



Battery Creek High School
Beaufort High School
Bluffton High School
Hilton Head Island High School
May River High School
Whale Branch Early College High School
Beaufort-Jasper Academy for Career Excellence

CAREER AND TECHNICAL EDUCATION

**Work-Based Learning Handbook
Teachers; Counselors; Students; Parents;
Employers**

2025-2026 *(10/2025 Updated)*

Non-Discrimination Statement

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Overview

Education in South Carolina must be relevant, rigorous, and designed to provide every student with opportunities to transition successfully into future careers and lifelong learning. Work-based learning (WBL) connects classroom instruction to real-world application, enabling students to build academic knowledge, technical expertise, and employability skills while preparing to compete in a global economy.

The Education and Economic Development Act of 2005 (EEDA) requires that all South Carolina students in grades K–12 be afforded the opportunity to participate in a WBL experience. Federal legislation—including the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the Every Student Succeeds Act (ESSA, 2015), and the Workforce Innovation and Opportunity Act (WIOA)—further supports WBL as a program quality measure and allowable investment in student success.

South Carolina’s WBL system is built on collaboration among schools, districts, post-secondary institutions, employers, Regional Career Specialists (RCS), community organizations, and statewide partners. Together, these partnerships expand opportunities that prepare students for high-skill, high-wage, and high-demand careers.

When implemented with fidelity, WBL provides benefits for students, employers, and communities:

- Students gain critical workplace experiences, professional networks, and seamless transitions to postsecondary education, military service, or employment.
- Employers gain a pipeline of skilled talent ready to contribute on day one.
- Communities benefit from stronger connections between education and workforce needs, supporting economic vitality across the state.

This Implementation Guide provides educators and partners with the framework, tools, and strategies needed to design and manage high-quality WBL programs. By aligning with the Profile of the South Carolina Graduate, WBL ensures that every student is equipped with the knowledge, skills, and experiences required to thrive in a globally competitive workforce and a rapidly changing economy.

**This guide contains information provided annually by the South Carolina
Division of Career Readiness:**

<https://www.ed.sc.gov/instruction/career-and-technical-education/career-guidance/work-based-learning/>

AND

The Beaufort County School District Career & Technical Education Department

Building Quality Work-Based Learning Experiences

WBL is a school-coordinated, structured, and sustained interaction between students (K–12) and business or industry partners in authentic worksite environments. These experiences provide students with firsthand exposure to workplace expectations while applying academic knowledge and exploring career goals and interests.

Each WBL placement must maintain the credibility and integrity of the experience. High-quality coordination ensures that students gain meaningful skills, while employers benefit from cultivating future talent. This intentional development of a skilled workforce directly supports the needs of business and industry, contributing to sustainable growth, economic prosperity, and South Carolina's global competitiveness.

Partnership and advocacy from the business and industry community represent a vital investment in the state's next generation of leaders and innovators.

State Approved Work-Based Learning Definitions

South Carolina recognizes multiple forms of WBL experiences, each designed to provide students with authentic, structured opportunities to apply academic knowledge, develop employability skills, and explore career pathways.

In addition, South Carolina has designated career-ready WBL qualifiers—registered apprenticeships, youth apprenticeships, cooperative education, and internships—that meet the state’s “career ready” accountability indicators. Detailed indicators for these qualifiers are outlined on pages 8–9.

Apprenticeship (Career Ready Qualifier)

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.

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.

Internship (Career Ready Qualifier)

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.

Job Shadowing (On-site)

A short-term, school-coordinated career exploration experience in which a student observes an employee in a workplace setting.

- 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.

Job Shadowing (Virtual)

A virtual career exploration experience that provides access to students across the state, especially in rural areas. Quality indicators include:

- Virtual tours, interactive Q&A opportunities, and student reflection.
- Preparation, engagement, and reflection must be included.
- [MicroCareerBursts](#) is South Carolina’s approved virtual job shadowing program, available free of charge to students and educators (see pg. 12 for access information). Districts can email info@microburstlearning.com for free setup.

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.

School-Based Enterprise

A student-run simulated business created, managed, and operated within a school setting. Students plan, market, manage, and deliver products or services under teacher supervision.

