

**Personal Pathways to Success™**  
**SOUTH CAROLINA**  
**REGIONAL EDUCATION CENTERS**



**Business Connection Handbook**  
*Employer Guidelines*

## **Acknowledgments**

The Business Connection Handbook, created to meet the requirements of the Education and Economic Development Act (EEDA) of 2005, is an initiative of the South Carolina Alliance of Regional Education Center Coordinators.

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## TABLE OF CONTENTS

<b>Table of Contents .....</b>	<b>3</b>
<b>Vision.....</b>	<b>4</b>
<b>Education and Economic Development Act (EEDA) .....</b>	<b>4</b>
<b>Benefits of Connecting Business and Education .....</b>	<b>5</b>
<b>Three Easy Steps to Connect .....</b>	<b>6</b>
<b>Working with Students.....</b>	<b>6</b>
<b>Insurance and Confidentiality Guidelines.....</b>	<b>8</b>
<b>Definitions of Extended Learning Opportunities (ELOs).....</b>	<b>9</b>
<b>Additional Opportunities .....</b>	<b>10</b>
<b>Appendix.....</b>	<b>11</b>
Appendix A .....	Descriptions of the 16 Career Clusters
Appendix B .....	Insurance and Emergency Information Form
Appendix C .....	Wage Report Form
Appendix D .....	Employer Evaluation Report
Appendix E .....	Student Evaluation of Work Site
Appendix F .....	Photograph and Information Release Form
Appendix G .....	Parent/Guardian Extended Learning Opportunity Permission Form
Appendix H .....	Training Agreement for Extended Learning Opportunity
Appendix I .....	Descriptions of Extended Learning Opportunities

*The contents of this handbook are not offered as, nor intended to be offered as, legal advice for any purpose. This handbook is not and cannot be a substitute for consultation with a qualified, licensed attorney, and should not be relied upon as such.*

## VISION

*SOUTH CAROLINA: The national leader in connecting education and economic development to create an educated, prepared and skilled workforce that positions the state as a top competitor in the global market.*

## EDUCATION AND ECONOMIC DEVELOPMENT ACT (EEDA)

South Carolina legislators, in partnership with educators and business leaders, collaborated to build a world-class education system and, subsequently, enacted the 2005 Education and Economic Development Act (EEDA) that connects education with economic development. Career planning is no longer an option for South Carolina students - it is the law. As a result, kindergarteners through adult learners are engaged in career awareness, exploration and preparation.

Within EEDA, twelve Regional Education Centers (RECs) were created across the state to coordinate and facilitate the delivery of information, resources and services to students, educators, parents, employers and the community at-large. According to EEDA Section 59-59-180 (B) RECs connect education and business by:

- providing information and resources to employers including, but not limited to education partnerships, career-oriented learning and training services;
- facilitating local connections among businesses and those involved in education; and
- working with school districts and institutions of higher education to create and coordinate workforce education programs.

South Carolina's bold education plan is focused on connecting education with business so that students understand the relevance of what they are studying in school and how it relates to college and career preparation. A student's connection to business is a strong motivator that encourages students to complete high school and pursue college and career goals. Extended learning opportunities (ELOs) provide the connection!

Extended learning opportunities (ELOs) give students hands-on work experiences that revolutionize teaching and learning. These experiences stimulate student participation in learning and fosters inquisitive learners. Therefore, business leaders representing the sixteen (16) career clusters (Note Appendix A) are critical in empowering students to reach their potential in education attainment and workforce accomplishments.

*“Thank you for your advice, especially since I want to go into the medical field. Your suggestions are extremely helpful. This experience has changed my outlook on the work force and has me striving to work hard so one day I will be successful.”* - Note to Waccamaw business leader from 8<sup>th</sup> grade student

**Join us today! Find enclosed in this business guidebook the benefits of and steps necessary for connecting with local schools. Feel free to use any section as it meets your needs. For more information visit [www.recs.sc.gov](http://www.recs.sc.gov) and contact the regional education center coordinator in your area. A list of coordinators is located on the back cover.**

## **BENEFITS OF CONNECTING BUSINESS AND EDUCATION**

### **Benefits for the Employer**

- Strengthens partnership with schools and builds a positive community image
- Contributes to the academic growth of students and prepares a highly skilled workforce
- Provides an opportunity to share experiences, insights and knowledge with students and, subsequently, improves supervisory and motivational skills of employees
- Energizes current employees who serve as mentors
- Assists young people in understanding what employers expect of employees
- Facilitates recruitment of qualified employees with less training costs and turnover

### **Benefits for the Community**

- Produces a world-class workforce that drives a vibrant state economy
- Improves prosperity and the quality of life for all citizens
- Establishes a positive community image that is an asset to economic development
- Improves the recruitment pool of qualified employees

