

Work-based Learning Procedures Guide

Career and Technical Education



What is Work-based Learning:

Work-based learning opportunities for students are continuing interactions between students and industry/community professionals that provide real-world worksite environment learning. The structured experiences at the worksite are designed for a specific timeframe and should be related to a student's interest and career pathway. The ten methods of Work-based Learning (WBL) are listed below:

1. **Apprenticeship** – an Earn-While-You-Learn training model that combines on-the-job training, job-related education, and a scalable wage progression
2. **Co-Op** (Cooperative Education) – structured training program for high school students required a written training agreement between the high school and the worksite.
3. **Internship** – 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.
4. **Job Shadow** – short-term, student follows employee on worksite to observe a variety of tasks.
5. **Job Shadow (*virtual*)** – virtual tour of worksite, Q&A session, and student reflection.
6. **Mentor** – year-long experience in which employee engages the student and instructs, critiques, challenges the student with occasional contact.
7. **School-Based Enterprise** – small business run by students (Ex. School Coffee Shop)
8. **Service Learning** – Student engages in community service work
9. **Structured Field Study** – Front-loaded field trip for a worksite tour
10. **WBL Credit Bearing Course** – Final course in pathway used as a CTE Internship (Requires Enrollment in Course)

Note: All CTE students will complete a short [Student Employability Survey](#) in the first few days of school that will help the student, their teachers, and administration find appropriate work-based learning experiences that relate to a student's career path interests and what career cluster students have indicated on their yearly Individual Graduation Plan (IGP).

Student Guide for Paid Co-Op Positions

Checklist for Students who are interested in district Co-Op Positions

1. Students will complete the “[Student Employability Survey](#)” at the beginning of the school year or semester.
2. Students will be contacted by either a Work-based Teacher Liaison or administrator.
3. The student’s IGP will be reviewed to ensure the correct career pathway is selected, and the student’s CTE courses will be reviewed to verify concentrator or completer status.
4. The WBL Teacher Liaison or administrator will contact the student and coordinate an interview between the student and administration at an available district location for employment.
5. The student will then complete a DD2 employment application.
6. Once the application is approved by the district personnel office, the student will be officially hired as a DD2 Co-Op student and will be eligible to begin working.
7. Students will then be “officially placed” at a district location by the WBL Teacher Liaison.
8. Students will coordinate with their WBL Teacher Liaison to track and submit timesheets for payroll, submit reflections, and any other assignments needed to complete the program.
9. Co-Op students will also complete a state approved evaluation at the mid-point of their Co-Op experience and at the end of their experience. This will be conducted by the student and the student’s worksite supervisor. The district WBL Coordinator will collect the evaluation forms from all students and their worksite supervisor. Students will officially complete the program at the end of the semester/school year but may have the option to continue working for the district at the discretion of the district WBL Coordinator and the work-site supervisor.

Student Guide for Paid Apprenticeship Positions

Checklist for Students who are interested in Charleston Regional Youth Apprenticeship Program

[Click to View TTC Website for Youth Apprenticeship Information](#)

1. Students will complete the “[Student Employability Survey](#)” at the beginning of the school year or semester.
2. Students will be contacted either by their Work-based Teacher Liaison, their school counselor, or DD2 administration for further details and steps regarding the application process. See below for official requirements, applications, and FAQs.

Requirements

To be eligible for a two-year youth apprenticeship, a student must:

To start the process, students must complete and submit all sections of the Youth Apprenticeship Application Packet, including proof of qualifying scores on the ACCUPLACER Placement Test.

*Mechanical Aptitude Test may be required for manufacturing, HVAC and automotive apprenticeships.

- Be a rising junior, senior or *graduating senior*
 - *GRADUATING SENIORS* MUST FILE FAFSA
- Be at least 16 years of age
- Achieve qualifying ACCUPLACER Placement Test scores*
- Be willing and able to commit to the full two years of the program
- Demonstrate academic readiness and responsibility
- Be legally able to work in the U.S.

[Youth Apprenticeship Application Packet and Checklist](#)

[PLTW Youth Apprenticeship Application Packet and Checklist](#)

[Parent’s Guide for Youth Apprenticeships](#)

[Youth Apprenticeship Frequently Asked Questions \(FAQs\)](#)

[ACCUPLACER Test Score Requirements](#)

[Financial Information Flyer](#)

Teacher Guide for ALL WBL Students

1. ALL CTE teachers will ensure each student completes the “[Student Employability Survey](#)” at the beginning of each semester or school year.
2. The survey is designed for students to complete only once per semester. Students who have already completed the survey will not be able to submit a 2nd survey response.
3. ALL CTE teachers will complete a [Work-based Learning reporting form](#) at the end of each semester based on the Work-based learning experiences that occurred in their classrooms.
4. The forms can be completed for an entire class on a single form if the entire class participated in the WBL activity together.
5. The forms can be completed for individual students if a student completed a particular WBL activity individually.
6. Please upload the appropriate documentation to the form. Specific documents are requested in the last question.
7. Specific documentation is needed for the “Whole Class Activities” form and “Individual Student Activities” form.

*The tracking of ALL Work-based Learning activities is an important piece to determine if a student is Career Ready as indicated by the state requirements. This data is used to grade schools and districts as to the effectiveness of all Career and Technical Education programs and the viability of the WBL opportunities that are recognized as Career Ready for students. The WBL opportunities that are recognized are student Co-Ops, Youth Apprenticeships, and Internships. All other WBL opportunities are reported on students’ Power School accounts and tracked by their schools, districts, and the state.

Teacher Liaison Guide for ALL WBL Students

- Specific teachers responsible for tracking students throughout the year in the District Co-Op and WBL programs are called WBL Teacher Liaisons.
- There are **2** WBL Teacher Liaisons positions per high school.

Not all teachers will need to track students throughout the year.

WBL Teacher Liaison 1 (*responsible for all Co-Ops*)

- The teacher will receive a roster at the beginning of the year with a list of all students participating in the Co-Op program who attend their school.
- The teacher will collect and process the each student's application documents and submit for employment. (*If the student is not already hired by the district*)
- The teacher will track each student throughout the school year and collect and process the student's timesheets for payroll.
- The teacher will collect and grade each student's reflection surveys each quarter.
- The teacher will coordinate with the district WBL coordinator to ensure each student and the student's worksite supervisor have successfully completed the South Carolina WBL Training and Evaluation Plan.

WBL Teacher Liaison 2 (*responsible for all WBL students enrolled in the WBL course*)

- The teacher will receive a roster at the beginning of the year with a list of all students enrolled in a WBL course who attend their school
- This teacher **may not be** the "teacher of record" for each of the WBL students but will share any concerns with the "teacher of record."

- This teacher will coordinate with the “teacher of record” to collect and grade each WBL student reflection surveys.
- The teacher will coordinate with the district WBL coordinator to ensure each student and the student’s worksite supervisor have successfully completed the South Carolina WBL Training and Evaluation Plan.