

**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION



Work-Based Learning Annual Report

Submitted to the South Carolina General Assembly

Pursuant to Proviso 1A.5 (SDE-EIA: Work-Based Learning)

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Introduction

The long-term mission of the Work-Based Learning Program, as supported through the Work-Based Learning Proviso (1A.5. SDE-EIA: Work-Based Learning) is to enhance school-based and work-based learning educational opportunities for students.

The South Carolina Department of Education (SCDE) Work-Based Learning (WBL) Program accomplishes this mission with activity in three areas:

1. Regional professional development and work of Regional Career Specialists (RCS) that align with and connect to classroom learning;
2. Technical support and professional development for district staff supporting activities required under the Education and Economic Development Act (EEDA); and
3. Provision of activity-specific implementation for shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, service learning, and structured field studies to district-level and school-level staff as well as instructors and students.

Authorizing Legislation

The Work-Based Learning Program originated under the Education Improvement Act of 1984. Other laws, provisos, and regulations that govern the implementation of this program include the following:

Code of Laws:

S.C. Code Ann. § 59-59-60(1), -140, -200 (Supp. 2011)

Proviso:

1A.5 (SDE-EIA: Work-Based Learning)

Regulation:

24 S.C. Code Ann. Regs. § 43-225 (Repealed)

The proviso requires the SCDE to report each February on related accomplishments:

1A.5. (SDE-EIA: Work-Based Learning) Of the funds appropriated in Part IA, Section 1, VIII.A.1. for the Work-Based Learning Program,¹ \$75,000 shall be used by the State Department of Education to provide for regional professional development in contextual methodology techniques and integration of curriculum, and professional development in career guidance for teachers and school counselors and training mentors. Pilot-site

¹ There is no line item in the budget for the Work-Based Learning Program. A former line for “Tech-Prep,” and others, were rolled up into the line for “Career & Technology Education” in the 2017-18 Appropriations Act.

delivery of contextual methodology training in mathematics will be supported by technology and hands-on lab activities. In addition, \$500,000 shall be allocated for Regional Career Specialists. Each Regional Career Specialist shall (1) be housed within the regional centers/WIA geographic areas, (2) provide career development activities throughout all schools within the region, (3) be under the program supervision of the Office of Career and Technical Education, State Department of Education, and (4) adhere to an accountability and evaluation plan created by the Office of Career and Technical Education, State Department of Education. **The Office of Career and Technical Education, State Department of Education, shall provide a report, in February of the current fiscal year to the Senate Finance Committee and the House Ways and Means Committee on accomplishments of the Regional Career Specialists.** Of the funds appropriated in the prior fiscal year, unexpended funds may be carried forward to the current fiscal year and expended for the same purposes.

History and Evolution of the Program

The funding and authority for the WBL program has shifted over the years. It originated as a federally-funded program that supported technical preparation consortia and alliances. In June 2007, federal funds for Tech Prep-School-To-Work Alliance Partnerships ceased. Beginning July 1, 2008, the Perkins IV, Title I South Carolina Education and Business Alliance partnerships (SCEBA partnerships) began technical support for career guidance personnel, school-level career specialists, and other support staff via activities and professional development. As part of this technical support, state-supported regional career specialists began to work closely with SCEBA partnerships to collect and report WBL Program data. These data are managed through PowerSchool and collected on a yearly basis. These positions have evolved to Regional Career Specialists, who are housed with a variety of fiscal agents since the majority of SCEBA consortiums have dissolved. These coordinators are separate from the Education and Economic Development Act (EEDA) regional workforce advisors at the South Carolina Department of Commerce, and the school based career specialists mandated and funded by the EEDA.

The amount of funding has been at \$575,000 since before 1995–96. It is requested for consideration to increase this appropriation minimum of 5 percent based on expansion in scope of responsibilities tied to WBL qualifier with the state’s career ready accountability system as it relates to high school report card ratings. The role of the Regional Career Specialist is vital within each region to ensure professional development and training for career ready implementation and business/industry partnerships to assist districts and K–12 educators in expanding apprenticeship, internship, and co-op opportunities for students. The total requested appropriation with a minimum 5 percent increase equals an amount of \$603,750.

The following report reviews school year 2018–19 accomplishments in professional development, WBL data, district needs related to WBL, and the SCDE’s program goals for this school year, 2019–20.

Professional Development

In adherence to Proviso 1A.5, this report provides a description and data related to the work and accomplishments of RCSs during the 2018–19 school year. Each provide school districts in their assigned geographic areas with professional development, career guidance initiatives, and WBL activities while supporting educators, school counselors, school-level career specialists, business partners, students, and parents. The RCS role is separate from the Regional Workforce Advisor (RWA) role working under the South Carolina Department of Commerce. Each role provides support to the education sector, but they are completely different layers as outlined in the EEDA.