### **Benefits for the School**

- Keeps education current by addressing employer needs
- Motivates academic achievement, reduces dropout rates and improves attendance
- Utilizes employers' state-of-the-art workplace to enhance student learning
- Create strategic partnerships with local industry
- Connects extended learning opportunities to student's career cluster of choice

### **Benefits for the Student**

- Fosters an understanding about employers' expectations
- Creates an avenue for possible full-time employment
- Highlights workplace expectations
- Develops job skills as well as \*soft skills
- Demonstrates relevance between academic courses and workplace requirements
- Provides professional references for future job applications
- Provides a platform for advice, direction and guidance from experienced professionals
- Builds leadership skills, a positive self-image and self-confidence
- Provides elective credit and/or enhances career portfolio

#### **\*Soft Skills:**

Through business and education partnerships, students are introduced to soft skills including collaboration, creativity/innovation, communication, critical thinking and problem solving. In addition, local business leaders may share specific regional skill needs such as work ethic, basic math, reading and technology concerns. (www.p21.org; SC Chamber Skills that Work Report V, 2009; 2008 – 2009 SC REC Gap Analyses)

## THREE EASY STEPS TO CONNECT YOUR BUSINESS

### STEP 1: Outline a Plan

- Align a student learning opportunity with your business goals
- Involve a diverse team of career professionals to develop the plan
- Create high expectations for the students

### STEP 2: Create an Extended Learning Opportunity

Choose an extended learning opportunity (ELO) that exemplifies the culture of your organization. (Review page 9 for descriptions of extended learning opportunities.)

### STEP 3: Connect

Contact your local Regional Education Center (REC) coordinator, who will work in partnership with regional school personnel, to produce your unique opportunity. (Consult the REC map on the back cover and visit [recs.sc.gov](http://recs.sc.gov) or [www.scpathways.org](http://www.scpathways.org).)

## WORKING WITH STUDENTS

Students are not typically accustomed to the work environment. Business leaders are encouraged to help students envision their future careers through workplace interactions.

Help students feel welcome

- Introduce the student to the staff
- Explain the extended learning opportunity
- Tour the facility
- Match the extended learning opportunity plan to the student's career interest
- Answer student's questions
- Follow school district procedures for handling any work site injuries/accidents (Note Appendix B - Insurance and Emergency Information Form)

Share examples of how the work world connects to the classroom

- Describe the work skills needed for the job
- Share your recommendations for acquiring these skills
- Describe the career path for your job
- Describe your typical work day
- Describe the equipment, tools or office technology that you use
- Describe the interpersonal skills you find most important and why
- Explain why you chose this type of work
- Discuss the job market outlook for your job/career/organization
- Discuss the effects of technology within your industry
- Share hints you would give someone applying for a similar position
- Describe other jobs you could do with the same skills
- Provide feedback about the student's participation and overall performance

Encourage students to seize the new learning experiences

- Treat the student as a professional  
(Note wage report, employer and student evaluations in Appendices C, D and E)
- Adhere to all federal and state regulations regarding child labor, safety and other applicable laws and regulations
- Describe your occupation (What are your duties, tasks, subtasks and products produced?)
- Describe the working conditions associated with the position. (i.e. physical working conditions, amount of overtime required, stress level, amount of responsibility, fringe benefits, working hours, amount of travel required, etc.)
- Describe your educational background
- Describe the school course(s) that would help students prepare for your career
- Describe what you enjoy most about your position
- Describe the type of attitude, personality traits or personal characteristics that are important in order to be successful in your career field
- Describe the advancement opportunities that exist at your organization
- Share the starting salaries, salary ranges and educational requirements at this company for those with career positions in which the student has interest
- Describe how the company encourages its employees to continue their education
- Share some good ways for students to find out about your career

Provide mentoring/advising on:

- Employing strategies to arrive on time to work
- Alerting others when there is a change in work schedules or needs
- Gaining more information about a challenging task
- Utilizing conflict resolution/stress management/coping skills
- Displaying a positive attitude
- Realizing the implications of social media in the work world

**\*Sample script for a “Career Lunch and Learn” Presentation:** (add your specific information)

“Good morning/afternoon. I am your name, your title at your company, the career cluster that you represent. In this profession, I describe your job. Examples of my work include explain, showcase or list items that you produce in your career.

The career path that leads to this job includes describe the career path for this career. Courses that serve as the foundation for this career include explain the courses that prepared you for this career. The skills that are critical to the execution of the duties of this career include list the skills needed for your career. Emerging careers in this cluster include list high demand jobs as well as jobs that are difficult to fill.

Thank you for the opportunity to share my career with you today. Are there any questions? Thank you for your questions. If you need additional information or have more questions, feel free to contact list your name/email, company contact person, website or other contact information for the participants to learn more about your career/organization.”