- Provides experience in entrepreneurship and applied academics.
- May occur on or off school grounds.
- Examples: school coffee shop, catering service, printing business.

Service Learning

A community-based learning experience where students contribute to solving local problems while developing academic, workplace, and citizenship skills.

- Must follow the National and Community Service Trust Act (NACSTA) stages: Preparation, Action, Reflection, Celebration.
- Ongoing and structured (not one-time community service events).
- Typically non-credit, unless offered as a Service-Learning course.

Structured Field Study

A short-term, school-sponsored workplace visit designed for exploration and observation.

- Students observe job roles, ask questions, and learn about workplace expectations.
- Requires pre-visit preparation and post-visit debrief/reflection activities.

CTE Internship, Work-Based Credit Bearing Course

A credit-bearing internship course for Career and Technical Education (CTE) students enrolled in federal CIP-coded programs.

- Taken as the 4th or 5th unit in a CTE program after prerequisites are met.
- Requires a minimum of 120 hours of supervised practical experience (may be higher depending on pathway requirements).
- Supervised by a CTE content-specific certified teacher.
- Award of one Carnegie unit of credit upon successful completion.
- Course codes are approved by the SCDE Office of Career Readiness (see pgs. 6–7).

CTE Internship, Work-Based Credit-Bearing Course Guidelines

The CTE Internship, Work-Based Credit-Bearing course is a structured, stand-alone course that is taken in a CTE CIP-coded program under the guidance of the SCDE Office of Career Readiness. Questions regarding implementation of these courses should be directed to the CTE program associate. The CTE WBL course codes are to be used for CTE concentrators or completers only by following the guidelines listed below. The following guidelines must be followed to award course credit upon successful completion of the CTE WBL credit bearing course.

1. Each student must be supervised by a content-specific, certified teacher. Example: Certified Health Science Technology Instructor supervises a health science student participating in the CTE WBL credit-bearing course.
2. The CTE Internship Work-Based Credit-Bearing Course should be in alignment with the students' CTE CIP-coded program.
3. The CTE Internship Work-Based Credit Bearing Course must be aligned with the student's Individual Graduation Plan (IGP).
4. Only one unit of the CTE Internship Work-Based Credit-Bearing Course may be awarded.
5. The CTE Internship Work-Based Credit-Bearing Course code can be used only once.
6. The CTE Internship Work-Based Credit-Bearing Course should be counted as the *fourth or fifth unit* of a CTE completer program and can be taken:
 - a. while actively enrolled in the third or fourth unit of an approved sequence of Career and Technical Education Coursework in a completer program; **OR**
 - b. after completing the third or fourth unit of an approved sequence of Career and Technical Education coursework in a completer program.

7. [South Carolina Work-Based Learning Career Ready Work-Based Learning Training Agreement/Evaluation Plan](#) defines a combination of objectives/skills to be mastered, specific to the CTE Internship Work-Based Credit-Bearing course and industry-defined competencies within the career pathway with alignment to the Profile of the SC Graduate. The documentation must be completed and kept on file for at least two years after the student graduates from high school.
8. Assignments, as outlined in the training agreement and evaluation plan, are required and aligned to the school’s grading policy.
9. Regularly scheduled and unannounced work-site visits are to be conducted and documented by the content-specific, certified teacher. The sponsoring worksite supervisor is also required to complete the student’s evaluation providing the student an opportunity for growth.
10. The CTE Internship, Work-Based Credit-Bearing Course experience hours, which begin on or after July 1, may be counted toward the number of hours required in the upcoming school year if the work experience is supervised by the content-specific, certified teacher and all other guidelines are followed.
11. Each school district must provide Certificate of Insurance Coverage and evidence of student insurance liability with respect to participating in the work-based learning experience in accordance with district school board policy.

