

The Catawba Region Employer Handbook

WORK-BASED LEARNING OPPORTUNITIES



*Connecting Education, Business, and
Opportunity Across York, Chester,
and Lancaster Counties*



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ACKNOWLEDGMENTS

The Employer's Handbook contains definitions, guidelines and forms to assist business and industry in providing meaningful and productive work-based learning opportunities to students.

Thank You to Midlands Education and Business Alliance and the SC Department of Education, Office of Career Readiness for their contributions in the creation and updating of the employers' handbook.

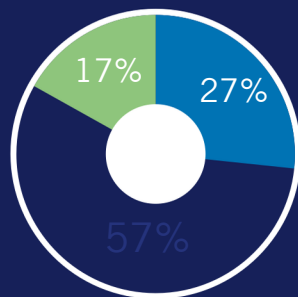
More information is available by contacting your local Work-Based Learning Coordinator in your district.
(Found on page 5.)

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 South Carolina leads the nation in aligning education with economic development to cultivate a talented, prepared, and highly skilled workforce positioning our state as a strong competitor in the global marketplace. Nearly 57 percent of today's jobs require education or training beyond high school, though not necessarily a four-year degree.

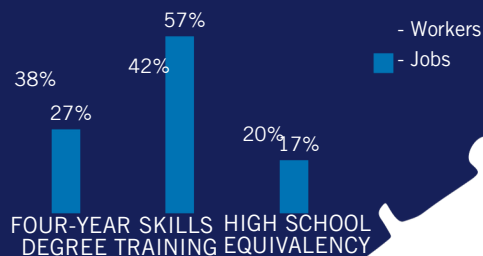
Most jobs (57%) require skills training beyond high school, but not a four-year degree.



SOUTH CAROLINA'S JOBS BY EDUCATION REQUIREMENT

- Four-Year Degree
- Skills Training
- High School Equivalency

SOUTH CAROLINA'S JOBS & WORKERS BY EDUCATION LEVEL



Source of data:
National Skills Coalition
(nationalskillscoalition.org)

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
- ▶ Creates 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 employability 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

THREE EASY STEPS TO CONNECT YOUR BUSINESS

STEP 1

Outline a Plan

- Contact your Company's Human Resource Department for policy and protocol for student opportunities
- 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

- Choose work-based learning (WBL) or an extended learning opportunity (ELO) that exemplifies the culture of your organization
- Review Page 9 for descriptions of WBL opportunities.

STEP 3 Connect

- Contact your local school career specialists or work-based learning coordinators, who will work in partnership with regional school personnel, to produce your unique opportunity

WORK-BASED LEARNING DISTRICT CONTACTS

CHESTER

Dr. Jermaine Greene
(839) 930-0855
Jegreene@Chester.k12.SC.US

CLOVER

Wayne Williams
(803) 810-8241
Wayne.Williams@clover.k12.sc.us

FORT MILL

Susan Brackett
(803) 548-8378
BrackettS@fortmillschools.org

ROCK HILL

Dr. Felicia Robinson
(803) 981-1100
Frobinson@rhmail.org

LANCASTER

Paula Stegall Lail
(803) 289-4883
Paula.stegallLail@lscd.k12.sc.us

YORK

Shannon Clinton
(803) 818-6254
Sclinton@york.k12.sc.us

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 work-based learning opportunity
- ▶ Tour the facility
- ▶ Match the work-based learning opportunity plan to the student's career interest
- ▶ Answer student's questions
- ▶ Follow school district procedures by contacting the district Work-Based Learning Coordinator for handling work site injuries/accidents. The WBL Coordinator can provide evidence of Insurance Coverage.
- ▶ **NOTE: See page 5 for your WBL Coordinator contact information.**

SHARE EXAMPLES OF HOW THE WORK OF 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 workday
- ▶ 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
- ▶ 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

WORKING WITH STUDENTS

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 worlds

*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 9.

