

Hampton County School District South Carolina

Hampton County High School

CAREER AND TECHNICAL EDUCATION

Work-Based Learning Handbook

2023-2024

Non-Discrimination Statement

Career and Technical Education: Hampton County School District offers a wide range of Career and Technical Education Courses. In compliance with federal laws, Hampton County School District administers educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender. Inquiries should be directed to:

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This guide was adapted for Hampton County Schools from the S.C. guide for 2022-23. The South Carolina CTE Work-Based Learning Implementation Guide is available at:

<https://ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/wbl-implementation-guide-2022/>

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Education
Work-Based Learning Staff Contact Information

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Work-Based Learning (WBL) is a CTE initiative to link students with the world of work. Students learn better when information is relevant. WBL links school to workplace realities and requires a dedicated business partner. We value the collaboration and partnerships by our local businesses in supporting our students.

The mission of WBL is to prepare every student to make career choices through academic rigor and work-based learning experiences. This requires a systematic, comprehensive effort based on the SC CTE state's vision to cultivate the development of a skilled workforce and a responsive workforce system that meets the needs of business and industry learning to sustainable growth, economic prosperity, and global competitiveness.

There are three major types of work-based learning: WBL courses for an internship elective credit, WBL short-term experiences such as 1-day job shadowing, and WBL as part of CTE upper-level courses that involve 40 hours or more. Details and guidelines follow.

Types of Work-Based Learning through Career and Technical Education

I. Work-Based Learning Courses for High School Elective Credit (credit-bearing, course number assigned by program area)

is a structured, stand-alone CTE course which has a CTE Classification of Instructional Programs (CIP)- coded program. Each work-based learning **course** has an assigned S.C. CTE course code. WBL state guidelines must be followed in order to award the Carnegie unit of credit upon successful completion of the course. Students must have completed the required CTE courses to qualify for the following WBL.

Internship: A one-on-one relationship with an employer that provides “hands-on” learning in a career area of student interest. A required learning contract outlines the expectations of and responsibilities of both parties. The student works regularly during or after school for **specified time period** in exchange for the employer’s time in teaching and demonstrating. **The internship shall include a minimum of 120 hours of work for a Carnegie unit of credit OR a minimum of 40 practical On-the-Job Training (OJT) hours embedded as part of an approved CTE course.** Instruction may or may not include financial compensation.

Youth Apprenticeship: Begins in the eleventh grade for students who are age 16 and older. This activity combines classroom instruction (at both 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. These types of apprenticeships may or may not include financial compensation. **Must be approved by DOL and CTE District Office.**

Health Sciences Clinicals: provide students with opportunities to explore a variety of health careers, develop knowledge and skills related to healthcare, and transition from the role of student to that of healthcare professional. Students can rotate among local healthcare related facilities to develop an awareness as part of a training agreement. Nurse Aide students complete a minimum of 40 clinical hours in an approved skilled nursing facility. Clinicals must be planned and supervised cooperatively by the teacher of record and the training sponsor. In the classroom, students are expected to master the essential knowledge and skills of health science coursework prior to participation in this experience.

Cooperative Education: Programs that coordinate high school CTE course of study with a job in a field related to the CTE course objectives. Students, the cooperating teacher and participating businesses develop written training and evaluation plans to guide workplace activities in coordination with classroom instruction. **A minimum of 40 hours is required as part of the CTE course.**

Requirements for Credit Bearing Work-Based Learning

As stated in the SC Office of Career & Technology WBL Manual:

IN ADDITION:

- 1) Both regularly scheduled and unannounced work-site visits must be conducted by the supervising teacher/designated Career Development Facilitator and documented. A minimum of one each is required.
- 2) **All required WBL paperwork must be complete and on file prior to beginning the work experience and kept on file with the supervising teacher of record for a period of 3 years.**
- 3) **A copy of the “Internship Assignment Form” with all required signatures must be scanned/emailed to the CTE Director.**

A South Carolina school may choose to offer Internship, credit-bearing work-based learning courses, for students in the following conditions:

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. **Only one unit of the CTE Internship Work-Based Credit-Bearing Course may be awarded.**
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 Technical 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 and the Career Development Facilitator.
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 South Carolina Graduate.

11. All required paperwork must be complete and kept on file for at least two years after the student graduates from high school.