The method of accountability for the RCS role is a document called the Direct Service Accountability Report which is submitted to the SCDE Office of Career and Technical Education (OCTE) on a bi-monthly basis. It documents all direct service to students, educators, parents, and business partners, including workshops, career guidance, and career development initiatives; implementation and support of WBL within each region; and professional development delivered personally by each RCS to educators and parents. The primary focus of this reporting system is the individual's direct service and not organizational or planning meetings that support the RCS work. This assures accountability and higher quality programming while aligning all RCSs' direct service activities to state goals. Each RCS must also attend a series of four annual accountability planning sessions facilitated by the education associate from the SCDE OCTE. Each RCS must also attend, contribute to the planning of, and deliver professional development at the annual South Carolina Education and Business Summit.

During the 2018–19 school year, RCSs worked to enhance the level of career guidance and placement, workforce development, postsecondary transition, and delivery of career development services throughout South Carolina. Contextual methodology professional development and training was offered in all regions through courses and workshops in the twelve regions identified in the EEDA. Training in the Catawba Region, the one region yet to employ a RCS, was provided by Waccamaw Region's RCS who took on additional responsibilities with no monetary increase to ensure services were still provided unique to the RCS role for the Catawba region. Some RCSs used funds provided to contract with business/industry expert instructors to deliver the professional development/training while other RCSs delivered the courses/workshops themselves. RCSs collaborated to ensure consistent delivery of content, whether the format was a course or workshop series, and to provide instruction that benefited English, math, science, and career and technical education (CTE) instructors. Principals were required to sign assurance forms indicating that all appropriate faculty received contextual methodology training, and RCSs worked with their assigned districts to provide the necessary training based on requirements in the EEDA, S.C. Code Ann. § 59-59-200. According to the Direct Service Accountability Reports submitted to the OCTE from July 2018 through June 2019, RCSs conducted over fifty workshops pertaining to contextual methodology for over nine hundred educators.

RCSs offered a number of additional trainings and workshops, including Global Career Development Facilitator (GCDF) national certification training courses, during the 2018–19 academic year. This national certification course curriculum was developed by the National Career Development Association. Now in its nineteenth year, the RCS GCDF course delivery

has resulted in South Carolina's having one of the highest numbers of GCDFs certified in the nation. The SCEBA partnerships and RCSs offer these courses to support school career guidance staff and faculty in addressing the EEDA-required emphasis on national career clusters. Over 80 educators received GCDF training through direct instruction under the RCSs during the 2018–19 school year.

An education associate in the OCTE provides professional development for, oversight of, and coordination of statewide work-based learning and career guidance activities of the RCSs. During the past fifteen years, RCSs have supported training necessary to effectively implement the state's career guidance programs by supporting statewide Individual Graduation Plans (IGPs), work-based learning, and college- and career-readiness. RCSs continue to support the needs of GCDF-trained educators as they offer activities and provide materials used by career guidance staff in carrying out their day-to-day activities. RCSs conduct workshops for GCDFs to enable them to accumulate the seventy-five hours needed every five years for recertification. Over 13,687 school counselors, career specialists, and administrators received training through courses and workshops delivered by RCSs during the 2018–19 school year.

During 2018–19, RCSs also worked to enhance student career guidance and placement, individual academic and career planning, WBL activities, college and career readiness, data collection and reporting, CTE support, and delivery of career development and contextual methodology training. RCSs are also nationally certified Global Career Development Facilitator Instructors (GCDFI), and they use this credential to improve the quality and quantity of school counselor and teacher training in career development. The GCDF curriculum has enhanced the educators' expertise in student-career decision making in middle and high schools.

Examples of further accomplishments that RCSs have made in South Carolina during the 2018–19 school year include the following:

- RCSs coordinated and implemented business/industry structured field studies and career readiness workshops for over 42,238 students with the involvement of over 6,000 business and industry representatives;
- RCSs have teamed to deliver regional training on understanding, designing, and implementing career clusters, career decision-making, and career majors. This training equips school district teams to partner with local businesses to improve workforce development for their respective regions' business communities while enhancing students' college and career readiness in South Carolina;
- RCSs were actively involved at each high school's College Application Day to assist and help provide a seamless transition for parents and students as they completed the application process for college admissions. Their participation was to support regional training to prepare South Carolina students to be college and career ready;
- Through the coordination of RCSs, K–12 educators have attended regional professional development. These offerings have covered, but were not limited to, topics such as the

selection, administration, and interpretation of career assessments; parental involvement in academic and career planning; the Individual Graduation Plan (IGP) required for each South Carolina student; job search and employability skills; partnerships on military career pathways with all military branches; partnerships with post-secondary institutions; South Carolina career pathways; career clusters; employability skills for the workplace; usage of career information; career awareness, career exploration, and career preparation; integrating career concepts into classroom teaching; understanding the career ready accountability system; and