**\*Other connections or extended learning opportunities where this script may be useful include career days, career/job shadowing events, industry panel discussions and classroom career presentations. Other learning opportunities for involvement may be found on page 10.**

## INSURANCE GUIDELINES

### **Non-paid Students:**

- Student injury while involved in an activity at a work site can be covered by the school district's Workers' Compensation plan when the scope of work clearly identifies a work relationship between the student and company.
- Employers who transport students in company vehicles are responsible for insurance coverage through their policy.

### **Paid Students:**

- Personal injury arising out of and in the course and scope of extended learning opportunity is covered by the employer through Workers' Compensation. If the employer does not provide coverage, the school district's Workers' Compensation will cover the student. RECs recommend that school districts verify this coverage with their carrier.
- Employers who transport students in company vehicles are responsible for insurance coverage through their policy.

NOTE: School districts are responsible for providing information on insurance coverage for the individual student.

## CONFIDENTIALITY GUIDELINES

Throughout South Carolina, agencies and individuals who deal with confidential, client-privileged or proprietary information have provided meaningful learning activities for students while at the same time protecting confidentiality. Employers interested in working with students, but concerned about confidentiality, may consider the following:

### **Train to Build Awareness**

If students might be exposed to confidential information, employers should provide them with the same confidentiality training that regular employees receive. Because confidentiality can be a complicated matter, it may be necessary to spend more time with students than with adult workers to review training tapes, presentations or written material on the subject. To ensure that students have a true grasp of the issues related to confidentiality, employers may design tasks in which the students, under close supervision, are required to demonstrate an understanding of how to handle confidential matters.

### **Respect the Student's Confidentiality**

Just as the student has a responsibility to the employer, the employer has a responsibility to the student. An employer may learn personal information about the student. It is important that confidential information is not shared with others at the school or the workplace.

**Photographs of Students:** *No student under eighteen can be photographed without permission from a parent/guardian and a signed release form. (Note Appendix F for the SC REC Release Form.)*



## **\*DEFINITIONS OF EXTENDED LEARNING OPPORTUNITIES**

The appropriate extended learning opportunity (ELO) agreement and permission forms must be submitted for student participation. (Note Appendices G and H.)

**Apprenticeship** is a formal relationship between an employer and employee during which the worker, or apprentice, is paid while learning a specific occupation in a structured program. For additional information, consult [www.apprenticeshipcarolina.com](http://www.apprenticeshipcarolina.com). Registered Apprenticeship is an adult educational program that is registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training. The traditional apprenticeship programs are designed for adults and may be linked to an approved youth apprenticeship program in high school. Youth Apprenticeship begins in the eleventh grade for students who are age 16 and older. A youth apprentice may matriculate to a registered apprenticeship program after high school. This type of apprenticeship may or may not include financial compensation.

**Career/Job Shadowing** is a short-term experience where a student will follow or "shadow" an employee as he/she performs normal work activities. Some job shadowing experiences are virtual sessions which include an online tour of an occupation. Most virtual tours share the skills and knowledge necessary for a successful career while others give students "hands-on" experiences (online) in a career that may be in high demand.

**Cooperative Education Program** coordinates secondary or post-secondary studies with a job. Students and participating businesses develop a plan to align workplace activities with classroom instruction. Students receive course credit for classroom and work experiences.

**Internship** is a one-to-one relationship that provides "hands-on" learning based on a student's career interest. The internship generally lasts from three to six months and may or may not include financial compensation.

**Service Learning Activity** is a structured learning experience that models guidelines developed by the National and Community Service Trust Act (NACSTA). These activities generally focus on the four stages of preparation, action, reflection and celebration. For additional information, consult [www.nationalservice.gov](http://www.nationalservice.gov).

**Work-Based Mentoring** connects a student with an employee who shares workplace skills and knowledge as a role model. The mentor instructs, critiques and challenges the student to perform well. He/She also works in consultation with classroom teachers and/or the employer of the student. The mentor relationship generally lasts a year.

*\*Descriptions of the Extended Learning Opportunities are found in Appendix I.*

## **ADDITIONAL OPPORTUNITIES FOR BUSINESS CONNECTIONS**

In addition to providing extended learning opportunities (ELOs), employers may participate in career awareness activities and school projects such as the following:

**Advisory Boards** consist of business partners, parents and students. The board's purpose includes improving student achievement and developing goals to assist schools in implementing and evaluating school improvement plans. Business partners on many of the advisory boards serve on curriculum review teams.

**Career Days** are short-term career exploration experiences for a large group of students. Student groups visit designated areas where career information is provided by educators or business leaders. Students are also given the opportunity to discuss local careers with the business leaders.

**Career Lunch & Learns** are lunchtime career events that include an introduction to a specific regional career. The discussions revolve around the work requirements, career needs and opportunities within the profession. Industry leaders present the information while students and/or educators who are interested in that specific career cluster attend the session.