Career Ready Accountability Guidelines

By grade 12, a graduating student may demonstrate “career readiness” for purposes of the South Carolina accountability system by meeting the following criteria under Work-based Learning:

Completion of a South Carolina approved career ready work-based learning experience and must have all of the following criteria met and verified by the school:

- A minimum of 40 practical experience hours or the highest number of hours required by the industry-defined competencies and is included in a unit of credit in the career pathway related to the work-based placement.
- WBL placement is aligned to the career pathway in the student’s IGP.
- A mutually developed training agreement outlining the skills and objectives to be mastered during the WBL qualifying placement.
- Includes a positive performance evaluation that is created from the training agreement as defined by a score of 3 or higher on a scale of 1–5 with 1 being the lowest performance indicator and 5 being the highest performance indicator.
- The evaluation should include the world class skills and characteristics from the Profile of the SC Graduate.

Career Clusters and Work-Based Learning Course Codes*

****WBL courses are college prep weighted***

Agriculture, Food, and Natural Resources, work-based credit	5690
Architecture and Construction, work-based credit	6690
Arts, Audio-Video Technology, and Communications, work-based credit	5290
Business, Management, and Administration, work-based credit	5490
Education and Training, work-based credit	6390
Health Science	
c. Health Science, work-based credit	5590
d. Sports Medicine, work-based credit	5591
Hospitality and Tourism, work-based credit	5190
Human Services	
e. Family and Consumer Sciences, work-based credit	5890
f. Human Services, work-based credit	5790
Information Technology, work-based credit	5390
Law, Public Safety, Corrections, and Security, work-based credit	6590
Manufacturing, work-based credit	6490
Marketing, Sales, and Service, work-based credit	5091
Science, Technology, Engineering, and Mathematics	
g. Pre-Engineering/Industrial Technology Education, work-based credit	6090
Transportation, Distribution, and Logistics, work-based credit	6790

II. Other Work-Based Learning Experiences for middle & high schools

(non-credit bearing, no course number assigned)

occurs when the student is enrolled in a Career and Technology Education (CTE) course and participates in a “short-term” work-based experience as part of the currently enrolled CTE course. The WBL experience provides an opportunity for learning as part of a CTE course.

School-Based Enterprise: Focuses on the development of small businesses created, managed, and operated by students within the school setting. These ventures support the development of academic, technical, and entrepreneurial skills in an applied academic environment. Enterprises may be undertaken on school grounds. **Must be part of a CTE approved course.** (Not for course credit)

Job Shadowing: On-Site: A short-term experience to introduce a student to a particular job by a one-on-one assignment for a student with an employee in a work environment. The student “shadows” the worker for a specified time to better understand the requirements of a particular career. Supervising teacher must maintain a student record. (Not for course credit)

Job Shadowing: Virtual: A short-term experience in which students participate in virtual shadowing using approved online resources. Student must provide a written or oral presentation. Supervising teacher must maintain a student record. (Not for course credit)

Guidelines for non-credit bearing WBL

- Student must be enrolled in a CTE course.
- The WBL experience must be designed by a content-specific, certified CTE teacher as part of the course.
- All required WBL paperwork must be complete and on file.
- WBL will be documented in PowerSchool by the supervising teacher or designee for each student.

III. WBL credit as part of CTE course

Structured Field Trips: A specifically planned experience that provides opportunities for students to explore different workplaces related to CTE instruction. Students are prepared to ask probing questions about employment, qualifications.

STUDENT TRAINING PLAN DESCRIPTION

TO BE COMPLETED BY CTE TEACHER OF RECORD AND CAREER DEV. FACILITATOR

Date: _____

Student's Name: _____

School/Career Center: _____ School District: Hampton County 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 or non-paid? Yes No

Is the WBL placement tied to a credit-bearing course? Yes No If yes, what is the course code?

Is School Insurance coverage provided? Yes No

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

Student Training Plan Continued

List of objectives and/or skills to be mastered based on industry-defined competencies within career pathway

Hampton County School District (rev 2019-20)
WORK-BASED Training Agreement (Kept on file by Career Development Facilitator)

Student: _____ School/Career Center: _____

Type of WBL: _____ Start Date: _____ End Date: _____

Student's Career Cluster: _____ Work Assigned Days & Hours: _____

Work Site Name: _____ Work Site Supervisor: _____

Work Site Phone/Address: _____ Is placement paid or non-paid? YES or NO

Participation in the Internship requires all parties concerned to agree to the following responsibilities.

