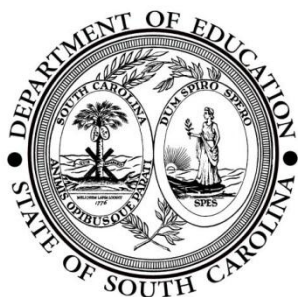

PROVISO 1A.8 ANNUAL REPORT

SDE-EIA: XI.A.1 – WORK-BASED LEARNING



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

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* The Seventh Annual EEDA Report provided needed information and data to complete the Work-Based Learning Report, February 2013.

SUMMARY

The long-term mission of the Work-Based Learning Program, as supported through the Work-Based Learning Proviso (SDE-EIA: XI.A.1-Work-Based Learning), is to enhance school-based and work-based learning educational opportunities for students through extended learning opportunities and work-based learning activities that parallel and supplement classroom learning. The Work-Based Learning Program provides technical support through professional development to support required activities under the Education and Economic Development Act (EEDA). Additionally, the Work-Based Learning Program provides activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service-learning to district-level and school-level staff to include instructors and students. The program also provides coordination for activities related to South Carolina Job Shadow Day and supports the career guidance and counseling components of the EEDA. The delivery of contextual methodology training to teachers is a significant program focus.

The Work-Based Learning Program began as an original initiative of the Education Improvement Act of 1984. Other laws, provisos, and regulations that govern the implementation of this program include the following:

Code of Laws:

S.C. Code Ann. §§ 59-59-60(1), 140, 200 (Supp. 2011)

Proviso:

Proviso Number: 1A.8 – Work-Based Learning

Regulation:

24 S.C. Code Ann. Regs 43-225 (Repealed)

Beginning July 1, 2008, the Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) began technical support for district and building-level career specialists and other support staff via Alliance activities and communications. As part of this technical support, regional career specialists began to work closely with Alliance partnerships to collect and report Work-Based Learning Program data. This data began to be managed via SASI/PowerSchool data collection in 2007–08. Since that time, additional data has been collected and managed via reporting from data collection conducted under the EEDA. This change in function that resulted in the current Work-Based Learning Proviso was a result of the federally funded Tech Prep/School-To-Work Alliance Partnerships (as state-level grant recipients/partnerships), which ceased operations as of June 30, 2007. Additionally, as a result of this operational and organizational change in Alliance Partnerships and the transitioning to electronic reporting, data collection and professional development were managed differently during the 2008–09 school year.

Current Status	2010–11 Budget Allocation	2011–12 Budget Allocation	2012–13 Budget Allocation
Continuing	\$575,000 in state work-based learning funds	\$575,000 in state work-based learning funds	\$575,000 in state work-based learning funds

PROFESSIONAL DEVELOPMENT

The Carl D. Perkins Career and Technical Education Act of 2006, as reauthorized, resulted in the restructuring of South Carolina’s sixteen (16) Tech Prep Consortia that had become the South Carolina Education and Business Alliance (SCEBA) partnerships. Six (6) of the sixteen (16) partnerships continued under a “local allowable use of funds” option as a result of this reauthorization and established alliances with school districts and/or technical colleges to receive partnership funding and focus on innovative activities among alliance partners. This restructuring and reduction in the number of partnerships resulted in the South Carolina Department of Education’s Office of Career and Technology Education focusing on regional delivery of career and technology education professional development and career guidance and counseling support. Based on the language in the Education and Economic Development Act (EEDA) and this Proviso, state EIA funding in the amount of \$6,818 was distributed in FY 11-12 to eleven (11) Regional Career Specialists (RCS) from the state allocation of \$75,000 to conduct contextual methodology professional development training for educators in their respective regions. Salary and fringe benefits for each of the RCS in the amount of \$41,667 was distributed to eleven RCS for a total state allocation of \$500,000. Ten (10) of the twelve (12) Regional Career Specialists (RCS) are currently in place and delivering services, and it is anticipated that another vacant position will be filled by March 1, 2013. At the time of this report, all funds have been allocated to RCS’ fiscal agents to support salaries and professional development as stipulated in the duties of the RCS.