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. We 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 upon request.

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.



DEFINITIONS OF WORK-BASED LEARNING OPPORTUNITIES

The appropriate work-based learning opportunity (WBL) agreement and permission forms must be submitted for student participation.

CAREER/JOB SHADOWING

A short-term school-coordinated career exploration experience where a student will follow, observe or “shadow” an employee as he/she performs normal work activities.

- Typically lasts a few hours.
- Does not provide course credit.
- Distinct from classroom speakers or career fairs.
- Requires preparation, appropriate conduct, and post-activity reflection.

INTERNSHIP

A progressive, school-sponsored experience that places students in real worksites to practice job-related skills and gain exposure to industry functions.

- Guided by a training agreement and evaluation plan between the school and worksite supervisor.
- Duration is typically 3–6 months; may or may not include compensation.
- Students may receive course credit depending on district policies; compensation and activities also vary.

STRUCTURED FIELD STUDIES

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.

MENTORING

A long-term professional relationship between a student and an experienced business/industry employee who guides, instructs, and challenges the student.

- Typically lasts one year, with continued contact for an additional one to two years.
- Focuses on personal, interpersonal, and workplace skill development.
- Does not provide course credit.

APPRENTICESHIP

An earn-while-you-learn training model that combines on-the-job training, job-related education, and a scalable wage progression. Apprenticeship programs are typically administered in partnership with a technical college through dual enrollment courses and articulation agreements with participating districts.

A. Registered Youth Apprenticeship (Career Ready Qualifier)

A registered program with the U.S. Department of Labor Employment and Training Administration that combines education with hands-on training. Traditional apprenticeships are designed for adults with multi-year hour requirements, but they may be linked to approved Registered Youth Apprenticeships for students in grades 11–12 (minimum age 16). These programs are often offered in partnership with technical colleges through dual enrollment and articulation agreements.

B. Youth Apprenticeship (Career Ready Qualifier)

A structured program for students age 16 or older that combines classroom instruction with one to two years of paid, on-the-job training. Successful completion results in a certification of mastery in a specific technical skill. Unlike Registered Youth Apprenticeships, these programs are not overseen by the U.S. Department of Labor ETA.

ADDITIONAL OPPORTUNITIES FOR BUSINESS CONNECTIONS

In addition to providing work-based learning opportunities (WBLs), employers may participate in career awareness (Extended Learning Opportunities - ELOs) 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

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

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

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.

► 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.

► COOPERATIVE EDUCATION (Co-Op) (Career Ready Qualifier)

A multi-term placement model in which students alternate between school and full-time work with a single employer. Co-Ops are traditionally postsecondary experiences but may qualify for high school students enrolled in dual enrollment coursework with a sponsoring postsecondary institution.

- Requires a written contract and training plan between the high school, postsecondary partner, and worksite.
- Coordinates academic/technical study with related employment.
- Students receive course credit; academic credit, activities, and compensation vary by district.

Appendix

CAREER CLUSTERS

Career Clusters organize occupations and industries into groups according to related skills and knowledge needed.

The career clusters curriculum helps students easily and effectively navigate their way to greater college and career success. In South Carolina, all 8th grade students, with help from parents or parental designees and school counselors and career specialists, create an Individual Graduation Plan (IGP) identifying his or her chosen career cluster and outlining the courses necessary to successfully prepare for graduation and transition into a profession or post-secondary education. Students update their IGP annually, providing flexibility to change selected clusters, should student interest change.

Career clusters are key to economic development. By helping students understand that what they learn in the classroom directly relates to the skills needed in the workplace, career clusters help create a qualified workforce and prosperous economy.



CAREER CLUSTERS DESCRIPTIONS

2025 marks a transition to a new career clusters framework, guided by six Career-Ready Practices: Investing in the Future, Caring for Communities, Cultivating Resources, Building & Moving, Creating & Experiencing, and Connecting & Supporting Success.