Employer Responsibilities

The employer, recognizing that a training plan is being followed and that close supervision of the student will be needed, agrees:

- To place the student in a training position for the purpose of providing skills and employability experiences and tasks of instructional value.
- To assist in development of a work training plan. ***(See attached training plan)***
- To ensure the student's employment activity will be supervised by an experienced and qualified person, with tasks to be performed under safe conditions.
- To ensure the student will receive the same consideration given other employees with regard to safety, health, social security, general employment conditions and other regulations of the firm.
- To notify the teacher if difficulties arise, changes are necessary or termination of internship seems likely to occur.
- To keep the teacher informed of the student's progress and to assist in the evaluation of the student. ***(See attached rubric)***
- To avoid discrimination against the student on the basis of race, color, national origin, sex, religion, creed, disadvantaging or handicapping condition, or limited English proficiency.
- To adhere to all federal and state laws governing employment, child labor, minimum wages, and other applicable regulations.

CTE Teacher of Record/Career Development Facilitator Responsibilities

The teacher/facilitator, representing the school, will coordinate the training program toward satisfactory preparation for the student's career interests, and agrees:

- To assure that the student meets all criteria to participate in a work-based learning program.
- To compile and maintain all necessary forms and documentation.
- To provide the necessary related classroom instruction and develop a training plan or connecting activities for each grading period or school term.

- To make regular site visits per grading period to the training station to observe the student, consult with employer, and supply assistance with student training problems to assure a successful work experience.
- To assist in the evaluation of the student.
- To attempt to resolve complaints with all parties concerned, with the authority to withdraw a student when necessary.
- To accept students into the program and inform students of job opportunities without regard to race, color, national origin, sex, religion, creed, disadvantaging or handicapping condition, or limited English proficiency.

Parent/Guardian Responsibilities

The parent or guardian, realizing the importance of the training program in helping the student to achieve career objectives, agrees:

- To encourage the student to effectively carry out his/her duties and responsibilities as outlined in this agreement.
- To assume responsibility for transportation and necessary insurance of the student while in the Internship, including the time in class, on the job, and in route to school, the job, and home as feasible. *Extenuating circumstances are handled on an individual basis for students who cannot afford transportation to/from worksites.*
- The student is expected to provide the necessary health insurance as feasible.
- To work cooperatively with the teacher and the student in solving problems relating to school and work.
- To understand that the student will have to adhere to the participating employer's pre-screening criteria to include possible background checks and drug testing.

Student Responsibilities

The student promises to abide by all implied and stated terms included in this training agreement, namely:

- Students must work a minimum of 120 hours in a school term *if receiving a Carnegie elective unit of credit.*
- The student is expected to remain with the original job placement throughout the school term and will not be granted permission to change without proper justification. He/she will not terminate the internship without prior written consent of the teacher-coordinator.
- The student is expected to conform to employer rules and regulations. Professional dress, conduct, grooming, attendance, punctuality, and adherence to the work schedule are expected to include usage of any Personal Protective Equipment (PPE) where applicable.
- The student is not allowed to work on days absent from school without prior approval of the teacher.
- The student must notify the employer and school each day he/she is unable to work, according to company policy.
- School will be the first priority as to scheduling and maintaining status toward graduation requirements.
- The student is responsible for providing his/her own transportation to and from the work site when possible. Extenuating circumstances are handled on an individual basis.
- The student is expected to maintain accurate and up-to-date wage and hour records and complete connecting activities by established deadlines. Failure to submit records and assignments to the teacher as requested will result in failure and removal from the Internship course.

- The student who loses his/her job because of dishonesty may be dismissed from the Internship course and may lose all credit for the school term. Such an offense is serious. The student who loses his/her job due to poor performance may receive no credit for the program, and/or may be dismissed from the Internship.
- **The student understands that this is a training opportunity only (paid or unpaid) and does not guarantee permanent employment with the participating employer or its affiliates.**

All parties acknowledge and stipulate that this Agreement is the product of mutual negotiation between all parties and that it has been reviewed by for all parties.