CTE Internship, Work-Based Credit Bearing Course Codes

Course Name	Course Code
Advanced Manufacturing	6490
Agriculture	5690
Arts, Entertainment, and Design	5290
Construction	6690
Digital Technology	5390
Education	6390
Family and Consumer Sciences	5890
Fashion and Interior	5780
Financial Services	6190
Food Science	6890
Healthcare Science	5590
Hospitality, Events, and Tourism	5190
Human Services	5790
Judicial Systems	6580
Management and Entrepreneurship	5490
Marketing and Sales	5091
Military Science	6589
Pre-Engineering/ Industrial Technology Education	6090
Public Health	5588
Public Service and Safety	6590
Sports Medicine	5591

Office of Career Readiness, CTE Program Associate Contact Listing

All questions related to any CTE Internship, Work-Based Credit Bearing courses should be directed to the designated CTE program associate. Contact listing per program cluster can be found [here](#).

Career Ready Accountability System Qualifiers

The College and Career Ready metric reports results based on 4-year graduation cohort base files for the school (or the district or the state, as appropriate for comparison metrics or for district or state report cards) as described in the INDICATOR: Graduation Rate section of the [2025-26 Accountability Manual for School and District Report Cards](#).

A student is deemed “career-ready” if the student met **one or more** of the following criteria:

- 1) Is a CTE completer and earns a national industry credential or a state industry credential as determined by the EOC following the advice and guidance of technical advisory committees composed of educators and members of the business community (see guidelines and additional information posted at [SC Dept. of Education CTE Programs](#)).
- 2) Earns a Level 3 Credential or above on the WIN SC Career Ready Test (SCRT).
- 3) Earns a scale score of 31 or higher on the ASVAB.

Note: A student can be deemed career-ready with proper documentation of a qualifying ASVAB score obtained at any time in the past. Although reprinted ASVAB score reports may only be requested up to two years from the date of testing (see <https://www.asvabprogram.com/faq>), scores do not expire for the purposes of demonstrating career readiness.

- 4) Successfully completes a state-approved work-based learning exit evaluation from an employer.

The work-based learning program must include the following indicators:

- ✓ A [Training Agreement](#) which defines a combination of objectives and a minimum of 40 practical experience hours or the highest number of hours required by industry defined competencies in a career pathway;
- ✓ Include a WBL placement aligned to the student’s IGP career goal;
- ✓ Include an [Industry Evaluation Plan](#) that is created from the training agreement, which includes the world-class skills from the Profile of the South Carolina Graduate; and
- ✓ The student must have earned a minimum of one unit in the pathway related to the work-based placement or completed a personal pathway of study.

NOTE: Career Ready Work-Based Learning Qualifiers include:

- Internship
- Co-Op
- Registered Apprenticeship
- Youth Apprenticeship

5) Is identified as a student with a disability who successfully completes the South Carolina High School Employability Credential (<https://ed.sc.gov/districts-schools/special-educationservices/programs-and-initiatives-p-i/sc-employability-credential/>) according to their Individualized Education Plan (IEP).

Note: Although a student in the graduation cohort contributes equally toward the school's rating for this indicator whether they meet one or multiple criteria, it remains essential to maintain accurate records for all students on each criterion. Each will be reported separately on the school report card under College and Career Readiness (CCR) Details.

Required Documentation of Evidence for WBL Career Ready Qualifier

The district, school and/ or career center must maintain all documentation to verify the reported WBL career ready qualifier. The district, school and/or career center should maintain documentation for at least two years after the student graduates from high school for auditing purposes.

WBL career ready qualifier documentation of evidence includes the following:

1. Student's Individual Graduation Plan (IGP) at the time of the WBL placement.
2. Student's completed [SC Work-Based Learning Career Ready Training Agreement/ Evaluation Plan](#) providing proof of successful completion of the WBL placement in its entirety, qualifying evaluation score and feedback comments from the worksite supervisor, and alignment to their career goal at the time of placement.
3. Student's transcript- transcript serves as evidence the student obtained at least one unit of credit in a course that directly related to the WBL career ready placement prior to the placement.

Reporting Work-Based Learning Experiences in PowerSchool

To ensure compliance with the state and federal requirements, all districts and school/career centers are required to report all qualifying WBL experiences for accountability in the Student Information Management System (PowerSchool) on the WBL Page.