**Community Services** are volunteer activities related to community-sponsored events or needs and performed by students. Students are encouraged to accumulate and document community service or volunteer hours to list on their resumes, college applications and scholarship applications.

**Field Studies** are school-sponsored off-site activities relating to a particular course or cluster of study. An entire class participates in the off-site school visit. Curriculum activities are conducted prior to the field study. Evaluation activities are conducted upon completion of the field study as part of the curriculum for the course.

**Guest Speakers** visit schools to provide educational and/or career information to small or large groups of students. Guest/career speakers include parents, business/community leaders and school alumni.

# APPENDIX

## APPENDIX A DESCRIPTIONS OF THE 16 CAREER CLUSTERS

# Choose Your Career Cluster



### **Agriculture, Food and Natural Resources**

The production, processing, marketing, distribution, financing and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture and other plant and animal products/resources.



### **A/V Technology and Communications**

Designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism and entertainment services.



### **Architecture and Construction**

Designing, planning, managing, building and maintaining the built environment.



### **Business, Management and Administration**

Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Available in every sector of the economy.



### **Education and Training**

Planning, managing and providing education and training services, and related learning support services.



### **Finance**

Planning, services for financial and investment planning, banking, insurance and business financial management.



### **Government and Public Administration**

Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state and federal levels.



### **Health Science**

Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development.



### **Hospitality and Tourism**

Encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.



### **Human Services**

Preparing individuals for employment in career pathways that relate to families and human needs.



### **Information Technology**

Building linkages in IT occupations framework: For entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.



### **Manufacturing**

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.



### **Marketing, Sales and Service**

Planning, managing and performing marketing activities to reach organizational objectives.



### **Public Safety and Security**

Planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.



### **Science, Technology, Engineering and Mathematics**

Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.



### **Transportation, Distribution & Logistics**

Planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

**Personal Pathways**  to success™

Empowering all students to shape our future.™

**APPENDIX B  
INSURANCE AND EMERGENCY INFORMATION FORM**

**PERSONAL DATA**

Student's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_  
 Student's Home Address: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_  
 School Name: \_\_\_\_\_ Counselor: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_

**INSURANCE COVERAGE**

(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.)

	<u>YES/NO</u>	<u>FAMILY</u>	<u>SCHOOL</u>	<u>EMPLOYER</u>
Liability and/or Bonding				
Workers' Compensation				
Health/Accident				

Name of Health/Accident Insurance Company: \_\_\_\_\_  
 Insured: \_\_\_\_\_ Policy #: \_\_\_\_\_

**STUDENT MEDICAL INFORMATION**

List medical information about the student that would be helpful in case of emergency.

Allergic to medications? ( ) Yes ( ) No

If yes, what medications? \_\_\_\_\_

List any allergies or other medical concerns of the student: \_\_\_\_\_

**FAMILY INFORMATION**

Parent/Guardian Name: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
 Parent/Guardian Home Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
 Employer Name: \_\_\_\_\_ Employer Phone: \_\_\_\_\_  
 Employer Address: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_

I consent for my child to receive emergency medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note: This form should be kept on file at the school. If the student is participating in an extended learning opportunity, a copy should also be kept on file at the work-site.**

**APPENDIX C  
WAGE REPORT FORM**

**WAGE AND HOUR REPORT (PAID OR UNPAID)**

STUDENT \_\_\_\_\_ JOB TITLE \_\_\_\_\_ WORK SITE \_\_\_\_\_

SUPERVISOR \_\_\_\_\_

Month _____		Year _____		Supervisor's Initials _____						
Number of Hours Worked										
WEEK	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL HOURS WORKED	DATE OF PAY	TOTAL GROSS WAGES
1										
2										
3										
4										
5										
<b>Total</b>										

Month _____		Year _____		Supervisor's Initials _____						
Number of Hours Worked										
WEEK	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL HOURS WORKED	DATE OF PAY	TOTAL GROSS WAGES
1										
2										
3										
4										
5										
<b>Total</b>										

Month _____		Year _____		Supervisor's Initials _____						
Number of Hours Worked										
WEEK	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL HOURS WORKED	DATE OF PAY	TOTAL GROSS WAGES
1										
2										
3										
4										
5										
<b>Total</b>										

Month _____		Year _____		Supervisor's Initials _____						
Number of Hours Worked										
WEEK	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL HOURS WORKED	DATE OF PAY	TOTAL GROSS WAGES
1										
2										
3										
4										
5										
<b>Total</b>										

**SAMPLE**

## APPENDIX D EMPLOYER EVALUATION REPORT

PROGRAM TYPE: \_\_\_ Apprenticeship \_\_\_ Co-op \_\_\_ Internship \_\_\_ Mentor \_\_\_ Service Learning \_\_\_ Job Shadow

Student: \_\_\_\_\_

Employer/Mentor/Supervisor: \_\_\_\_\_

Work Site: \_\_\_\_\_

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the experience.