INVESTING IN THE FUTURE



FINANCIAL SERVICES

Careers in financial services focus on managing money through banking, accounting, insurance, real estate, and financial advising. These roles support economic growth by helping individuals and organizations maintain financial stability.

CARING FOR COMMUNITIES



EDUCATION

Professionals in education guide learning from early childhood through adulthood, including teaching, counseling, and instructional design. Their work fosters lifelong learning, critical thinking, and personal development.



HEALTHCARE & HUMAN SERVICES

This cluster includes careers that support physical, mental, and emotional well-being through medical, therapeutic, and personal care services. Professionals use science and data to improve health outcomes and strengthen communities.



PUBLIC SERVICE & SAFETY

Careers in this field include roles in government, law, security, and the military. These professionals uphold civic responsibility and work to ensure the safety, resilience, and effective functioning of communities and nations.

CULTIVATING RESOURCES



AGRICULTURE

This field focuses on advancing agriscience and improving food systems through cultivation, processing, and distribution. Careers also support industries like sustainable logging, fisheries, and regenerative agriculture, emphasizing environmental stewardship and community resilience.



ENERGY & NATURAL RESOURCES

Careers in this sector involve fuel production, power generation, utilities, environmental conservation, and resource extraction. Professionals focus on sustainable energy solutions and responsible resource management to meet global needs while protecting the planet.

CAREER CLUSTERS DESCRIPTIONS

BUILDING & MOVING



ADVANCED MANUFACTURING

This field integrates cutting-edge technologies like automation, AI, and engineering to improve product design and production. Careers focus on boosting efficiency, ensuring safety, and maintaining high standards in quality and innovation.



CONSTRUCTION

Professionals in this field design, plan, and build structures that shape the built environment. Careers range from architecture and engineering to skilled trades; all focused on creating sustainable and resilient infrastructure for current and future needs.



SUPPLY CHAIN & TRANSPORTATION

This field involves managing the movement of goods from production to delivery through air, land, and sea. Careers focus on logistics, distribution, and maintenance to ensure efficient operations that support global trade, economic growth, and community well-being.

CREATING & EXPERIENCING



ARTS, ENTERTAINMENT, & DESIGN

This cluster brings together creative careers in visual arts, performance, film, journalism, fashion, and design technologies. Professionals in these fields produce and share work that informs, entertains, beautifies, and inspires across diverse platforms.



HOSPITALITY, EVENTS, & TOURISM

This sector includes careers in foodservice, lodging, travel, and event planning. Professionals deliver high-quality experiences and manage logistics for guests and participants, supporting everything from local dining and cultural events to global tourism and business conferences.

CONNECTING AND SUPPORTING SUCCESS



DIGITAL TECHNOLOGY

This cluster centers on building digital systems for communication, data storage, and problem-solving using tools like AI, data analytics, and cybersecurity. The skills developed are essential across all industries, driving innovation and helping professionals adapt to a rapidly evolving tech landscape. As a cross-cutting cluster, its content is designed to integrate with other career pathways in Career and Technical Education (CTE).



MARKETING & SALES

This field focuses on promoting products, understanding consumer behavior, and building strong customer relationships. Careers involve digital marketing, data analysis, branding, and strategic communication to drive business growth and engagement. As a cross-cutting cluster, its skills apply across all industries and are encouraged for integration into other Career and Technical Education (CTE) programs.



MANAGEMENT & ENTREPRENEURSHIP

This cluster includes careers in business operations, strategic planning, human resources, and organizational leadership. It equips individuals to lead teams, optimize performance, and adapt to changing markets. As a cross-cutting cluster, it also fosters entrepreneurial thinking and supports the creation of new ventures, driving innovation and economic growth across all industries.

