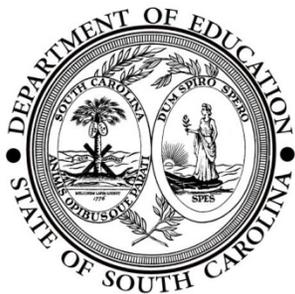


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# ANNUAL PROVISO REPORT

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SDE-EIA: XI.A.1 – WORK-BASED  
LEARNING



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

FEBRUARY 2012

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\* The Sixth Annual EEDA Report provided needed information and data to complete the Work-Based Learning Report, February 2012.

## SUMMARY

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The long-term mission of the Work-Based Learning Program, as supported through the Work-Based Learning Proviso (SDE-EIA: XI.A.1-Work-Based Learning), is to enhance school-based and work-based learning educational opportunities for students through extended learning opportunities and work-based learning activities that parallel and supplement classroom learning. The Work-Based Learning Program provides technical support through professional development to support required activities under the Education and Economic Development Act (EEDA). Additionally, the Work-Based Learning Program provides activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service-learning to district-level and school-level staff to include instructors and students. The program also provides coordination for activities related to South Carolina Job Shadow Day and supports the career guidance and counseling components of the EEDA. The delivery of contextual methodology training to teachers is a significant program focus.

The Work-Based Learning Program began as an original initiative of 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:**

Proviso Number: 1A.8 – Work-Based Learning

**Regulation:**

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 Regs 43-225 (Repealed)

Beginning July 1, 2008, the Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) began technical support for district and building-level career specialists and other support staff via Alliance activities and communications. As part of this technical support, regional career specialists began to work closely with Alliance partnerships to collect and report Work-Based Learning Program data. This data began to be managed via SASI/PowerSchool data collection in 2007–08. Since that time, additional data has been collected and managed via reporting from data collection conducted under the EEDA. This change in function that resulted in the current Work-Based Learning Proviso was a result of the federally funded Tech Prep/School-To-Work Alliance Partnerships (as state-level grant recipients/partnerships), which ceased operations as of June 30, 2007. Additionally, as a result of this operational and organizational change in Alliance Partnerships and the transitioning to electronic reporting, data collection and professional development were managed differently during the 2008–09 school year.

The Carl D. Perkins Career and Technical Education Act of 2006, as reauthorized, resulted in the restructuring of South Carolina’s 16 Tech Prep Consortia that had become the South Carolina Education and Business Alliance (SCEBA) partnerships. Six of the 16 partnerships continued under a “local allowable use of funds” option as a result of this reauthorization and established alliances with school districts and/or technical colleges to receive partnership funding and focus on innovative activities among alliance partners. This restructuring and reduction in the number of partnerships resulted in the South Carolina Department of Education’s Office of Career and Technology Education focusing on regional delivery of career and technology education professional development and career guidance and counseling support. Based on the language in the EEDA and this Proviso, state EIA funding in the amount of \$6,250 was distributed to 11 regional career specialists from the state allocation of \$75,000 to conduct contextual methodology professional development training for educators in their respective regions. Eleven of the 12 regional career specialists are currently in place and delivering services, and it is anticipated that the one vacant position will be filled in the future. Salary and fringe benefits for each of the regional career specialists is \$41,667 for a total state allocation of \$500,000. At the time of this report, all funds have been allocated to regional career specialists’ fiscal agents to support salaries and professional development as stipulated in the duties of the regional career specialists.

<b>Current Status</b>	<b>2010–11 Budget Allocation</b>	<b>2011–12 Budget Allocation</b>	<b>2012–13 Budget Request</b>
Continuing	\$575,000 in state work-based learning funds	\$575,000 in state work-based learning funds	\$575,000 in state work-based learning funds

The purpose of this report is to highlight the work of the regional career specialists during the 2010–11 year. Regional career specialists provide school districts in their areas with professional development in career development programming and provide support for teachers, counselors, career specialists, business partners, students, and parents as well as support through professional development on standards-based student instruction.