	Excellent	Good	Fair	Poor
Attitude				
Cooperation				
Courtesy				
Dependability				
Enthusiasm/Interest				
Leadership				
Proper Attire/Appearance				
Punctuality				
Willingness to accept guidance				
Willingness to conform to rules and regulations				
Work Ethic/Willingness to work				

How would you rate the experience? (Please circle one) Excellent Good Fair Poor

How could this program be improved? \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_

**Note: Individual schools may require additional evaluations for students who are participating in internships, cooperative education programs and apprenticeships. Return this form to the school-based coordinator.**

## APPENDIX E STUDENT EVALUATION OF WORK SITE

Student's Name: \_\_\_\_\_ Dates At Work Site: \_\_\_\_\_

Program Type:  Apprenticeship  Co-op  Internship  Mentor  Service Learning  Job Shadow

Employer: \_\_\_\_\_ Mentor's/Supervisor's Name: \_\_\_\_\_

Duties: \_\_\_\_\_

Was the job what you expected it to be? ( ) Yes ( ) No

Explain: \_\_\_\_\_

Did your mentor provide guidance? ( ) Yes ( ) No

Were you given ample instructions when you started the job? ( ) Yes ( ) No

Were you given helpful instructions when needed? ( ) Yes ( ) No

Were co-workers friendly and courteous? ( ) Yes ( ) No

Do you feel that career advancement is possible at this site? ( ) Yes ( ) No

Were company rules and regulations explained clearly? ( ) Yes ( ) No

Please rate your supervisor(s) on the following points: GOOD    AVERAGE    POOR

Introduced you to all employees in the company/department: \_\_\_\_\_

Explained changes which affected you: \_\_\_\_\_

Displayed interest in you and your job: \_\_\_\_\_

Provided follow-up counseling: \_\_\_\_\_

What would make the working conditions better at this site for future students?

\_\_\_\_\_

Please answer the following:

- Describe the mentor's/supervisor's/employee's occupation and duties.
- What are the starting salaries and educational requirements for this position?
- What is the mentor's/supervisor's/employee's educational background? What school subjects does he/she feel would be most helpful to prepare for his/her position?
- Describe the working conditions associated with the mentor's/supervisor's/employee's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
- What types of attitude and personality traits are important in order to be successful in his/her career field?
- What does the employee find most difficult, stressful, etc., about his/her position?
- Describe the mentor's/supervisor's/employee's role as a supervisor. (Does he/she supervise other employees? What is involved in supervision? Who supervised his/her position?)
- What are good ways for students to find out more about his/her career?
- What opportunities are there for advancement in his/her career field?
- What does this company do to encourage its employees to continue their education?

Comments:

\_\_\_\_\_  
\_\_\_\_\_



**APPENDIX F  
PHOTOGRAPH AND INFORMATION RELEASE FORM**



**Personal Pathways to success™  
SOUTH CAROLINA  
REGIONAL EDUCATION CENTERS**

**Photograph and Information Release Form**

I hereby grant permission to the SC Regional Education Centers (hereinafter referred to as SC RECs), SC Regional Education Center Advisory Boards, SC Regional Education Center Advisory Panel, coordinators, staff, school districts, volunteers and representatives to use my name, information and photographic image, alone or in a group, in any publication or publicity release. I understand that my name, information and images may be used in print or electronic publications, website, video or other forms of media.

I hereby release the SC RECs, SC REC Advisory Boards, SC REC Advisory Panel, coordinators, staff, school districts, volunteers and representatives from any and all liabilities and damages which may arise at any time now or at any time in the future from the use of my name, information and photographic image related to my participation in SC RECs activities.

I understand that this authorization shall remain in effect unless revoked by me and communicated to SC RECs in writing with the date of revocation specified. The revocation will apply to all future use of name, information and image. I understand that revocation cannot be retroactive and hereby release SC RECs and affiliates from any liability and damages for name, information and images used prior to the date of revocation.

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Organization

\_\_\_\_\_  
Regional Center Representative Signature

**APPENDIX G**  
**PARENT/GUARDIAN EXTENDED LEARNING OPPORTUNITY PERMISSION FORM**

My child, \_\_\_\_\_ ( \_\_\_\_\_ ) has my permission to  
 (Name of Student) (Birth Date)  
 participate in an extended learning opportunity at \_\_\_\_\_ beginning  
 (Work Site Location)  
 \_\_\_\_\_ and ending \_\_\_\_\_.  
 (Date) (Date)

I will be responsible for arranging transportation for my child to and from the work site. Permission is given for my child to receive emergency medical treatment in case of injury or illness. I understand that school personnel will not be present when the student is at the site and will not be responsible for my child.