The purpose of this report is to highlight the work of the Regional Career Specialists during the 2011-12 year. The Regional Career Specialists provide school districts in their areas with professional development in career development programming and provide support for teachers, counselors, career specialists, business partners, students, career and technology education (CTE) teachers, and parents as well as direct standards-based student instruction. The method of accountability for the RCS changed in 2011 with the reports being submitted bi-monthly and contained only direct service to students, educators, and business partners. Renamed the “Direct Service Accountability Reports,” this new accountability form includes only workshops presented, guidance and career development services delivered, support of work-based learning, and professional development delivered personally by each of the Regional Career Specialists.

During the 2011-12 school year, the Regional Career Specialists worked to enhance the level of career guidance and placement, workforce development, postsecondary transition, and the delivery of career development throughout South Carolina. Contextual methodology professional development and training was offered to all regions through contextual methodology courses and/or workshops in the twelve regions as identified in the EEDA. Training in the Catawba Region, the one region yet to employ a RCS, was provided by current RCS in neighboring regions. Some RCS used funds provided to contracts with instructors to deliver the professional development/training while other RCS delivered the courses/workshops themselves. The RCS collaborated to ensure consistent delivery of content, whether the format was a course or workshop series, and to provide instruction that benefited English, math, and science instructors. One thousand four-hundred and seventy-seven (1,477) educators received contextual methodology training during the 2011–12 year. Principals are required to sign assurance forms indicating that all appropriate staff members have received contextual methodology training, and RCS worked with their districts to provide the necessary training, based on requirements in the Education and Economic Development Act's (EEDA) Section 59-59-200. According to the Direct Service Accountability Reports submitted to the South Carolina Department of Education's Office of Career and Technology Education from November 2011 through December 2012, a period that includes 2011 and 2012 academic years, Regional Career Specialists conducted 74 workshops pertaining to contextual methodology for over 1,477 educators.

The Regional Career Specialists offered a number of trainings and workshops, including Global Career Development Facilitator (GCDF) national certification training courses during the 2011-12 academic year. This national certification course curriculum was developed by the National Career Development Association. Now in its eleventh year, the RCS Global Career Development Facilitators course delivery has resulted in South Carolina having the greatest number of Global Career Development Facilitators (GCDF) certified in the nation. South Carolina trails only the country of The People's Republic of China in the total number of certified Global Career Development Facilitators. The Perkins IV, Title I Innovation Alliance partnerships, and RCS have been offering these courses to support the scope of training needed by school guidance staff relative to addressing the growing emphasis on the national career clusters used in all secondary schools in South Carolina. EEDA-mandated GCDF-trained career specialists serve as effective advisors to students, especially where academic planning and career decision-making is concerned. This rigorous national certification curriculum was aligned to South Carolina's standards-based career guidance and assured that this training would address the South Carolina Curriculum Standards for English Language Arts, Mathematics, Science, Social Studies, and Health. Each RCS attended the nation's first state-based training for new GCDF curriculum in December 2012 at Myrtle Beach to enhance delivery of career development innovations for the 547 school-based career specialists in middle and high schools.

The Regional Career Specialists have greatly assisted state educators with addressing the state's accountability standards and competencies for career guidance by aligning their work with state standards. In addition, the bi-monthly activities of the Regional Career Specialists continue to be unilaterally aligned to state goals in career and technology education. The Regional Career

Specialists submit a Direct Service Accountability Report that annotates direct work with students, parents, educators, and business partners.

An education associate in the Office of Career and Technology Education provides professional development for, and oversight and coordination of, statewide career guidance activities of the Regional Career Specialists. During the past eight years, RCS have supported training necessary to effectively implement the Education and Economic Development Act's career guidance-related sections, including statewide Individual Graduation Plans (IGP), work-based learning, and college and career readiness. The RCS continue to support the needs of GCDF-trained educators as they offer activities and provide materials used by guidance staff in carrying out their day-to-day activities. The RCS conduct workshops for GCDFs to enable them to accumulate the seventy-five (75) hours needed every five years for recertification. Career cluster guides and implementation guides are provided through the RCS to schools and business partners in their service areas. Over 19,347 teachers, counselors, career specialists, and administrators received training through courses and workshops delivered by RCS during the 2011-12 school year.