## PROFESSIONAL DEVELOPMENT

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During the 2010–11 school year, regional career specialists worked to enhance the level of career guidance and placement, workforce development, postsecondary transition, and the delivery of career development throughout South Carolina. Contextual methodology professional development and training were offered to all regions through contextual methodology courses and/or workshops in the 12 regions as identified in the EEDA. Training in the Catawba Region, the one region yet to employ a regional career specialist, was provided by current regional career specialists in neighboring regions. Some regional

career specialists used funds providing the means to contract with instructors to deliver professional development/training while other regional career specialists delivered needed courses/workshops themselves. Regional career specialists collaborated to ensure consistent delivery of content, whether the format was a course or workshop series, and to provide instruction that benefited English, math, and science instructors. As a result of the efforts of regional career specialists, 1,231 educators received contextual methodology training during the 2010–11 school year. Training was afforded through 17 separate courses centered on contextual methodology. Verification of training was provided through assurances signed by principals indicating that all appropriate staff members received contextual methodology training through the work of regional career specialists providing the necessary training, based on requirements in Section 59-59-200 of the EEDA. Additionally, according to the Sixth Annual Report on the Implementation of the Education and Economic Development Act of 2005, from December 2010 through November 2011, a period that includes 2010–11 and 2011–12 academic years, regional career specialists conducted 82 workshops pertaining to contextual methodology and career development for over 1,530 educators.

Regional career specialists offered a number of trainings and workshops, including Global Career Development Facilitator (GCDF) national certification training courses, during the 2010–11 academic year. This national certification course curriculum was developed by the National Career Development Association. Now in its tenth year, the Regional Career Specialists Global Career Development Facilitators course delivery has resulted in South Carolina having the greatest number of Global Career Development Facilitators (GCDF) certified in the nation. South Carolina trails only China in the total number of certified Global Career Development Facilitators. The Perkins IV, Title I Innovation Alliance partnerships and regional career specialists offered these courses to support the scope of training needed by school guidance staff relative to addressing the growing emphasis on the national career clusters used in all secondary schools in South Carolina. GCDF-trained career specialists serve as effective mentors to students, especially where career decision-making is concerned. This rigorous national certification curriculum was aligned to South Carolina's standards-based career guidance program as well as assurance was given that training addressed the South Carolina curriculum standards for English language arts, mathematics, science, social studies, and health. Regional career specialists have greatly assisted state educators with addressing the state's accountability standards and competencies for career guidance by aligning their work with state standards. In addition, the monthly activities of the regional career specialists continue to be unilaterally aligned to state goals in career and technology education. Training provided by regional career specialists supports requirements of the EEDA, and according to the Career Specialist Employment Verification Report, as cited in the Sixth Annual EEDA Report, 100 percent of the career specialists whose positions are funded or partially funded by the EEDA have earned their GCDF certification, have provisional status, or are within the two-year eligibility guidelines as approved by the State Board of Education. The percentage of career specialists who have earned the CDF or GCDF certification has increased from 50 percent in 2007–08 to 52 percent in 2008–09, to 80 percent in 2009–10, to 99 percent in 2010–11, and to 100 percent in 2011–12, as reported in the Sixth Annual EEDA Report.

An education associate in the Office of Career and Technology Education provides professional development for, and oversight and coordination of, statewide career guidance activities of the regional career specialists. Regional career specialists support training necessary to effectively implement the EEDA's career guidance-related sections, including statewide Individual Graduation Plans (IGP), work-based learning, and college and career readiness. The regional career specialists continue to support the needs of GCDF-trained educators as they offer activities and provide materials used by guidance staff in carrying out their day-to-day activities. The regional career specialists conduct workshops for GCDFs to enable them to accumulate the 75 hours needed every five years for recertification. Career cluster guides and implementation guides are provided through the regional career specialists to schools and business partners in their service areas. Over 3,000 teachers, counselors, and administrators received such training through courses delivered by regional career specialists during the 2010–11 school year.

