

# **CTE – Business Partnership Work-based Learning Agreement Outline**

Partnerships with the Career and Technical Education Department (CTE) in Dorchester School District Two are designed to be sustainable, on-going partnerships that empower students and create interest in career pathways. Students will have opportunities for growth in career introduction, career exploration, and work-based learning experiences with guidance from teachers, mentors, and our business/industry partners.

Below is a template of a comprehensive 3-tiered partnership with CTE in Dorchester School District Two.

## **INTRODUCTION – Tier 1**

**Purpose** – The introduction of a career pathway is the first step in developing a strong partnership with the district, but specifically with students interested in that pathway. Students want to meet actual employees/business partners and interact about their career. The level of classroom involvement would be discussed between business/industry representative and teacher to align standards with industry information.

***Opportunities could include:***

1. **Classroom presentations from the business/industry partner** – This opportunity would consist of an introduction presentation by the business/industry partner that would describe the pathway and the partnership with DD2. Discussions would cover a broad range of topics related to the pathway including all the potential specific careers for students in the pathway. *(Middle/High School)*
2. **Co-Teacher/advisor to specific lessons** – Business/industry representatives would participate in specific lessons in classrooms with teachers to help assist students with learning a particular skill. This could be helpful when students are being introduced to new parts of an industry and need extra supervision while working in small groups or teams. *(Middle/High School)*

## **EXPLORATION – Tier 2**

**Purpose** – The exploration of a pathway provides work-based learning opportunities for students and allows for the business/industry to get to know students on an individual basis. Students could visit an actual job site, shadow employees, and ask more specific questions related to the skills needed to become employed. Students are also working with their teachers to gain more specific knowledge of skills needed to be successful in the pathway.

***Opportunities could include:***

1. **Structured Field Study (Work-based learning opportunity)** – This work-based learning opportunity would be an on-site field trip for a specified group of students. This would include students who are interested in the career pathway and students who have marketing listed on their IGP (Individual Graduation Plan) as a potential career. The students would be well informed and would ask questions regarding job roles, job descriptions, and the overall job experience. Students could then follow up with a classroom discussion or even follow up letters to the business partner. *(Middle/High School)*
2. **Job Shadow – On-site (Work-based learning opportunity)** – Job shadow work-based learning opportunities can be on-site or virtual. Students would be selected based on good academic standing, good behavior record, and alignment of pathway to the student’s IGP. Students would be paired with an employee from the business and would shadow the employee for a specific time frame to get a better understanding of job tasks. This opportunity could be for one-time or could be a series of experiences that allow a student to follow the production process of a particular task or project. Students would end the opportunity with a reflection survey or report. *(High School)*

### APPLICATION – Tier 3

**Purpose** – Students will have a variety of opportunities and experiences that will allow them to apply the skills they have learned in the classroom with the experiences they have gained from their introduction and exploration of a particular pathway.

These students would have work-based learning opportunities that would also count towards course credit, potential compensation, and earning the recognition of “Career Ready” as defined by the qualifiers of South Carolina.

#### ***Opportunities could include:***

1. **Cooperative Education (Co-Op) (Career Ready Qualifier)** – Students successfully completing a Co-Op experience would gain course credit and be recognized as “Career Ready”. Students would agree and sign a SC approved training and evaluation plan aligning pathway and course standards to a job role. The written plan would also align workplace activities with classroom instruction. Students could be eligible for compensation while working for the business partner. Communication between the worksite supervisor and student’s teacher will help to align job task with information and skills being discussed in the classroom. (*High School Junior or Senior*)
2. **Student Internship (Career Ready Qualifier)** – Students participating in the internship program would sign a written SC approved training and evaluation plan and agree to a specific number of hours required for successful completion. Internships could last a semester, 3-5 months, could continue into working over the summer, or a Co-Op or a Youth Apprenticeship opportunity (through Trident Technical College). Throughout the internship, the student would receive value feedback while being evaluated by the workplace supervisor. Academic credit and compensation would be at the discretion of DD2 and the business partner. (*High School Junior or Senior*)

#### ***On-going Partnership Opportunity:***

1. **Student Mentor (Work-based learning opportunity)** – Student would be paired with an employee of the business and the mentor would engage with the student on a regular scheduled basis. A mentor would provide the student with specific guidance and encouragement, a different perspective when critiquing student work, encouraging the student to excel on assignments/projects, and working with the student’s teacher to provide relevant information to specific skills and tasks the student is working to achieve in the classroom. Mentoring experiences generally last a year but could be modified to meet the scheduling needs of the mentor and student.

# **CTE – Business Partnership Work-based Learning Agreement Information**

*(Click the link below for the electronic version of this form)*

<https://forms.office.com/Pages/ResponsePage.aspx?id=nwnq4PDUVvk6Ollxa1u7fuNl15yqNxHVMvYFluYDme1xUMUY5VUpQRU9ERUtUS1ZRUKdPUINXSIZOMC4u>

## **Business Partner Information**

Business Partner Name: \_\_\_\_\_

Business Partner Address: \_\_\_\_\_

Supervisor/ Contact Name: \_\_\_\_\_

Supervisor/ Contact Email: \_\_\_\_\_ Phone: \_\_\_\_\_

### **INTRODUCTION – Tier 1**

What type of career introduction activities would you be willing to participate in with students/teachers in a classroom environment?

### **EXPLORATION – Tier 2**

What type of career exploration activities would you be willing to participate in with students/teachers in a classroom environment or on-site?

### **APPLICATION – Tier 3**

What type of career application activities would you be willing to participate in with students on your job site?