- RCSs have provided a critical linkage to fill the gap between businesses and K–12 schools to facilitate partnerships to support WBL experiences. Some of their work has resulted in business community involvement in structured field studies for students, apprenticeships, mentoring, shadowing, internships, career fairs, industry field studies for teachers and school counseling personnel, classroom speakers, career cluster panels, business expos, and numerous other career development activities featuring South Carolina employers.

Other specific service-related support provided by RCSs includes:

- Working with local chambers of commerce and workforce alliances to support workforce development for educators in South Carolina;
- Developing and serving on career and technical education, career guidance, and local career cluster advisory councils;
- Coordinating student career development activities through statewide job shadowing, internship, apprenticeships, and state-approved work-based learning activities;
- Providing professional development and training to all regional schools, career centers, and school districts for career ready accountability qualifiers;
- Conducting program-specific structured field studies for South Carolina educators and students connecting each to business/industry demand;
- Supporting and conducting career fairs and speakers bureaus engaging business/industry participation;
- Assisting as regional coordinators with the South Carolina Work-Based Learning Student of the Year, South Carolina Career Specialist of the Year, and South Carolina Counselor of the Year;
- Identifying the annual career and technical education student recipients for the Technology Champions designation and scholarships;

- Organizing college- and career-readiness business showcases for K–12 students providing awareness on industry-based certifications and soft skills;
- Providing assistance to each regional high school’s College Application Month to assist students and parents with understanding the application process for college admissions and financial aid; and
- Serving as Master Instructors with Microburst Employability Soft Skills Credential Program to train school-level program instructors for implementation within the classroom walls. Over 2,100 SC High School students received the Microburst Employability Credential in the 2018–19 academic year.

Work-Based Learning Experiences Data Analysis

All of South Carolina’s public schools have implemented the South Carolina Comprehensive School Counseling and Career Guidance Model and have access to career awareness and exploration activities. WBL is an important component of the Comprehensive Career Guidance Model to ensure students have the educational experiences needed to become life-long learners. Thus, the more meaningful, long term placements, such as internships and apprenticeships, now serve as a career ready qualifier on the state’s accountability system to ensure SC students are prepared for workforce skills and demands.

Collection of WBL data began during the 2008–09 academic year. Eleven years of WBL data are currently available via electronic collections. During this eleven-year period, South Carolina public schools transitioned its student information systems from the use of the Student Administrative Student Information (SASI) to PowerSchool, creating a change in the process/procedure for collecting data. The OCTE believes this transition led to a significant drop in the number of work-based learning experiences reported by districts from the 2012–13 to the 2013–14 school year.

To combat this decline, beginning in 2014–15, RCSs provided technical assistance to those districts and schools that did not report work-based learning data in the new PowerSchool system. Additionally, RCSs, under the direction of the OCTE education associate, conducted regional workshops to provide professional development to sites on methodology to ensure accurate data reporting through PowerSchool. The OCTE has made a conscious effort to improve district data reporting around work-based learning by providing annual training which encourages school districts to be diligent in entering work-based learning experiences in PowerSchool. As personnel changes have occurred in schools, the OCTE has continued to monitor the input of data by schools and supported them with professional development and pertinent information. Success of this effort is reflected in the overall increase of work-based learning experiences reported from the 2014–18 academic years, as can be seen in Table 1 below.

However, 2018–19 shows an overall 3 percent decrease in total number of WBL experiences. The OCTE accounts this drop in numbers reported to a number of factors school districts are

facing with WBL implementation. Scheduling matrices within school districts continue to present barriers to students' participation in longer-term WBL experiences due to the time limitations in classroom schedules and the amount of time business/industry requires for daily instruction. Other scheduling conflicts arise within district boundaries when career centers and feeder high schools operate on different bell schedules. In addition, new privacy laws and age restrictions with business/industry liability insurance coverage impacts the WBL opportunities that are available for high school students. There is an upward trend for specific career sector business insurance underwriters to only accept students 18 years of age and older for internship placements. For example, health science placements are limited based on age restrictions. In addition, transportation costs absorbed by schools are becoming expensive forcing a large majority to require students to provide their own transportation to the worksite for their school sponsored WBL placement.