SOUTH CAROLINA WORK-BASED LEARNING TRAINING AGREEMENT/EVALUATION PLAN

Date: _____
Student's Name: _____
School/Career Center: _____ **School District:** _____
Start Date: _____ **End Date:** _____
Worksite Name/Location: _____

Work Assigned Days: _____ **Work Assigned Hours:** _____
Worksite Supervisor Name: _____
Worksite Supervisor Title: _____
Worksite Phone: _____
Worksite Email: _____
Student's Career Pathway/Program of Study: _____

Is the Work-Based Learning (WBL) Placement aligned to student's Individual Graduation Plan (IGP)?

Yes or No

Is the Work-Based Learning Placement paid? Yes No

Did the student earn at least one unit of course credit in the career pathway related to the WBL placement? Yes No

If yes, what is the course code? _____

Is School Insurance coverage provided? Yes No

Job Description (Tasks, Responsibilities, Projects, etc. established by worksite supervisor)

List of 3-5 objectives and/or skills to be mastered based on industry-defined competencies within career pathway: (Examples, adaptability, collecting and organizing information, creativity, professionalism, leadership, project management, presenting, public speaking, understanding business aspects, technology, etc.) _____

Employability Attributes:

The employability attributes provided below as Profile Elements are essential in every work environment throughout one's career. Discuss and review with the student as each should be viewed as the foundation upon which specific workplace and career ready skills are aligned with the Profile of the SC Graduate.

Each will be the basic expectation for the work-based learning experience and will serve as the criteria of measure for the mid and final employer evaluation tool.

* Two evaluation reviews from the worksite supervisor are recommended to capture student growth.

SOUTH CAROLINA WORK-BASED LEARNING TRAINING AGREEMENT/EVALUATION PLAN

1 = Performance Improvement Needed: Needs to have a strategy to improve this skill

2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps

3 = Competent: Demonstrates this skill; aware of the importance of this skill

4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill

5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

PROFILE ELEMENT PERFORMANCE EXPECTATIONS REVIEWS

PROFILE ELEMENT COMMENTS	PERFORMANCE EXPECTATIONS	REVIEWS 1-5 Scale (See Key Above)		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Attendance Appearance, and Punctuality	- Arrives on time and prepared for work - Provides sufficient notice if unable to report for work - Clean, neat appearance - Dresses appropriately for position and duties - Wears ID Badge in accordance with policy - Practices personal hygiene for position and duties	1.		
		2.		
Initiative Motivation, Self-Direction	- Participates fully in tasks or projects from start to finish - Initiates interaction with supervisor for next task or project upon successful completion of previous one - Able to work with little supervision; dependable - Use good judgement	1.		
		2.		

SOUTH CAROLINA WORK-BASED LEARNING TRAINING AGREEMENT/EVALUATION PLAN

PROFILE ELEMENT COMMENTS	PERFORMANCE EXPECTATIONS	REVIEWS 1-5 Scale (See Key on Page 16)		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Communication	- Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors, and customers - Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions	1.		
		2.		
Teamwork & Collaboration	- Works productively with co-workers, individually and in teams; support organization's mission and goals - Accepts direction and constructive feedback with positive attitude - Cooperative	1.		
		2.		
Critical Thinking and Problem Solving	- Notices and identifies challenges and problems that arise in the workplace - Brings concerns to attention of supervisors - Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for organization	1.		
		2.		

SOUTH CAROLINA WORK-BASED LEARNING TRAINING AGREEMENT/EVALUATION PLAN

PROFILE ELEMENT COMMENTS	PERFORMANCE EXPECTATIONS	REVIEWS 1-5 Scale (See Key on Page 16)		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Workplace Policy, Integrity, Culture and Safety	- Exhibits understanding of workplace culture and policy - Follows professional standards for use of computers, phones and social media - Respects confidentiality - Complies with health and safety rules for the workplace - Adheres to cell phone usage policy	1.		
		2.		
Knowing How to Learn	- Eager and willing to learn - Listens and observes to learn - Asks questions - Initiates to seek answers - Inquisitive - Manages time effectively	1.		
		2.		
Information/ Media & Technology	- Knows how to locate necessary information to perform tasks - Uses digital media literacy to identify, access and analyze - Displays global knowledge with use of technology	1.		
		2.		