The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize work-based learning experiences, and support school career guidance and counseling efforts. Over 2,100 educators participated in the 2011 Education and Business Summit activities, including participation in one of the five certificate-renewal courses provided as part of Summit programming.

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## REGIONAL CAREER SPECIALISTS

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The regional career specialists are 11 educators with Global Career Development Facilitator Instructor National Certification serving regions in alignment with the state's Workforce Investment Act (WIA) Regions. (Note: Currently, South Carolina has 11 regional career specialists in place, one vacant position should be filled in the future.) During 2010–11, the regional career specialists worked to enhance the level of student career guidance and placement, individual academic and career planning, work-based learning activities, college and career readiness, data collection and reporting, and delivery of career development and contextual methodology training throughout South Carolina. With a requirement that each be nationally certified as a Global Career Development Facilitator and Instructor (GCDFI), the regional career specialists used this expertise to greatly enhance the quality and quantity of school counselor and teacher training in career development. This curriculum has enhanced the quality and quantity of student career decision-making in middle and high schools as called for by the EEDA. By the end of the 2011 year, over 2500 educators completed this curriculum. A technology-driven delivery system and our regional career specialists have greatly assisted state educators with addressing the state's accountability standards and competencies for career guidance.

The following are examples of the accomplishments that regional career specialists have made in South Carolina during 2010–11, supporting the EEDA:

(Note: In the Catawba Region where the regional career specialist has not been named, the South Carolina Department of Education and other regional career specialists provide technical assistance to the extent possible to support activities such as those cited below.)

- Regional career specialists submit quarterly reports to the Office of Career and Technology Education, aligning all regional duties to the Office of Career and Technology Education's *2020 Vision for Career and Technology Education in South Carolina* and to career-oriented learning, professional development, recognition and awards, technical assistance, and other services. These reports annotate each professional development offering delivered by the regional career specialists, the number of educators attending the workshop(s), and the topic delivered. This has assured accountability and higher quality programming while aligning all of the regional career specialists' direct service activities to state goals. Regional career specialists must also attend a series of four accountability planning sessions facilitated by the education associate from the Office of Career and Technology Education and attend the Education and Business Summit.
- Regional career specialists deliver contextual classes/courses on career development and college and career readiness, as well as academic planning workshops, for students, parents, educators, business partners, and community stakeholders across the state. In 2010–11, the regional career specialists delivered resources and workshops to over 97,800 students, 32,249 educators, and 10,504 business and industry representatives.
- All 11 of the regional career specialists provide statewide leadership and local instruction for the national GCDF certification training. This high-quality training has greatly enhanced college and career readiness in our schools.
- With the passage of the 2005 EEDA, South Carolina leads the nation in the implementation of career clusters and career majors. The career guidance program was cited in February 2010 by the U.S. Department of Education's Office of Vocational and Adult Education as "probably the nation's best career guidance program." The regional career specialists have teamed to deliver regional training on understanding, designing, and implementing career clusters, career decision-making, and career majors. This training will equip school district teams to partner with local businesses to improve workforce development for their respective regions and enhance college and career readiness in South Carolina.
- The regional career specialists have provided the critical linkage between businesses and K–12 schools. Their work has resulted in business community involvement in mentoring, statewide Groundhog Job Shadow Day, internships, career fairs, industry field trips, and numerous other career development activities creating collaboration between South Carolina employers and educators.