**TO BE COMPLETED BY PARENT(S) OR GUARDIAN:**

Transportation Arrangements: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Home/Cell Phone: \_\_\_\_\_

The district shall not be liable for any injuries sustained by the student during transportation provided by the parent(s) to or from the work site. I have read the above information and fully understand and agree with content.

\_\_\_\_\_  
 (Parent/Guardian Signature) (Date) (Work /Cell Phone)

**TO BE COMPLETED BY THE SCHOOL REPRESENTATIVE:**

Name of Employer: \_\_\_\_\_  
 Address of Employer: \_\_\_\_\_  
 Nature of work: \_\_\_\_\_

Are employees at this work site engaged in potentially hazardous tasks? YES NO

Will the extended learning opportunity for this student involve a hazardous occupation as defined by state and federal child labor laws? YES NO

Nature of work to be performed:

Employer/Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

**APPENDIX H**  
**TRAINING AGREEMENT FOR EXTENDED LEARNING OPPORTUNITY**

Student's Name \_\_\_\_\_ Birth Date \_\_\_\_\_ Age \_\_\_\_\_

Student's Address \_\_\_\_\_

Telephone \_\_\_\_\_ Cell Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Program of Study \_\_\_\_\_ Job Title \_\_\_\_\_

School Name \_\_\_\_\_ District \_\_\_\_\_

Work Site \_\_\_\_\_ Telephone \_\_\_\_\_

Work Site Address \_\_\_\_\_

Work Site Supervisor \_\_\_\_\_ Mentor \_\_\_\_\_

Date Training Begins \_\_\_\_\_ Ends \_\_\_\_\_

This training agreement briefly outlines the responsibilities of the student, parents, employer and the teacher.

**Parent/Guardian**

1. Approves and agrees that the student may participate in extended learning at the work site listed above
2. Encourages the student to effectively carry out the work requirements both in the classroom and on the job
3. Assumes responsibility for the conduct of the student
4. Provides transportation for the student to and from the work site
5. Holds school and teacher harmless for risks associated with transportation and indirectly monitors activities (e.g., extended learning experience)

**Student**

1. Completes an evaluation of work site experience
2. Complies with the rules and regulations of the work site
3. Observes the same regulations that apply to other employees
4. Adheres to all policies and regulations as set forth by school administration and teacher

## TRAINING AGREEMENT FOR EXTENDED LEARNING OPPORTUNITY, page 2

### Teacher

1. Assists in securing an appropriate extended learning experience based on the student's program of study
2. Works with the supervisor/mentor in developing a training plan for the student
3. Visits work site as required per month to confer with the employer and student
4. Verifies that student's duties correlate with job description
5. Observes working conditions
6. Helps develop progressive skill-building activities
7. Observes and evaluates student progress
8. Resolves questions, issues or concerns
9. Provides employer with Parental Permission form
10. Provides employer with Insurance and Emergency Contact form
11. Counsels the student about job progress, behavior, attitude, academics, etc.
12. Reinforces extended learning opportunities with related classroom instruction
13. Terminates employment when it serves the best interest of the student as determined in collaboration with the employer
14. Determines the student's final grade for extended learning opportunity, if applicable

### Employer

1. Recognizes that the student is enrolled in an extended learning opportunity that is aligned to the student's program of study
2. Provides supervision and instruction for each of the applicable job duty tasks
3. Assists the student in mastering standards necessary for success in the career objective
4. Evaluates and documents student's progress
5. Employs a non-discrimination policy with regard to race, ethnicity, disability, gender, religion, national origin, creed or age
6. Adheres to wage and hour, child labor laws and all other federal, state and local laws pertaining to student employment
7. Completes and returns the extended learning opportunity evaluation to the teacher
8. Completes Wage and Hour Report, if applicable

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(Parent/Guardian)

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(Employer)

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(Student)

---

(Teacher)

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(School Administrator)

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(Date)

## **APPENDIX I DESCRIPTIONS OF EXTENDED LEARNING OPPORTUNITIES**

### **APPRENTICESHIP**

Apprenticeships are formal relationships between an employer and employee during which the worker, or apprentice, is paid while learning a specific occupation in a structured program.

#### **REGISTERED APPRENTICESHIP**

Registered apprenticeships are registered with the U. S. Department of Labor's Bureau of Apprenticeship and Training. The traditional apprenticeship programs are designed for adults and may be linked to an approved youth apprenticeship program in high school.

The purpose of a registered apprenticeship experience is to prepare workers to meet the workforce expectations of employers at high levels and earn a journeyman's level of certification.

#### **YOUTH APPRENTICESHIP**

Youth Apprenticeships begin in the eleventh grade for students who are age 16 and older. This activity combines classroom instruction (secondary and post-secondary levels) with one to two years of on-the-job learning and results in a "certification of mastery" of specific technical skills. A youth apprentice may matriculate to a registered apprenticeship program after high school. This type of apprenticeship may or may not include financial compensation.