SOUTH CAROLINA WORK-BASED LEARNING TRAINING AGREEMENT/EVALUATION PLAN

PROFILE ELEMENT COMMENTS	PERFORMANCE EXPECTATIONS	REVIEWS 1-5 Scale (See Key on Page 16)		COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Global Perspective	- Identifies and respects cultural diversity - Understands social/economic relationship impact on the job seeks to work towards conflict resolution - Thinks globally and understands link to people worldwide	1.		
		2.		
Creativity Innovation	- Introduces new ideas or methods for task or work process - Imaginative: Thinks outside the box - Shares ideas and insights - Encourages engagement	1.		
		2.		

Workplace & Career Specific Skills

- List three to five skills that will be a focus for this work-based learning experience. Choose from the following examples or identify other skills relevant to the specific worksite environment and/or career goals.

Career/Engagement Skills

Adaptability
 Collecting & Organizing Information
 Creativity
 Professionalism
 Project Management
 Public Speaking
 Presentation
 Understanding Aspects

Digital Literacy Skills

Computer Technology
 Database Usage
 Graphic Design
 Media Literacy
 Office Suite Software
 Coding
 Software Development
 Spreadsheet Usage
 Web Development
 (or industry specific technology)

Applied Academic Skills

Applied Mathematics
 Reading
 Research and Analysis
 Writing
 Multiple Languages

STEM Related Skills

Analyze
 Engineering Concepts
 Technology Driven
 Science Concepts
 Cause/Reflect Relations
 Predict/Conclude
 Repair Equipment
 Uses Software Effectively
 Mathematics Concepts

SOUTH CAROLINA WORK-BASED LEARNING TRAINING AGREEMENT/EVALUATION PLAN

SKILL	SKILL DEFINITION	REVIEWS 1-5 Scale (See Key on Page 16)	COMMENTS Notes, goals, and reflections for Review #1 and Review #2
		1.	
		2.	
		1.	
		2.	
		1.	
		2.	
		1.	
		2.	

EVALUATION REVIEW 1:

Student Signature: _____

Worksite Supervisor Signature: _____

School Rep. Signature: _____

Date: _____

EVALUATION REVIEW 2:

