of Career and Technical Education's (OCTE) designated Program Education Associate. (Refer to p. 10 for details and a complete listing of course codes).

***This course will not count as a third unit in any of the three unit completor pathways.**

Work-Based Learning versus Extended Learning Opportunities (ELO)

The WBL methods of instruction are grouped into categories with each category having a different set of primary goals. This grouping facilitates the linking of instructional activities to real worksite exposure. WBL is structured to expose each student to the “senses” of the workplace (See It, Feel It, Touch It, Smell It, and Hear It) physically, on site, at a business/industry sponsoring the WBL experience.

ELO are similar in nature to WBL experiences in that each provides career awareness and/or exploration for students. However, an ELO is not a WBL experience. An extended learning opportunity is considered a career guidance structured activity providing career awareness, exploration, and/or career guidance occurring in the classroom and/or school setting.

Examples of an ELO include, but are not limited to, the following:

- Business/Industry Classroom Speaker,
- Career Day,
- Career Fair,
- Job Fair,
- Career Classroom Guidance Lesson,
- Career Guidance Workshop, and
- Computer-Assisted Career Guidance Systems used to explore careers (SCOIS, CareerAisle, Carolina Careers, etc.).

Note: ELO are *NOT* reported on the WBL page in PowerSchool.

Reporting Procedures

Each ELO is reported on the Career Specialist/Guidance Personnel Accountability Report (CSAR), twice a year, through the EEDA Mandated Career Specialist position at each school. The CSAR Report Accountability is through the SCDE, Office of Student Intervention Services.