



## Extended Learning Opportunities (ELO) vs. Work-Based Learning (WBL)

### Overview of Extended Learning Opportunities (ELO) – Elementary, Middle, High

ELO are similar in nature to WBL experiences in that each provides career awareness and/or exploration for students.

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.

- An ELO *is not* a WBL experience.
- An ELO *is not* reported on the WBL page in PowerSchool.
- An ELO *is reported* on the Career Specialist/Guidance Personnel Accountability Report (CSAR).

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, Career Aisle, Carolina Careers, etc.).

### Overview of Work-Based Learning (WBL) - Elementary, Middle, High

Work-based learning (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.

1. **\*Apprenticeships (\*Registered Apprenticeship and \*Youth Apprenticeship) \*CAREER READY QUALIFIER – High School**
2. **\*Cooperative Education (Co-Op) \*CAREER READY QUALIFIER – High School**
3. **\*Internship \*CAREER READY QUALIFIER – High School**
4. **Job Shadowing (On-Site) Elementary, Middle and High School**
5. **Job Shadowing (Virtual) Elementary, Middle, and High School**
6. **Mentoring Elementary, Middle, and High School**
7. **School-Based Enterprise Elementary, Middle and High School**
8. **Service Learning Elementary, Middle, and High School**
9. **Structured Field Study Elementary, Middle, and High School**
10. **\*CTE Internship, Work-Based Credit-Bearing Course \*CAREER READY QUALIFIER – High School**

## Work-Based Learning (WBL) Methods of Instruction

The ten WBL methods of instruction currently recognized and practiced in South Carolina are defined below.

1. **\*Apprenticeship:** An earn-while-you-learn training model that combines on-the-job training, job-related education, and a scalable wage progression. ***\*CAREER READY QUALIFIER***
  - a. **\*Registered Apprenticeship:** An adult educational program that is registered with the U.S. Department of Labor’s Bureau of Apprenticeship and Training (<https://www.apprenticeship.gov/>). 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. ***High School***
  - 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. ***High School***
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. ***\*CAREER READY QUALIFIER - High School***
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 learning contract outlines the expectations and responsibilities of the high school and worksite including a specified number of hours in the training agreement. The internship must be at least 40 hours of scheduled time during or after school in exchange for the worksite mentor’s time in teaching and demonstrating. Duration of an internship may vary.

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.

***\*CAREER READY QUALIFIER – High School***

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. *Elementary, Middle, and High School*
5. **Job Shadowing (Virtual)** provides work-based learning 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](http://www.microburstlearning.com) and [www.virtualjobshadow.com](http://www.virtualjobshadow.com). *Elementary, Middle, and High School*
6. **Mentoring** is 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. *Elementary, Middle, and High School*
7. **School-Based Enterprise** is 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.** *Middle and High School*

8. **Service Learning** is 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. ***Elementary, Middle, and High School***
9. **Structured Field Study** is 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. ***Elementary, Middle, and High School***
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 Technical 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 Work-Based Learning 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. ***\*CAREER READY QUALIFIER - High School***

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 Technology Education's (OCTE) designated Program Education Associate.

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

**Note:** Federal legislation from April 2010 provides for determination as to whether or not interns must be paid the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector "for-profit" employers. The "Test for Unpaid Interns" (seven criteria) allows for examination to determine the economic beneficiary in the intern-employer relationship (Source: [www.dol.gov/whd/regs/compliance/whdfs71.htm](http://www.dol.gov/whd/regs/compliance/whdfs71.htm)).

## **\*CTE Internship, Work-Based Credit-Bearing Course Guidelines**

The SCDE, OCTE provides guidance for CTE Internship, Work-Based Credit-Bearing Courses as listed below. Questions related to interpretation or implementation of these courses should be directed to the OCTE Program Education Associate. **\*CAREER READY QUALIFIER– High School**

### ***Definitions & Guidelines***

#### *Work-Based Learning CTE Credit-Bearing Course Codes*

A CATE Internship, Work-Based Credit-Bearing Course is a structured, stand-alone course that is taken in a CATE CIP-coded program.

Each Work-Based Credit-Bearing course has an assigned CTE course code. *The following guidelines must be followed in order to award course credit upon successful completion of the credit bearing course.*

1. Each student must be supervised by a content-specific, certified teacher or designated school personnel. Example: Certified Health Science Technology Instructor supervises health science student participating in credit-bearing course.
2. The CTE Internship Work-Based Credit-Bearing Course is closely related to a content specific CTE course.
3. The CTE Internship Work-Based Credit-Bearing Course may be awarded only one unit.
4. The CTE Internship Work-Based Credit-Bearing Course code can be used only one time.
5. The CTE Internship Work-Based Credit-Bearing Course should be counted as the fourth unit of a CTE completer program and can be taken:
  - a. while actively enrolled in the third unit of an approved sequence of Career and Technology Education Coursework in a completer program; **OR**
  - b. after completing the third unit of an approved sequence of Career and Technical Education coursework in a completer program.
6. The CTE Internship Work-Based Credit-Bearing Course must be aligned with the student's IGP.
7. A mutually developed training agreement which defines a combination of objectives/skills to be mastered specific to the CTE course and industry-defined competencies within the career pathway must be documented and kept on file for at least two years after the student graduates from high school.
8. Graded assignments related to the course content and aligned to the school's grading scale are required.
9. Regularly scheduled and unannounced work-site visits are to be conducted and documented by the supervising teacher.
10. A work-site evaluation should be conducted during the internship experience created from the training agreement and aligned with the world-class skills and characteristics from the *Profile of the S.C. Graduate*.

11. Summer WBL Credit-Bearing Course experience hours, which begin on July 1, may be counted toward the number of hours required for the school year if the work experience is supervised by a school instructor.
12. Each school district provides Certificate of Insurance Liability and evidence of student insurance coverage with respect to participating in a work-based learning experience to S.C. School Boards Property/Casualty Insurance Trust Fund and S.C. School Boards Workers Compensation Insurance Trust Fund.
13. All required paperwork must be complete and kept on file for at least two years after the student graduates from high school.

### **Career Clusters and WBL Internship, Credit-Bearing Course Codes**

- Agriculture, Food, and Natural Resources (Work-Based Credit) Code 5690
- Architecture and Construction (Work-Based Credit) Code 6690
- Arts, Audio-Video Technology, and Communications (Work-Based Credit) Code 5290
- Business Management and Administration (Work-Based Credit) Code 5490
- Education and Training (Work-Based Credit) Code 6390
- Finance (Work-Based Credit) Code 6190
- Health Science
  - Health Science (Work-Based Credit) Code 5590
  - Sports Medicine (Work-Based Credit) Code 5591
- Hospitality and Tourism (Work-Based Credit) Code 5190
- Human Services
  - Family and Consumer Sciences (Work-Based Credit) Code 5890
  - Human Services (Work-Based Credit) Code 5790
- Information Technology (Work-Based Credit) Code 5390
- Law, Public Safety, Corrections, and Security (Work-Based Credit) Code 6590
- Manufacturing (Work-Based Credit) Code 6490
- Marketing (Work-Based Credit) Code 5091
- Science, Technology, Engineering, and Mathematics
  - Science, Technology, Engineering and Mathematics (Work-Based Credit) Code 6890
  - Pre-Engineering/Industrial Technology Education (Work-Based Credit) Code 6090
- Transportation, Distribution, and Logistics (Work-Based Credit) Code 6790

(Source: *SC Department of Education Work-Based Learning Implementation Guidelines*

<https://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/work-based-learning-guide/>)