The purpose of a youth apprenticeship experience is to provide students the opportunity to connect what they learn in the school setting with work site application to enable a smooth transition into the workforce or post-secondary education upon high school graduation. Students may benefit in a number of ways to include:

- Developing a basic foundation of academics and mastery of technical skills
- Making a smooth transition from one level of education to the next
- Earning both secondary and post-secondary educational course credit
- Connecting to an adult apprenticeship upon high school graduation
- Preparing for emerging careers, high wage jobs and lifelong learning

## CAREER/JOB SHADOWING

Career/Job Shadowing is a short-term experience to introduce a student to a particular job. The experience includes a one-to-one pairing of a student with an employee in a work environment. The student will follow or “shadow” the employee as he/she performs normal work activities and will observe, ask questions and gain first-hand knowledge of the requirements of a career field and the workplace.

### OBJECTIVES

- Provide individualized career exploration based on the unique interests of each student
- Encourage the development of students’ workplace skills: work ethic, teamwork, critical thinking, problem solving, communication, including technology enhanced skills
- Promote a better understanding of the relationship between rigorous and relevant education and employment success
- Develop students’ awareness of the academic and technical skills required for entry level positions and advancement in specific careers
- Familiarize students with the work site environment
- Facilitate the transition from school to careers by connecting extended learning opportunities to school-based learning

### SHADOWING GUIDELINES

- All students who meet the criteria are given the opportunity to participate.
- The suggested time commitment is usually four to eight hours and includes grades 7-12 (businesses may specify desired grade level, schedule, etc.).
- The non-paid shadowing experience is connected to students’ career interests and integrated into school subject(s).
- Appropriate forms and agreements must be signed by students, parents, school personnel and the employer.
- Students and parents are responsible for transportation (unless arranged by the school).
- The program must be operated in compliance with federal, state and local regulations (including child labor laws).
- Employers will receive a brief orientation prior to students arriving to the work site.
- Students must comply with the dress code at the shadowing site (if applicable).
- No commitment of employment by the employer is expected.
- Employers may award certificates or recognition for students to provide increased motivation.
- Employers are expected to notify students of lunch procedures (eat out, bring lunch, etc.).

Virtual Job Shadows are online tours that showcase the skills and knowledge necessary for specific industry careers. In consultation with your local regional education center, businesses can create virtual job shadow experiences for South Carolina students. These experiences would provide virtual “hands-on” sessions for the students and focus on industry specific occupations. Please contact your local REC for details.

## COOPERATIVE EDUCATION

Cooperative Education programs coordinate secondary or post-secondary studies with a job in a field related to academic or technical education objectives for students during their junior or senior year. Students and participating businesses develop written training and evaluation plans to guide workplace activities in coordination with classroom instruction. Students receive course credit for both their classroom and work experiences. Academic credit, compensation and activities vary with the course of study.

### OBJECTIVES

- Provide opportunities for students to receive work experience in business/industry related to their career and technology courses and career objectives
- Encourage the development of students' workplace skills: work ethic, teamwork, critical thinking, problem solving, communication, including technology enhanced skills
- Develop students' awareness of the educational and technical skills required for entry level positions and advancement in specific occupations
- Provide a systematic development of skills and techniques through a definite pattern of learning experiences on the job
- Combine employment training and related classroom instruction
- Facilitate the transition from school to workplace and/or post-secondary training/education
- Provide opportunities for a stronger relationship between business and education

### COOPERATIVE EDUCATION GUIDELINES

- Students must be enrolled in related career and technology education courses and meet criteria.
- Students' work-based experiences must be related to the career and technology courses.
- The program must be operated in compliance with federal and state labor laws.
- Students must remain on the job throughout the designated training period unless the employer, school coordinator, teacher and student agree for dismissal.
- Appropriate forms and agreements must be signed by students, parents, school personnel and employers.
- A training agreement and training plan should be completed by the teacher and/or the coordinator before a student is placed in a cooperative education position.
- Safety instructions should be delivered in class and at the work site.
- Students should work an average of 20 hours per week.
- Employers should employ and compensate students in conformity with federal, state and local regulations in a manner not resulting in exploitation of the students.
- Students should show proof of health insurance coverage through their family's insurance or be encouraged to purchase the 24-hour school accident insurance.
- Students are responsible for transportation to and from the work site.

- Personal injury arising out of and in the course and scope of work is covered by the employer through Workers' Compensation. If the employer does not provide coverage, the school district's Workers' Compensation will cover the student. RECs recommend that school districts verify this coverage with their carrier.
- Employers/supervisors evaluate students' extended learning opportunities progress.