In accordance with the South Carolina EEDA of 2005, data must be collected and reported for all students, K-12, completing a WBL experience. Approved WBL experiences include:

- Apprenticeships (registered and youth)
- Cooperative Education (Co-Op)
- Internships (including CTE credit-bearing internships)

- Job Shadowing (on-site and virtual)
- School-Based Enterprise
- Service Learning
- Mentoring
- Structured Field Study

Each field on the WBL page in PowerSchool is designed to capture the required information for reporting. Only fully completed WBL experiences should be entered and must be reported during the school year in which they occur. Timely entry ensures accuracy and allows District IT Administrators to upload data for the Quarterly Data Collection 4 (QDC4) report.

Schools and districts should establish a clear, consistent process to guarantee that all qualifying experiences are documented. Career centers and their feeder schools must coordinate reporting procedures to ensure that career center-sponsored WBL experiences are accurately captured for every student.

Step-by-step instructions and field entry definitions are available in the [SC Student Information System Data Entry Manual](#).

Reporting the Work-Based Learning Career Ready Qualifier

The Career Ready (CCR) qualifier fields are located at the top of the Work-Based Learning (WBL) page in PowerSchool in the designated red box.

- Only one CCR qualifier—Registered Apprenticeship, Youth Apprenticeship, Cooperative Education (Co-Op), or Internship—should be reported in this field.
- Once the CCR qualifier is entered, it will be captured for the Career Ready accountability measure by grade 12 (9GR).
- Any additional qualifying WBL experiences may also be reported, but these should be entered below the CCR field in the designated WBL fields.

Deadline to Report all WBL Experiences in PowerSchool

Deadline date for all WBL experiences, including the WBL Career Ready qualifier, to be entered on the WBL page in PowerSchool for the 2025–26 academic year is by **Friday, May 29, 2026**.

Liability, Safety, and Consent Forms

WBL involves students actively engaged in workplace environments. Because of age-related limitations on work roles, liability can be a concern for sponsoring worksites.

- For South Carolina public secondary schools, liability thresholds are determined at the district level. Each district should review its policies and limitations with the sponsoring business/industry supervisor, the student, the parent/legal guardian, and the school representative when coordinating WBL experiences.

- It is recommended that the sponsoring school representative review the district’s certificate of insurance coverage with the district’s legal team. The district’s certificate of insurance should be provided to the sponsoring worksite upon request.

Safety and Compliance

- All parties are encouraged to review the [US Department of Labor- Youth Rules](#) providing guidance for Child Labor Laws and Young Workers regulations to ensure compliance and safety for each participating student.
- Schools must work with local businesses to ensure:
 - Safety protocols are in place, and
 - Students are trained in all required safety precautions prior to beginning a WBL placement.
- The sponsoring worksite supervisor must provide students with all worksite policies and procedures.

School Responsibilities

- School representatives must identify and comply with any visitation or access guidelines required by the worksite that could impact monitoring or evaluation site visits.
- Schools should develop and use forms and agreements that outline requirements and expectations for both the student and the worksite sponsor/employer.
- Policies and procedures should ensure the safety of students and community members who interact with them during the WBL placement.

Consent and Emergency Information

All required participation forms—including consent agreements, emergency contact information, and other documentation—are school- or district-specific. These forms should be completed, reviewed, and on file prior to the start of any WBL experience.

Employer Engagement and Implementation

Employers are vital partners in building and sustaining high-quality work-based learning (WBL) programs. Their engagement ensures students gain authentic experiences while helping schools align education with workforce needs. By offering flexible WBL opportunities, businesses can increase participation, contribute to curriculum alignment, and build a pipeline of future talent.

Employer partnerships provide critical benefits by:

- Designing meaningful WBL opportunities that connect classroom learning to the workplace.
- Contributing insights on labor market trends, workforce demand, and job outlook.
- Assisting in curriculum development to align instruction with current and emerging industry needs.
- Identifying workforce gaps and collaborating with schools to close them.