Signature of Student

Date

Signature of Parent/Guardian

Date

Signature of Supervising Teacher

Date

Signature of Principal/Designee

Date

Signature of Employer/Supervisor

Date

INTERNSHIP WORK-BASED LEARNING STUDENT INTERVIEW EVALUATION FORM

Completed by Teacher of Record (Optional Form)

Student Interviewed: _____ Career Objective/Pathway: _____

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

Student's plans following high school:

Work experience:

Reaction when asked if he/she would change personal appearance in order to become employable or keep employment: _____

Reaction to student organization: _____

Possible Job Sites: _____

Comments: _____

Interview Completed by: _____

INTERNSHIP WORK SITE EVALUATION CHECK SHEET

Completed by Supervising Teacher and/or Career Development Facilitator

Potential Work Site Name _____

Address _____ Telephone _____

Date of Interview _____ Person Interviewed _____

Types of Jobs Available for Student to Intern/Job Shadow/Apprentice

- Any Required Job Entrance Tests: Yes No
- Any Required Drug Screening: Yes No
- Any Required Criminal Background Checks: Yes No
- Any Required Personal Protective Equipment: Yes No

Skill standards employer would be willing for student to participate during the duration of the WBL:
(example: interviewing; solving a problem; sitting in on a customer call. etc)

	Yes	No
Is the attitude of the employer conducive to effective cooperation with the school in the operation of work-based learning?		
Are there provisions for a range of on-the-job experiences?		
Are the equipment and facilities satisfactory?		
Is the employer willing to work with the teacher to develop a training plan for a specific career objective?		
Does the potential work site employee morale seem conducive to satisfactory relationships for students?		
Does the instructional potential of the work site seem satisfactory?		
Is the work site satisfactorily loCTEd?		
Is the employer listed with the Better Business Bureau?		
Is there evidence of progressive skill-building opportunities?		

	Yes	No
Does the employer agree to cooperate with the school to train a student?		
Does the employer agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career?		
Does the employer agree to observe all applicable child labor and wage laws and be in compliance with the Office for Civil Right regulations?		
Does the employer agree that the student will not displace a full-time worker as cited in the Fair Labor Standards Act?		
Does the employer agree to work the student a minimum of 120 hours per semester?		
Does the employer agree to objectively evaluate the standards demonstrated by the student on skills identified in the training agreement?		
Does the employer agree to train the student during school release time?		
Is the work site within reasonable travel distance of the school?		
Does the work site meet other criteria as outlined in the <i>HCS D Guide for Work-Based Learning</i> ?		

Comments: _____

Signed: _____ Date: _____

INTERNSHIP

Employer EVALUATION OF WORK EXPERIENCE

To be completed by the Supervisor prior to end of the Internship and/or 40 Hour Work Experience. **(USE NEW STATE RUBRIC)**

STUDENT INTERNSHIP EVALUATION RUBRIC (TO BE COMPLETED BY THE PARTICIPATING EMPLOYER & RETURNED TO THE TEACHER OF RECORD)

1 Employability Attributes

The employability attributes provided below as Profile Elements are essential in every work environment

throughout one's career. Thank you for discussing with the Teacher of Record for the Internship which includes

specific workplace and career ready skills as 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 for the participating student.

* Two evaluation reviews are recommended to capture growth – Thank You for Your Support!

KEY: Evaluation Score

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 1-5 Scale (See Key Above)	COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Attendance Appearance, and Punctuality	<ul style="list-style-type: none"> ▪ Arrives on time and prepared for work ▪ Provides sufficient notice if unable to report for work 	1	

	<ul style="list-style-type: none"> ▪ Clean, neat appearance ▪ Dresses appropriately for position and duties ▪ Wears ID Badge in accordance with policy ▪ Practices personal hygiene for 	2		
Initiative Motivation, Self-Direction	<ul style="list-style-type: none"> ▪ 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		
Communication	<ul style="list-style-type: none"> ▪ CommuniCTEs 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 and Collaboration	<ul style="list-style-type: none"> ▪ Works productively with co-workers, individually and in teams; support organization's mission and goals ▪ Accepts direction and constructive feedback with positive attitude 	1		
		2		
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> ▪ Notices and identifies challenges and problems that arise in the workplace ▪ Brings concerns to attention of supervisors when appropriate ▪ Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the 	1		
		2		
Workplace Policy, Integrity, Culture and Safety	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Eager and willing to learn ▪ Listens and observes to learn ▪ Asks questions 	1		
	<ul style="list-style-type: none"> ▪ Initiates to seek answers ▪ Inquisitive ▪ Manages time effectively 	2		
Information/Media & Technology	<ul style="list-style-type: none"> ▪ 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		
Global Perspective	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Introduces new ideas or methods for task or work process ▪ Imaginative: Thinks outside the box ▪ Shares ideas and insights ▪ Encourages engagement 	1		
		2		