Regional Career Specialists (RCS)

The RCS are eleven (11) educators with Global Career Development Facilitator Instructor National Certification serving regions in alignment with the state's Workforce Investment Act (WIA) Regions. (Note: Currently, South Carolina has ten [10] RCS in place, one vacant position should be filled on March 1, 2013). With retirements and pending job openings in four regions during this reporting period, accumulative RCS vacancy time amounted to fourteen (14) months. During 2011-12, the RCS worked to enhance the level of student career guidance and placement, individual academic and career planning, work-based learning activities, college and career readiness, data collection and reporting, career and technology education support, and delivery of career development and contextual methodology training throughout South Carolina. With a requirement that each be nationally certified as a Global Career Development Facilitator and Instructor (GCDFI), the RCS used this expertise to greatly improve the quality and quantity of school counselor and teacher training in career development. This curriculum has enhanced the educators' expertise in student career decision-making in middle and high schools as called for by the EEDA.

The following are examples of the accomplishments that RCS have made in South Carolina during 2011-12 supporting the EEDA:

(Note: In the Catawba Region where the regional career specialist has not been named, the South Carolina Department of Education and other RCS are providing technical assistance to the extent possible to support activities such as those cited below.)

- Regional Career Specialists submit bi-monthly Direct Service Accountability Reports to the Office of Career and Technology Education, aligning all regional duties to the 2020 Vision for

Career and Technology Education in South Carolina of the Office of Career and Technology Education and to career-oriented learning, professional development, recognition and awards, technical assistance, and other services. These reports annotate each professional development offering delivered by the RCS, the number of educators, students or parents attending the workshop(s), and the topic delivered. The primary focus of this new reporting system is centered around their individual direct service and not on organizational or planning meetings that support the direct service of the RCS. This has assured accountability and higher quality programming while aligning all of the RCS' direct service activities to state goals without reporting service that is not delivered by these funded positions. Each RCS must also attend a series of four annual accountability planning sessions facilitated by the education associate from the Office of Career and Technology Education and attend and contribute to the planning for and delivery of professional development at the annual Education and Business Summit.

- Regional Career Specialists deliver contextual classes/courses on career development and college and career readiness, as well as academic planning workshops for students, parents, educators, business partners, and community stakeholders across the state. In 2011-12, the RCS delivered direct service workshops, professional development, and career guidance support to over 48,835 students, 19,047 educators, and 4,646 business and industry representatives. This number reflects the new Direct Service Accountability Report format.
- All eleven of the Regional Career Specialists provide statewide leadership and local instruction for the national Global Career Development Facilitator certification training. This high-quality training has greatly enhanced college and career readiness in our schools, making South Carolina a national leader in career guidance and students' academic and career planning.
- With the passage of the 2005 Education and Economic Development Act, South Carolina leads the nation in the implementation of career clusters and career majors. The career guidance program was cited in February 2010 by the U.S. Department of Education's Office of Vocational and Adult Education as "probably the nation's best career guidance program." The Regional Career Specialists have teamed to deliver regional training on understanding, designing, and implementing career clusters, career decision making, and career majors. This training will equip school district teams to partner with local businesses to improve workforce development for their respective regions' business communities while enhancing students' college and career readiness in South Carolina.
- Through the coordination of the Regional Career Specialists, K-12 educators have attended professional development conducted regionally. These offerings have covered, but are not limited to, topics such as the requirements of the 2005 Education and Economic Development Act; science, technology, engineering, and math (STEM) careers; the selection, administration, and interpretation of career assessments; parental involvement in academic and career planning; the Individual Graduation Plan required for each South Carolina student; job search and employability skills; partnerships on military career pathways with the U.S. Army and the South Carolina National Guard; South Carolina career pathways; career clusters; personal skills for the workplace; usage of

career information; career awareness, career exploration, and career preparation; and integrating career concepts into classroom teaching.