#### STUDENT PARTICIPATION CRITERIA

- Be at least 16 years of age
- Be enrolled in an eligible career and technology education course
- Be responsible for transportation to and from the work site
- Show proof of health insurance coverage through family insurance or the 24-hour school student accident insurance, if applicable
- Maintain a C average in all courses or a B average in the related career and technology course (If the student is placed during the first nine weeks, use previous year's average.)
- Agree to remain on the job throughout the designated training period
- Demonstrate regular attendance at school and at the work site
- Have permission from parent/legal guardian to participate in cooperative education
- Have approval from teacher/coordinator to participate in cooperative education
- Be willing to go through the interview process
- Agree to complete all necessary forms and reports



## INTERNSHIP

An internship is a one-to-one relationship between a student and a business professional that provides “hands-on” learning based on a career. A learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school for three or four hours a week in exchange for the professional’s time in teaching and demonstrating. The internship generally lasts from three to six months and may or may not include financial compensation.

### OBJECTIVES

- Encourage the development of students’ workplace skills: work ethic, teamwork, critical thinking, problem solving, communication, including technology enhanced skills
- Provide individualized career exploration based on the unique interests of each student
- Promote a better understanding of the relationship between rigorous and relevant education and employment success
- Develop students’ awareness of the educational and technical skills required for entry level positions and advancement in specific careers
- Familiarize students with the work site environment
- Increase students’ level of competency based on the training plan
- Facilitate the transition from school to careers by connecting work-based learning experiences to school-based learning

### INTERNSHIP GUIDELINES

- Internships generally last several months with an average of three to four hours per week.
- Internships may be paid or non-paid.
- Students receive no monetary compensation during school hours.
- Appropriate forms and agreements must be signed by students, parents, school personnel and the employer.
- Students and parents are responsible for transportation unless arranged by the school.
- The internship experience must be operated in compliance with federal, state and local regulations (including child labor laws).
- Students must comply with the dress code of the internship site (if applicable).
- Students do not displace regular employees.

### STUDENT PROFILE

- Be at least 15 years of age and be in “good standing” (grades, attendance and discipline) with the school and allowed to participate at the discretion of the principal
- Have interests/abilities in the specific career and possess the ability necessary to perform required tasks
- Participate in preparation activities, understand employability skills and agree to and sign the training agreement

## SERVICE LEARNING

Service learning activities are structured experiences for one or more students in any grade at a work site or community agency. Students work on specific activities each week during or after school. Under close adult supervision, students develop work skills and learn how to conduct themselves in work situations.

In some school districts, a service learning course may be taken for one unit of credit. While in this course, students spend part of their course hours volunteering in nonprofit organizations that match their career goals and skills.

### OBJECTIVES

- Link volunteer service and academic learning
- Provide concrete opportunities for young people to learn new skills, think critically and test new roles in an environment that encourages risk-taking and rewards competence
- Encourage students to perform a service that makes a contribution to the community (In this context, the school may be defined as the community.)
- Promote personal, intellectual and social growth as well as civic responsibility
- Provide career awareness and exploration experiences to expand workplace basic skills

### SERVICE LEARNING GUIDELINES

- All students who meet the criteria are given the opportunity to participate; each school may establish specific selection criteria.
- Service learning projects may be individual or group.
- Service learning is a non-paid learning experience for the student.
- Appropriate forms and agreements must be signed by students, parents, school personnel and the organization.
- Students and parents are responsible for transportation unless arranged by the school.
- The program must be operated in compliance with federal, state, and local regulations (including child labor laws).

## WORK-BASED MENTORING

A work-based mentoring experience engages a student with an employee of a particular business. The mentor devotes time and attention to the student during the experience. As a role model, the employee shares workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student to perform well and works in consultation with classroom teachers and/or the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years. Work-based mentoring may lead to an internship, cooperative education, or a youth apprenticeship opportunity for the student.

### OBJECTIVES

- Provide individualized career exploration based on the unique interests of each student beginning in middle school
- Encourage the development of students' workplace skills: work ethic, teamwork, critical thinking, problem solving, communication, including technology enhanced skills
- Promote a better understanding of the relationship between rigorous and relevant education and employment success
- Develop students' awareness of the educational and technical skills required for entry level positions and advancement in specific careers
- Familiarize students with the work site environment
- Facilitate the transition from school to careers by connecting extended learning opportunities to school-based learning

### BEYOND THE NUTS AND BOLTS

It is important that the mentor schedules time with the student to talk about workplace "culture" and the expectations of the work world. The student has little, if any, exposure to the world of work. Becoming familiar with unwritten expectations will build the student's confidence and expand his/her knowledge base. The student's attitude and work ethic will consciously and unconsciously be transferred as the student gains the new knowledge. These attributes are as important to his/her success as knowing the company handbook or job skills. The time commitment may diminish as the student learns the new requirements.



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