Student Signature: _____

Worksite Supervisor Signature: _____

School Rep. Signature: _____

Date: _____



THE CATAWBA REGION OPPORTUNITY GUIDE



WORK-BASED LEARNING BUILDING CONNECTIONS WITH BUSINESS PROFESSIONALS

SHORT-TERM ACTIVITIES	JOB SHADOWING (On-Site) Student is paired, one-on-one, with employee to observe the day-to-day responsibilities of a particular occupation. 2 - 8 hours	JOB SHADOWING (Virtual) Opportunity provided to student where accessibility businesses is limited due to distance or lack of worksites in area. 2 - 4 hours	COMPANY TOUR Students visit worksite to learn about business, observe workers perform tasks and ask questions. 1 - 2 hours	GUEST SPEAKER Students listen to employers talk about their industry, jobs within the industry, relevant education/training needed. 30 - 60 min/class
	MOCK INTERVIEW Help students improve upon their interviewing skills while providing constructive feedback. 30 - 60 min/interview	COMPETITION JUDGE Help judge student projects while providing constructive feedback. 1 - 8 hours	CAREER FAIR Participate with other companies or by meeting with small student groups seeking jobs to discuss occupations and career options. 2 - 8 hours	CAREER COACH/MENTOR Industry professional offers advice, answers questions, and provides support related to workplace, careers, and education. 1 or more hours/week
MEDIUM-TERM ACTIVITIES	SERVICE LEARNING Provide students with opportunity to engage in community-service work to gain developmental experience. 2 - 15 hours	SUMMER INTERNSHIP Provide students with hands-on learning in the area of their career interests. 3 months	PROJECT ADVISOR Provide students with support while they explore real-world problems and challenges. 1 - 15 hours	SUMMER OR PART-TIME JOB Provide students with valuable work experience with pay. time varies
	YOUTH APPRENTICESHIP * Structured program giving youth aged 16+ an opportunity to earn while they learn. Combines class instruction with one to two years of on-the-job training.	REGISTERED APPRENTICESHIP * Traditional program registered with US Dept. of Labor's Bureau of Apprenticeship and Training linked to an approved youth apprenticeship program in grades 11-12 with min. student age requirement of 16.	INTERNSHIP * Students are placed in a real workplace environment to develop and practice career-related knowledge and skills needed for a specific level job role.	COOPERATIVE ED. (Co-Op) * Structured training program for high school level students enrolled in a post-secondary institution's dual enrollment course. Secondary studies coordinated with job role in field related to academic and technical education objectives.
LONG-TERM ACTIVITIES	ADVISORY/ ROUND TABLE Experts discuss trends and industry standards in order to align with high school curriculum.	COMPANY SITE VISIT Teachers visit business sites to learn routines and activities of a company.	SUMMER EXTERNSHIP Teachers are provided with an opportunity to learn more about your organization, your industry and the needs in the region.	High-lighted activities are recognized and approved in South Carolina. Red asterick designates Career ready qualifiers.
	TEACHER LEADER OPPORTUNITIES			



INSTRUCTIONS ON WHAT IS NEEDED TO MAKE THE INITIAL CONTACT WITH A SCHOOL

Work-Based Learning (WBL) connects students with real-world career experiences while supporting industry talent needs. This quick guide outlines how businesses can partner with a school district to create meaningful and impactful learning opportunities.

WHY PARTNER?

- Develop future workforce talent
- Increase community engagement
- Introduce students to high-demand careers
- Build a pipeline of skilled, career-ready individuals
- Support local economic development

WAYS TO GET INVOLVED

Career Awareness

Guest speakers
Career fairs

Career Exploration

Job shadowing
Workplace tours
Mock interviews

Career Preparation

Internship
Youth apprenticeships
Project-based learning
Mentorships

Educator Experiences

Teacher Externships
Curriculum Advisory
Support

Industry Presentations

HOW TO GET STARTED

- Determine Your Goals & Capacity - Identify what your business can offer—number of students, time commitment, and types of experiences.
- Connect With the District - Reach out to the Career Specialist, CTE Director, or WBL Coordinator to express interest. (See page 5 for your District WBL Coordinator)
- Meet & Align - Discuss expectations, safety, student skills, schedules, and program goals.
- Select a WBL Model - Choose the experience that best fits your workplace and workforce needs.
- Understand Requirements - Review district and state guidelines related to:
 - Safety protocols
 - Labor laws
 - Background checks (if needed)
 - Insurance or agreements
- Identify a Worksite Mentor - Assign a staff member to supervise, guide, and evaluate the student experience.
- Finalize the Plan - Develop a schedule, activities, clear responsibilities, and learning goals.
- Host the Experience - Provide meaningful tasks, workplace exposure, and skill-building opportunities.
- Communicate & Evaluate - Partner with the school for student check-ins, evaluations, and post-program reflection.

Ready to partner?

Your school district's WBL team is eager to collaborate and support you every step of the way.

The Catawba Region would like to extend a heartfelt appreciation for the generosity of the Midlands Education and Business Alliance, **MEBA**, for sharing their resources with the Catawba Region. Their support has played a key role in helping our region develop a detailed comprehensive resource book that will benefit community partners, students and educators.

MEBA's willingness to contribute reflects a strong commitment to supporting workforce development and expanding opportunities for our students and the community throughout the state. The Catawba Regions Work-Based Learning Team is truly grateful for the partnership and expertise MEBA brought to this project.

Thank you MEBA for your invaluable support.