Benefits of Work-Based Learning

The following benefits of a WBL experience should be stressed to potential business/industry worksite sponsors, as well as to administrators, parents, students, steering committees, and other school personnel:

For the Student Learner

- The student is provided supervised training in the specific area that he or she has chosen as a career objective or goal.
- The student can learn useful employability skills through observation while experiencing actual workplace conditions.
- Interest in classroom work is stimulated by the application of academic and job-related learning to workplace situations.
- The student develops understanding, appreciation, and respect for work and workers.
- The experience of getting and holding a job helps the student to develop a mature and realistic concept of self and to make mature decisions.
- Receiving compensation helps the student build self-esteem and contributes to his and her economic independence.
- The student's transition from school to work becomes seamless.
- The ability of the student to develop a post-high school plan for employment and/or continuing to post-secondary education is enhanced.

For the School

- The school can extend educational and school involvement opportunities beyond its own physical and financial resources.
- Interaction with work professionals outside the school environment is provided for the school in the training of young people.
- Parental involvement increases as many become involved as worksite sponsors.
- School personnel receive expanded opportunities to keep up to date with changing employment conditions and future workforce demands.
- The concept that education is indeed a community-wide partnership is demonstrated.

For the Worksite Sponsor

- The sponsor receives assistance from a coordinator in analyzing jobs, developing training plans, and consulting on training needs.
- The sponsor has an opportunity to influence school curricula to closely align with workforce demand.
- The sponsor takes an active role in the education and career preparation of students in the local community.
- The sponsor has an opportunity to develop future employees over an extended "trial" period without any obligation for long-term and/or full-time employment.
- The sponsor receives a student-learner who already possesses some of the job-related knowledge and skills needed to be a productive worker.

For the Community

- The number of young people making a successful transition from school to work is increased, thereby adding to the number of workplace-ready individuals who become economically productive members of society.
- A continuing partnership of school and community businesses and other organizations is developed.
- The community's workforce and economic stability are improved by enhancing local students' employability skill sets.

WBL Required Documentation

STUDENT INTERNSHIP APPLICATION FOR ENROLLMENT

Student- PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.

School _____	Current Grade Level: ____	Today's Date _____
Name		
Last	First	Middle
Home Address		
Number	Street	City
State	Zip	
Student PowerSchool ID #	Home Telephone ()	Cell Phone ()
Date of Birth including year:	Age:	Driver's License: Yes or No
Do you have access to a vehicle or other transportation? Yes or No		
Career and Technical Education program currently enrolled in:		
Proposed Internship Work Site (employer)		

Current Class Schedule

Period	Course	Teacher	Grade Average

Briefly respond to the following questions.

1.	Describe how this internship is related to your career goals.
2.	List skills that you have (such as MS Office).
3.	Describe work experience that you have- paid or unpaid.
4.	Describe any competitions you have won or honors you have received.
5.	List two high school teachers and/or school counselors who can attest to your performance as a student.

I wish to participate in the Internship program. I certify that all information on this application is true and accurate to the best of my knowledge.

Student Signature

Date

Student Emergency Information

Personal Data

Student's Name: _____ Birth Date: _____

Student's Home Address: _____

Student's Social Security Number (last 4 digits): _____ Student Phone: _____

School Name: _____ Counselor: _____

Principal: _____ Phone: _____

Note: Proof of medical insurance for the student is required. The student should keep an insurance card with him/her at all times.

Student Medical Information

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

In Case of Emergency, call:

1) Parent/Guardian/Contact Name: _____

Personal Phone: _____ Work Phone: _____ Other: _____

Employer Name/Address: _____

_____ Parent/Guardian Home Address: _____ Home
Phone: _____

2) Parent/Guardian Name: _____ Phone: _____

Employer Name/Address: _____

Note: Students under age 18 should keep a signed Parental Consent form for medical treatment.

Parent/Guardian's Signature

Date

Student's Signature

Date

This form should be kept on file at the school and a copy at the work site.