- Through the coordination of the regional career specialists, K–12 educators have attended professional development conducted regionally. These offerings have covered, but are not limited to, topics such as the requirements of the 2005 EEDA; science, technology, engineering, and math (STEM) careers; the selection, administration, and interpretation of career assessments; parental involvement in academic and career planning; the IGP required for each South Carolina student; job search and employability skills; career pathways; career clusters; personal skills for the workplace; usage of career information; career awareness, career exploration, and career preparation; and integrating career concepts into classroom teaching.
- South Carolina continues to lead the nation in the implementation of IGPs. The regional career specialists have collaborated with school-building-level guidance personnel to deliver regional training in understanding, designing, and implementing career clusters and career majors. This training equips district teams to partner with local businesses to improve workforce development for their respective regions. As reported in the Sixth Annual EEDA Report, all middle and high schools held annual IGP conferences for students in grades eight through twelve. Over 248,000 students in grades eight through twelve developed or revised their IGPs during 2010–11. The following table provides the percent of students per grade level that participated in these conferences:

<b>Grade Level</b>	<b>Percentage of Students Participating</b>
Eighth Grade	98.69 %
Ninth Grade	98.41 %
Tenth Grade	98.44 %
Eleventh Grade	98.76 %
Twelfth Grade	98.61 %

According to surveys administered during April and May of 2011 as reported in the Sixth Annual EEDA Report, students and parents believe the IGP conferences are beneficial. There were 7,800 student respondents and 1,500 parent respondents to the surveys conducted in order to meet reporting requirements of the EEDA. The findings of this survey are outlined in the table that follows:

<b>IGP Conference Benefit</b>	<b>Percent Reporting</b>
Students believed the conference helped them to better understand the relationship between their career goals and their academic progress.	81 %
Students believed the conference was very helpful or helpful for academic planning.	84 %
Students believed the conference was very helpful	82 %

or helpful for career planning.	
Parents believed the annual IGP conferences are beneficial to their children as they prepare for promotion to the next grade level.	93 %
Parents indicated they would recommend to other parents/guardians to attend the IGP conference with their children.	95 %

- The regional career specialists have provided the critical linkage between businesses and K–12 schools. Their work has resulted in business community involvement in mentoring, statewide Groundhog Job Shadow Day/shadowing, internships, career fairs, industry field trips for teachers and guidance personnel, and numerous other career-development activities featuring South Carolina employers. While work-based learning activity data for the 2011–12 school year will not be accessible until June 2012, the work of the regional career specialists during the 2010–11 school year in promoting the statewide PowerSchool reporting of work-based learning activities was critical to the accountability related to these statistics. Over 50,165 additional work-based learning activities were reported as a result of their efforts. The annual February focus on job shadowing in South Carolina is one specific event that demonstrates the importance of supporting quality career decision-making, and it features partnerships with over 20,000 business partners.
- Through the coordination of the regional career specialists, K–12 educators have benefited from regional professional development. These offerings have covered, but are not limited to, topics such as the EEDA; technology and engineering nontraditional careers; the selection, administration, and interpretation of career assessments; career decision-making skills, job search skills and employability skills; career pathways; career clusters; personal skills for the workplace; usage of career information; career awareness, exploration, and preparation; and integrating career concepts into classroom teaching.

Other specific service-related support provided by the regional career specialists includes the following:

- Working with local chambers of commerce and workforce alliances to support workforce development.
- Identifying the annual student recipients for the Technology Champions designation and resulting scholarship from the South Carolina National Guard.
- Creating a series of “best practices” workshops called “Modeling Career Guidance” for monthly broadcasts from SCETV.
- Supporting efforts to align curricula with clusters of study and cluster majors.

- Serving on guidance and career cluster advisory councils.
- Coordinating the statewide competition of the National Career Development Association's Poster and Poetry Contest, resulting in the participation of over 10,000 students in 2010–11. Over 50 South Carolina students have been crowned national Poster and Poetry Contest winners during the last three years.
- Supporting statewide job shadowing and work-based learning activities.
- Providing in-service training programs in schools and for districts.
- Conducting program-specific field studies (automotive, manufacturing, Military Career Pathways 101, etc.).
- Conducting workshops at Personal Pathways to Success regional meetings.
- Supporting the development of courses in career program areas (building construction, engineering, etc.).
- Supporting efforts to highlight manufacturing and STEM in South Carolina.
- Supporting and conducting career fairs with business/industry participation.