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

Digital Literacy Skills
STEM-Related Skills

Computer Technology
Analyze

Applied Academic Skills

Applied Mathematics

Collecting and Organizing

Information

Creativity

Database Usage
Engineering Concepts

Graphic Design
Technology Driven

Media Literacy
Science Concepts

Reading

Research and Analysis

Writing

Professionalism

Office Suite Software
Cause/Effect relations

Multiple Languages

Leadership

Coding
Predict/Conclude

Project Management

Software Development
Repair equipment

Public Speaking/

Spreadsheet Usage
Uses software effectively

Presentations

Web Development
Mathematics concepts

Understanding Aspects

(or industry specific
technology)

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

		2		
SIGNATURES				

REVIEW 1:

REVIEW 2:

Student Signature: _____

Student Signature: _____

Supervisor Signature: _____

Supervisor Signature: _____

School Staff Signature: _____

School Staff Signature: _____

Date: _____

Date: _____

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents Roundtable and SC Chamber of Commerce
SC Education Oversight Committee, SC State Board of Education, SC Department of Education,
SC General Assembly, SC Council on Competitiveness, TransformSC, & SC Arts in Basic Curriculum
Steering Committee

Career Development Process



Military Career Fields

Military Specialist careers are available in the general CTEgories listed below for qualified individuals with a high school education. Starting salary is \$16,164 with free room and board, enlistment bonus, and full medical benefits. Pay and benefit information can be found

at www.todaysmilitary.com. Specific job information is located at the following web sites:

Air Force www.airforce.com
Coast Guard/CG Reserve www.gocoastguard.com
Air Force Reserve www.afreserve.com
Marine Corps www.marines.com
Air National Guard www.goang.com
Marine Corps Reserve www.marforres.usmc.mil
Army www.goarmy.com
Navy www.navy.com
Army National Guard www.1800guard.com
Navy Reserve www.navyreserve.com
Army Reserve www.goarmyreserve.com

Military Officer careers are open to individuals who take college level ROTC and complete a four-year degree, or for those who graduate from one of the Service Academies. Starting salary is \$34,000 with full medical benefits. ROTC, scholarship, and academy information can be found at these web sites:

Air Force ROTC www.afrotc.com
Air Force Academy www.usafa.af.mil
Army ROTC www.armyrotc.com
Military Academy www.usma.edu
Navy ROTC www.nrotc.navy.mil
Naval Academy www.usna.edu
Coast Guard Academy www.cga.edu

Administrative Support focuses on support activities dealing with personnel, administration, finance, information, supply, and religious services.

Arts and Media covers the administration, communication and supervision of affairs for both military and civilian audiences. Specialties include public affairs, broadcast technicians, graphic designers, translators, journalists, and musicians.

Combat involves reconnaissance, security, and other aspects of both offensive and defensive combat situations. Jobs include artillery specialists, infantry, special operations, tank crew and aviation.

Computers and Technology includes technical and informational support for a variety of areas such as computers, communications, environmental health, intelligence, and unmanned vehicle operations.

Engineering focuses on every aspect of construction, including electrical, carpentry, masonry and plumbing, as well as heavy equipment operation and supervising construction engineering.

Legal and Law Enforcement involves keeping people and property safe. Duties include paralegals, firefighters, military police, criminal investigators, and security and emergency specialists.

Mechanics concerns keeping vehicles and machines in proper running order. Assignments range from heating and cooling mechanics to vehicle mechanics who service aircraft, wheeled and tracked vehicles, heavy equipment, and watercraft.

Medical consists of jobs in medical, dental and veterinary fields. Positions cover a variety of responsibilities throughout the military health care field, from clinical settings to point of injury.

Transportation involves the movement of troops, equipment, supplies, and machinery.



Apprenticeship Carolina™, a division of the SC Technical College System, works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs.

At **no cost to the employer**, apprenticeship consultants are available to guide companies through the registered apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System.