Beaufort County School District (rev 2025-26)

WBL Overview & Responsibilities 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 include a safe working environment.
- 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 WORK SITE EVALUATION CHECK SHEET (rev 2025-26)

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

- Student: Required Job Entrance Tests: Yes No
- Student: Required Drug Screening: Yes No
- Student: Required Criminal Background Checks: Yes No
- Student: Required Personal Protective Equipment: Yes No
- Employer: Provisions in Place for Employee Background Screening: Yes No

	Yes	No
Is the overall work environment conducive for students to participate in work-based learning?		
Are the equipment and facilities satisfactory if applicable?		
Is the employer willing to work with the teacher to develop a training plan for a specific career objective?		
Does the instructional potential of the work site seem satisfactory?		
Is the work site satisfactorily located?		
Is the employer willing to sign a training agreement?		
Does the employer agree to work the student a minimum required hours?		
Does the employer agree to objectively evaluate the standards demonstrated by the student on skills identified in the training agreement?		
Is the work site within reasonable travel distance of the school?		
Does the work site meet other criteria as outlined in the <i>BCSD Guide for Work-Based Learning</i> ?		

Comments: _____

Signed: _____ Date: _____

2025-26 South Carolina Work-Based Learning Training Agreement/Evaluation Plan

THIS SECTION TO BE COMPLETED BY THE TEACHER OF RECORD AND CAREER DEV FACILITATOR

Date: _____ Name of School Contact: _____

Student's Name: _____

School/Career Center: _____ School District: Beaufort 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

Did the student earn course credit in 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 objectives and/or skills to be mastered based on industry-defined competencies within career pathway

2025-26 South Carolina Work-Based Learning Training Agreement/Evaluation Plan

THIS SECTION TO BE COMPLETED BY THE STUDENT'S WORKSITE SUPERVISOR

1 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.

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 ▪ 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	<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"> ▪ 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 	1		

	attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions	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 ▪ Cooperative 	1		
		2		
PROFILE ELEMENT	PERFORMANCE EXPECTATIONS	REVIEWS	COMMENTS 1-5 Scale Notes, Goals, Reflections (See Key for Review #1 and Review on pg.2) #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 ▪ Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for organization 	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 ▪ Initiates to seek answers ▪ Inquisitive ▪ Manages time effectively 	1		
		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 	1		

	<ul style="list-style-type: none"> • Imaginative: Thinks outside the box • Shares ideas and insights • Encourages engagement 	2		
--	---	---	--	--

2025-26 South Carolina Work-Based Learning Training Agreement/Evaluation Plan

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 and Organizing Information
- Creativity
- Professionalism
- Leadership
- Project Management
- Public Speaking/ Presentations
- 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/Effect relations
- Predict/Conclude
- Repair equipment
- Uses software effectively
- Mathematics concepts

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		

2025-26 South Carolina Work-Based Learning Training Agreement/Evaluation Plan

EVALUATION REVIEW 1:

Student Signature: _____

Worksite Supervisor Signature: _____

School Rep. Signature: _____

Date: _____

EVALUATION REVIEW 2:

Student Signature: _____

Worksite Supervisor Signature: _____

School Rep. Signature: _____

Date: _____

Thank you for supporting our students and building upon employability skills.

You are appreciated!

**IT IS IMPORTANT TO COMPLETE THIS TRAINING AND RUBRIC AND
SUBMIT TO THE SCHOOL CONTACT IMMEDIATELY AFTER THE
COMPLETION OF THE WBL EXPERIENCE.**

***SCHOOL CONTACT MUST SCAN AND UPLOAD THE COMPLETED
AGREEMENT AND RUBRIC TO THE BCSD CTE GOOGLE SITE FOR
ACCOUNTABILITY PURPOSES***

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 _____. I understand that this activity involves travel to and from the following site(s): _____. 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 Beaufort 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

WBL Sample Optional Forms

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 located?		
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>BCSD Guide for Work-Based Learning</i> ?		

Comments: _____

Signed: _____ Date: _____

Student completes monthly and returns to the Teacher. Initials/Signatures are required OR Other documentation will be made available upon request to verify hours for work-based learning credit and career readiness accountability.