- South Carolina continues to lead the nation in the implementation of Individual Graduation Plans (IGPs), career clusters, and career majors. The RCS have collaborated with higher education and K-12 school-building-level guidance personnel to deliver regional training on understanding, designing, and implementing career pathways, postsecondary transition, and the importance of high skill training. This training will equip district teams to partner with local businesses to improve workforce development for their respective regions. As reported in the Seventh Annual EEDA Report, all middle and high schools held annual IGP conferences for students in grades eight through twelve. Over 253,303 students in grades eight through twelve developed or revised their IGPs during 2011-12. Below are the percentages of students that participated by grade.

<u>Grade Level</u>	<u>Percentage of Students Participating in the IGP Process</u>
Eighth Grade	85.8%
Ninth Grade	70.6%
Tenth Grade	69.5%
Eleventh Grade	70.2%
Twelfth Grade	67.6%

Of the sixteen (16) career clusters that students could have chosen as a part of their Individual Graduation Plan, the top three chosen were 1) Health Science, 2) Arts, AV, Technology, and Communications, and 3) Science, Technology, Engineering, and Mathematics (STEM). These data suggest that in a sluggish economy students are choosing majors where they have the best chance for employment. Most of the careers associated with these clusters require at least some postsecondary education and/or training, so it seems students are seeing the need to improve their skill sets by getting additional education and training beyond high school.

IGP Conference Benefit	Percent Reporting
Students believed the IGP conference helped them to better understand the relationship between their career goals and their academic progress.	88.92%
During the IGP conference, the counselor discussed with the students their career goals and assessments such as ASVAB, EXPLORE, Kuder, SCOIS, and PLAN.	85.52%
Students believed the conference was very helpful or helpful for career planning.	80.94%
Students believed the IGP conference helped them better understand the relationship between their academic progress (grades, course work, and standardized test scores) and their career goals.	87.15%
IGP conferences help parents to understand better the relationship between their children's academic progress (grades, courses, and standardized test scores) and their career goals.	88.92%

- The RCS have provided the critical linkage between businesses and K–12 schools to facilitate and collect data on work-based learning. Their work has resulted in business community involvement in mentoring, statewide Groundhog Job Shadow Day/shadowing, internships, career fairs, industry field trips for teachers and guidance personnel, career cluster panels, and numerous other career development activities featuring South Carolina employers. While work-based learning (WBL) activity data for the 2012–13 school year will not be accessible until June 2013, the work of the RCS during the 2011–12 school year in promoting, for the fourth consecutive year, the statewide PowerSchool reporting of work-based learning activities, was critical to the accountability related to these statistics. Over 104,226 WBL activities were reported. The annual February focus on job shadowing in South Carolina is one specific event that demonstrates the importance of supporting quality career decision making, and it features partnerships with over 20,000 business partners.

- Through the coordination of the RCS, K–12 educators have benefited from regional CTE professional development. These offerings have covered, but are not limited to, topics such as the articulation of CTE courses and higher education training; technology and engineering nontraditional careers; the selection, administration, and interpretation of career assessments; career decision making skills, job search and employability skills; CTE state-recognized programs of study

and their resulting certifications and licensing; career clusters; personal skills for the workplace; usage of career information; career awareness, exploration, and preparation; and integrating career concepts into classroom teaching.

Other specific service-related support provided by the RCS includes the following:

- Working with local chambers of commerce and workforce alliances to support workforce development through recertification courses for educators on South Carolina;
- Identifying the annual career and technology education student recipients for the Technology Champions designation and resulting scholarship from the South Carolina National Guard;
- Creating a series of “best practices” workshops called “Modeling Career Guidance” for monthly broadcasts from SCETV;
- Supporting efforts to align academic and career curricula with clusters of study and cluster majors;
- Developing and serving on CTE, guidance, and career cluster advisory councils;
- Coordinating the statewide competition of the National Career Development Association’s Poster and Poetry Contest, resulting in the participation of over 11,000 students in 2011-12. Over 67 South Carolina students have been crowned national Poster and Poetry Contest winners during the last four years;
- Supporting student career development activities through statewide job shadowing and work-based learning activities;
- Providing in-service training programs in schools, career centers, and for school districts;
- Assisting with the administration of Work Keys career assessment to stimulate transition of work-ready students into the South Carolina workforce;
- Conducting program-specific field studies (automotive, manufacturing, Military Career Pathways 101, etc.);
- Conducting workshops at Personal Pathways to Success regional meetings;
- Supporting the development of courses in career program areas (building construction, engineering, etc.);
- Supporting efforts to highlight Manufacturing; IT; Transportation, Distribution, and Logistics; Agriculture, Food, and Natural Resources; Arts, A/V Technology, and Communications; and STEM in South Carolina by the development of presentation panels at the 2012 Education and Business Summit.