Regional career specialists also provide professional growth experiences for educators to support career development activities for learners in South Carolina. As reported in the Sixth Annual EEDA Report from information gathered in the Career Specialists/Guidance Personnel Accountability Report, nearly 29,000 career development activities were conducted by school-level career specialists during 2010–2011, as compared to over 27,200 in 2009–10. There were 24,000 such activities in 2008–09 and 12,000 in 2007–08. Additionally, approximately 17,000 career development activities were conducted or coordinated by educators other than the school-level career specialists during 2010–11.

Career assessment plays an integral part in the decision-making process for students in South Carolina. In 2010–11, the Sixth Annual EEDA report cited that nearly 100 percent of the state's students in grades six through eleven completed at least one career assessment and/or participated in at least one career-exploration activity during this academic year. The greatest number of students assessed was tenth- and eleventh-grade students. Over 890 public elementary, middle, and high school students used SCOIS free of charge during the 2010–11 school year. Specifically, since the passage of the EEDA, the number of schools electing to use SCOIS has increased from 477 in 2006–07 to 891 in 2010–11. Each year since 2006–07, over 100,000 students have completed SCOIS assessments. Additionally, all public elementary, middle, and high schools have free access to the South Carolina College and Career Planning System. This system provides student access to Kuder assessments as well as college and career exploration tools. This information is included as reported in the Sixth Annual EEDA Report.

Regional career specialists also provide support to the South Carolina Department of Education’s Office of Career and Technology Education in career guidance efforts to develop technical assistance and training through eMedia (ETV/ITV). These topics were included through *Carolina Careers* broadcasts:

- “Modeling Career Guidance”
- “Creating a Career with the Arts in Mind”
- “Non-Traditional Careers”
- “Military Career Pathways for Today’s Soldiers”

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## WORK-BASED LEARNING DATA

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All of South Carolina’s public schools have integrated the South Carolina Comprehensive Developmental Guidance Model into their curricula. All students in South Carolina have access to career awareness and exploration activities. Work-based learning is an important component of the Comprehensive Career Guidance Model to ensure students have the educational experiences needed to become life-long learners. The collection of work-based learning data began during the 2008–09 academic year. Thus, three years of work-based learning data is now available via electronic collections. During this three-year cycle, South Carolina public schools transitioned from the use of SASI to PowerSchool, creating a change in the process/procedure for collecting data. Preliminary data collection for 2010–11 indicated a significant drop in the number of work-based learning experiences. As a result of the decline as indicated in this preliminary analysis, regional career specialists provided technical assistance to those districts and schools that did not report work-based learning data. The result of this effort realized an additional 50,165 work-based learning activities reported for 2010–11. Additionally, regional career specialists conducted regional workshops to provide professional development to sites in methodology to ensure accurate data reporting through PowerSchool in future years.

At this time, three years of work-based learning data are available and provided below. In reviewing this information, consideration should be given to the possibility of the underreporting of data as influenced by the transition from SASI data collection to PowerSchool data collection. Additionally, with only two years of data available beyond the gathering of baseline data in 2008–09, comparison of future data is needed to determine the true impact of regional career specialists on the number of work-based learning experiences completed by students. Consideration should also be given to the fact that work-based learning experiences, especially those that include the hiring of high school students by business and industry, can be greatly influenced by changes in local and state economies. Additionally, new privacy laws now restrict the work-based learning opportunities that are available for students. Thus, a need exists to explore and expand further opportunities in student work-based learning that are more cost effective. One such possibility is to increase the number of virtual job shadowing experiences for students. For example, Micro “Career” Burst provides 37 different virtual job shadowing

experiences that highlight career opportunities for students in South Carolina. These virtual shadowing experiences are available free of charge. Micro “Career” Burst has additional virtual shadowing experiences under development that will be available for student virtual job shadowing in the future. Currently, these virtual job shadowing experiences afford students with opportunities to explore career options in 11 of the 16 nationally recognized career clusters. Regional career specialists will continue to provide technical support and professional development at the local level to expand such experiences for students.