In South Carolina, employers with registered apprenticeship programs are also eligible to receive a tax credit of \$1,000 for each registered apprentice employed for at least 7 months during each year of his or her apprenticeship program, for up to four years.

Web Resources for Career & College Planning

Academic Common Market-

<http://www.che.sc.gov/Students,FamiliesMilitary/LearningAboutCollege/AcademicCommonMarketInformation.aspx>

ACT Student Web Page- www.actstudent.org

Career Aisle-<http://knowitall.scetv.org/careeraisle/index.cfm>

Career Explorer- www.careerexplorer.net

Career One Stop- www.careeronestop.org

CollegeBoard- SAT- www.collegeboard.org

College MatchMaker- <https://bigfuture.collegeboard.org/college-search>

eCampusTours: www.ecampustours.com

Free Application for Federal Student Aid- www.fafsa.ed.gov

Fastweb- www.fastweb.com

Mapping Your Future- www.mappingyourfuture.org

MicroBurst Learning- Virtual Job Shadowing- www.microburstlearning.org

Myfuture- www.myfuture.com

My Next Move- www.mynextmove.org

Peterson's Guide for college planning- www.petersons.com

NCAA Eligibility - <http://www.ncaa.org/static/2point3/>

Princeton Review- www.princetonreview.com

Occupational Information Network-O*Net Online- <http://www.onetonline.org/>

SC Transfer and Articulation Center- www.sctrac.org

SC Can Go to College- www.sccango.org

SC Occupational Information System- www.scois.net

SC Virtual Library- DISCUS- <http://scdiscus.org/>

**Hampton County School
 District Career & Technical
 Education**
 Student Driver Parental Permission Form for Off-Campus Work-Based Learning

TO BE COMPLETED BY THE CTE TEACHER OF RECORD:

Student **Name:** _____ School/Career Center: _____
 Start Date: _____ End Date: _____
 Work Assigned Days & Hours: _____
APPROVED Work Site Name: _____
Work Site Employer Contact Name: _____
 Work Site Address: _____
 CTE Teacher of Record Name: _____ Contact Phone # (s): _____

TO BE COMPLETED BY THE STUDENT/PARENT(S) OR GUARDIAN:

STUDENT DRIVER

STUDENT NAME:

LAST NAME	FIRST NAME	MIDDLE INITIAL
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CTE CAREER PATHWAY _____ DL# _____

STUDENT HOME ADDRESS: _____

STUDENT HOME/CELL PHONE: _____

PARENT/GUARDIAN EMERGENCY CONTACT NAME & PHONE#: _____

STUDENT VEHICLE

YEAR: _____ COLOR: _____ AUTO MAKE: _____ MODEL: _____

LICENSE TAG NUMBER: _____ STATE: _____

Student Driver Parental Consent & Release Form

BACKGROUND

My child, _____, has permission to drive to/from the off campus activity for _____ ("brief description of activity") per the following time period _____ to _____ and from the following site(s): _____. I understand that this activity involves travel _____. I also understand that this activity does not involve staying overnight.

CONDUCT DURING ACTIVITY & EMERGENCY MEDICAL TREATMENT

I understand that my child's participation in the activity is a privilege and not a right. I acknowledge that I have spoken with my child about my child's need to comply with the specific rules and requirements established for this activity, all Hampton County School District ("District") policies and procedures, the rules of conduct set forth in the District Student Code of Conduct, and state and federal regulations and laws. I understand that all District rules and policies apply to my child. I also understand that my child may receive emergency medical treatment in case of injury or illness.

TRANSPORTATION PERMISSION AND WAIVER

I understand the District's insurance does not cover damages arising from, or related to, the operation of any private vehicle, failure to follow the directed driving route or any personal negligence related to this activity. Any damages/harm resulting from a parent/guardian/or student driver, including but not limited to property damage, personal injury, and/or death, arising from the operation of a motor vehicle in relation to the above listed activity, is hereby waived.

SIGNATURES

I confirm that I have carefully read this CONSENT AND RELEASE and agree to its terms knowingly and voluntarily. I also confirm that I am the parent or legal guardian of the child or I am student 18 years or older.

I have signed this CONSENT AND RELEASE this _____ day of _____, 20____

Student's signature (if 18 years or older)

Date

Signature of Student's Parent or Legal Guardian
(If student is less than 18 years old)

Date