This coupled with the ongoing bus driver shortage impacts students participating in long term WBL experiences, such as an apprenticeships or internships. Thus, it has made a direct impact with a 40 percent drop in registered apprenticeships and 73 percent decrease in youth apprenticeships. To combat this decline, the SCDE OCTE and the RCSs immediately identified strategies necessary to increase these numbers by implementing programs regionally supporting apprenticeship partnerships with business/industry. The Pee Dee region is a great example of one partnership the RCS initiated with Harbor Freight Tools by implementing the Harbor Freight Fellows program providing stipends to high school students within the Pee Dee region participating in the youth apprenticeship program.

In addition, the SCDE OCTE has partnered with Apprenticeship Carolina to form a consistent, structured strategic planning session quarterly to identify regional barriers and explore innovative trends with business/industry in allowing more opportunities for youth apprenticeship offerings. With the 3 percent overall decline in WBL experiences reported, the SCDE OCTE observed a large majority of school administrators, school counselors and school-level career specialists are absorbing the role of the work-based learning coordinator in addition to their primary role serving students with academic, career, social, and emotional support. Therefore, the SCDE OCTE recommends each district to invest in stand-alone full time position to assist in collaborative efforts with business/industry to build strong WBL programs, specifically youth apprenticeships that meet the direct workforce needs.

Table 1

Number of Work-Based Learning Experiences by Type and School Year between 2013–14 and 2018–19, All Grades

Type of Experience	2018–19	2017–18	2016–17	2015–16	2014–15	2013–14
Cooperative Education	3,033	2,878	1,630	1,537	1,465	1,520
Internship	4,276	4,539	3,651	3,576	4,087	2,941
Mentoring	2,246	2,318	1,923	1,495	3,363	3,547
Registered Apprenticeship	57	95	69	55	57	66
School-Based Enterprise	4,110	4,653	4,592	4,328	3,857	3,249
Service Learning	11,835	15,630	11,091	13,025	21,343	17,638
Shadowing: On-Site	33,398	30,216	32,442	30,033	35,514	30,988
Shadowing: Virtual	22,766	25,158	34,442	32,734	33,490	22,948
Structured Field Study	36,023	36,620	29,340	21,174	N/A	N/A
Youth Apprenticeship	96	361	156	78	75	53
Total Experiences	117,840	122,468	119,336	108,035	103,251	82,950

Work-Based Learning Needs

It is important to note that WBL data provided in this report includes all students, K–12, not just high school students or high school students who enroll and complete career and technical education programs. As mentioned, many districts lack full-time employees who can solely commit to work-based learning facilitation and implementation. For some school districts, full-time, active certified teachers and/or administrators are taking on the additional responsibility of the work-based learning coordinator role. All roles are vital to meet the needs of students and prepare each for the twenty-first century workforce and the global economy. The OCTE supports this recognition of great need and recommends that, whenever possible, each district invest by committing a full-time position to facilitate and implement an effective, meaningful WBL program serving all K–12 students. This is especially important as our state moves forward with WBL in the state’s report card accountability model. Furthermore, committed resources will be needed to implement and track endorsements supporting South Carolina Diploma Pathways. In particular, the career seal of distinction will be of focus with WBL experiences as a component of completion. In addition, as requested for a 5% increase for each RCS position, the SCDE OCTE request a review of the RCS fiscal structure to consider each RCS reporting directly to the SCDE OCTE on a day to day operational basis. Currently, each active RCS operates differently housed with varying fiscal agent obligations, structure, location, and initiatives. The amount of funding has been at \$575,000 since before 1995–96. Consideration to increase this appropriation minimum of 5 percent is based on expansion in scope of responsibilities tied to the WBL qualifier with the state’s career ready accountability system as it relates to high school report card ratings.

Program Goals 2019–20

WBL opportunities, in combination with identified career and technical education curricula, support strong secondary and postsecondary education opportunities, preparing students for high skill, and high wage careers in the twenty-first century. Students completing a strong academic and technical program will be well prepared to enter full-time employment with industry credentials and/or pursue postsecondary education options. The goals of the WBL Program for 2019–20 are:

- Continue to expand work-based learning educational partnerships with business/industry stakeholders for secondary-level students with ongoing collaboration centered around identified state sector strategies and industry workforce demand;
- Ensure accurate and complete district-level data are collected and reported for all state-approved WBL activities via the PowerSchool student information system to support accountability career ready qualifier;
- Provide educators, students, and parents with career-cluster-specific activities with shadowing, structured field studies, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning;
- Continue to support the career guidance and school counseling components of the EEDA and the SC Comprehensive School Counseling and Career Guidance Model;
- Increase contextual methodology training to administrators and educators, especially in the core academic areas of math and science;
- Provide professional development for career and technical education personnel and career guidance personnel at the 2020 South Carolina Education and Business Summit showcasing best practices;

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