<b>Work-Based Learning Activities 2008–09</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	66,691
Mentoring	5,412
Service-Learning	19,718
School-Based Enterprise	4,691
Internship	3,998
Cooperative Education	920
Youth Apprenticeship	77
Registered Apprenticeship	153
<b>Total for 2008–09 Year</b>	<b>101,660</b>

<b>Work-Based Learning Activities 2009–10</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	77,790
Mentoring	5,990
Service-Learning	33,359
School-Based Enterprise	5,048
Internship	3,590
Cooperative Education	1,221
Youth Apprenticeship	68
Registered Apprenticeship	188
<b>Total for 2009–10 Year</b>	<b>127,254</b>

<b>Work-Based Learning Activities 2010–11</b>	
<b>Activities</b>	<b>Frequency</b>
Shadowing	67,716
Mentoring	3,008
Service-Learning	26,552
School-Based Enterprise	4,194
Internship	3,422
Cooperative Education	649
Youth Apprenticeship	71
Registered Apprenticeship	53
<b>Total for 2010–11 Year</b>	<b>105,665</b>

As indicated in the tables above, baseline data in 2008–09 provided 101,660 work-based learning experiences for students being reported. A significant increase was seen in 2009–10, with 127,254 experiences reported. However, 2010–11, data collection and reporting showed a decrease to 105,665 experiences. Declines were seen in almost all categories from 2009–10 to 2010–11. However, when comparisons are made to baseline data collected in 2008–09 for specific categories, shadowing experiences increased by 1,025 and service learning increased by 6,834 experiences. These are two areas that typically do not involve a cost factor and are less likely to be negatively impacted by a declining economy. When comparing internships, cooperative education, and registered apprenticeships from 2010–11 to baseline data, declines were seen with 576 fewer internships, 271 fewer cooperative education opportunities, and 135 fewer registered apprenticeships. Each of these work-based learning experiences is more likely to be influenced by changes in the economy and unemployment rates as each of these typically requires the hiring of the high school student by a local employer. A decline was also realized in the area of school-based enterprise, which involves services and goods, another area that can be influenced by the economy. The number of business partners for the 2008–09 academic year was 22,905. As with other data, an increase was realized in 2009–10 with 28,731 business partners. In 2010–11, the number of reported business partners was 22,772.

Work-based learning experiences are an important component in the education process to guide students to find success in the future workplace. Work-based learning data collection is for all students, not just students who enroll and complete career and technology education programs. Career and technology students receive real-life, work-related experiences daily as part of the program of study selected. However, the data

reported for this work-based learning proviso are for the experiences of all students beyond the regular classroom activities that comprise career and technology education.

## PROGRAM GOALS 2011–12

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Work-based learning opportunities in combination with identified career and technology education curricula support strong secondary and postsecondary education opportunities to prepare students for mid- and high-level technology careers in the 21<sup>st</sup> century. Students completing a strong academic and technical program will be well prepared to enter full-time employment or pursue postsecondary education options. The goals of the Work-Based Learning Program for 2011–12 are listed below:

- Expand school-based and work-based learning educational opportunities for students in grades 7–12.
- Coordinate South Carolina Job Shadow Day.
- Support building- and district-level data collection and reporting related to all school and work-based learning activities via the PowerSchool student data reporting system.
- Provide activity-specific information about shadowing, mentoring, internship, apprenticeship, cooperative education, school-based enterprise, and service learning to instructors and students.
- Support the career guidance and counseling components of the EEDA.
- Provide contextual methodology training to teachers, especially in the core academic areas of math and science.