Student _____ **School** _____ **Job Title** _____ **Paid or Unpaid**
 (circle)

Supervisor _____ **Work Site** _____

Month _____ Supervisor Initials _____

Month _____ Supervisor _____

Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

Month _____ Supervisor Initials _____

Month _____ Supervisor _____

Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								
2								
3								
4								
5								
Total								

Month _____ Supervisor Initials _____

Month _____ Supervisor _____

Initials _____

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								

	Number of Hours Worked							Total Hours Worked
Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
1								

Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Total Hours Worked
1								
2								
3								
4								
5								
Total								

Week	Sun	Mon	Tues	Wed	Thur	Fri	Sat	Total Hours Worked
1								
2								
3								
4								
5								
Total								

Student _____ **School** _____

CUMULATIVE RECORD

To be completed by Student and Supervising Teacher, Verified Total Hours signed by Employer.

	<i>July</i>	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	Nov	Dec	<i>Jan</i>	<i>Feb</i>	<i>Marc h</i>	<i>April</i>	<i>May</i>	<i>June</i>
Hrs. Fwd												
Hrs. This Month												
Hrs. Y-T-D												
I verify that this information is accurate and correct.												
Student Signature:						Employer/Supervisor Signature:						

**INTERNSHIP
WORK SITE VISITATION
TEACHER SUMMARY**

This form must be completed each month for training station visits by the supervising Teacher. Record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

Student's Name _____ Job Title _____

Work Site _____ Supervisor _____

Contact Person (*today's visit*) _____ Date: _____

Purpose of Visit: Student Observation Student Evaluation Counseling
 Problem Resolution Other _____

General Observations:

Standards Observed:

Student Conference/Comments:

Work Site Supervisor Conference/Comments:

Teacher's Overall Comments On This Visitation:

Signature: _____
 (Teacher

Date: _____

INTERNSHIP STUDENT EVALUATION OF WORK EXPERIENCE

To be completed by Student at the end of the Internship and discussed with Teacher.

Student _____
 Employer _____ Dates at Work Site _____
 Supervisor's Name _____

1. Duties _____

2. Is your job what you expected it to be?
 Explain: _____

3. Has your mentor been providing guidance/instructions? Yes No
 If yes, mentor's name: _____

4. Were you given ample instruction when you started the job? Yes No

5. Have you been given helpful instruction when needed? Yes No

6. Have co-workers been friendly and courteous? Yes No

7. Do you feel advancement is available if working full-time? Yes No

8. Were company rules and regulations explained clearly? Yes No

9. Please rate your supervisor(s) on the following points:

	Good	Average	Poor
Introduced you to all employees in the company/department			
Explained changes which affect you			
Interested in you and your job			
Followed up counseling			

10. What are the working conditions in your business? Explain: _____

11. What can you suggest that would better the working conditions at your work site
 for future work-based learning students? _____

12. General comments to evaluate your training station not included in the above
 questions: _____

STUDENT'S PRINTED NAME _____

Signature _____ Date _____

INTERNSHIP

SAMPLE ORIENTATION TO WORK SITE- completed by Employer

WORK SITE _____ SUPERVISOR _____

Instructions: Please provide the following information to your student employees. Check each item as it is completed. Return the completed form to the teacher.

Company Orientation

- _____ 1. Give student copies of printed materials (handbook, brochures, etc.).
- _____ 2. Explain the company's history.
- _____ 3. Describe the company's service/product line(s).
- _____ 4. Discuss company policies and procedures regarding:
 - () Hours of operation/work
 - () Overtime policies
 - () Pay time period
 - () Vacation policy
 - () Holiday policy
 - () Appropriate dress and grooming
 - () Safety rules
 - () Emergency procedures
 - () Absentee procedures
 - () Parking
 - () Arrival procedures
 - () Departure procedures
- _____ 6. Describe the relationship of the department to the company (if applicable).
- _____ 7. Discuss specific company/departmental rules including:
 - () Breaks
 - () Work schedules
 - () Days off
 - () Presence of food at work station
- _____ 8. Introduce co-workers.
- _____ 9. Explain job responsibilities of co-workers.
- _____ 10. Identify training sponsor/mentor.

Job Orientation

- _____ 11. Show student her/his workstation.
- _____ 12. Describe student's responsibilities.
- _____ 13. Explain the importance of the student's responsibilities to the organization.

(Employer/Mentor) Signature

(Date)

(Student) Signature

(Date)