- Supporting and conducting career fairs with business/industry participation.

Regional career specialists also provide support to the South Carolina Department of Education's Office of Career and Technology Education in career guidance efforts to develop technical assistance and training through eMedia (ETV/ITV). These topics were included through Carolina Careers broadcasts:

“Modeling Career Guidance”

“Creating a Career with the Media Arts in Mind”

“Non-Traditional Careers”

“South Carolina Career Centers of Excellence”

“Ten Career and Technology Education Courses That Will Change South Carolina”

WORK-BASED LEARNING DATA

All of South Carolina's public schools have integrated the South Carolina Comprehensive Developmental Guidance Model into their curricula. All students in South Carolina have access to career awareness and exploration activities. Work-based learning is an important component of the Comprehensive Career Guidance Model, to ensure students have the educational experiences needed to become life-long learners. The collection of work-based learning data began during the 2008–09 academic year. Thus, four years of work-based learning data is now available via electronic collections. During this four-year cycle, South Carolina public schools transitioned from the use of SASI to PowerSchool, creating a change in the process/procedure for collecting data. Preliminary data collection for 2010–11 indicated a significant drop in the number of work-based learning experiences. As a result of the decline as indicated in this preliminary analysis, Regional Career Specialists provided technical assistance to those districts and schools that did not report work-based learning data. The result of this effort realized an additional 50,165 work-based learning activities reported for 2010–11. Additionally, Regional Career Specialists conducted regional workshops to provide professional development to sites in methodology to ensure accurate data reporting through PowerSchool in future years. During the 2011-2012 school year, significant increases were seen in the following areas: mentoring, service learning, internship, cooperative education, and registered apprenticeship. It is also important to note that we have made a conscious effort to encourage school districts to be diligent in making sure all work-based learning experiences are entered into PowerSchool. As personnel changes occur in schools, we must continue to monitor the input of data by schools and support them with professional development and pertinent information.

At this time, four years of work-based learning data are available and provided below. In reviewing this information, consideration should be given to the possibility of the underreporting of data as influenced by the transition from SASI data collection to PowerSchool data collection.

Additionally, with only three years of data available beyond the gathering of baseline data in 2008–09, comparison of future data is needed to determine the true impact of regional career specialists on the number of work-based learning experiences completed by students. Consideration should also be given to the fact that work-based learning experiences, especially those that include the hiring of high school students by business and industry, can be greatly influenced by changes in local and state economies. Additionally, new privacy laws now restrict the work-based learning opportunities that are available for students. Thus, a need exists to explore and expand further opportunities in student work-based learning that are more cost effective. One such possibility is to increase the number of virtual job shadowing experiences for students. For example, Micro “Career” Burst provides 37 different virtual job shadowing experiences that highlight career opportunities for students in South Carolina. These virtual shadowing experiences are available free of charge. Micro “Career” Burst has additional virtual shadowing experiences under development that will be available for student virtual job shadowing in the future. Currently, these virtual job shadowing experiences afford students with opportunities to explore career options in 11 of the 16 nationally recognized career clusters. Regional Career Specialists will continue to provide technical support and professional development at the local level to expand such experiences for students.

Work-Based Learning Activities 2008–09	
Activities	Frequency
Shadowing	66,691
Mentoring	5,412
Service-Learning	19,718
School-Based Enterprise	4,691
Internship	3,998
Cooperative Education	920
Youth Apprenticeship	77
Registered Apprenticeship	153
Total for 2008–09 Year	101,660

Work-Based Learning Activities 2009–10	
Activities	Frequency
Shadowing	77,790
Mentoring	5,990
Service-Learning	33,359
School-Based Enterprise	5,048
Internship	3,590
Cooperative Education	1,221
Youth Apprenticeship	68
Registered Apprenticeship	188
Total for 2009–10 Year	127,254
Work-Based Learning Activities 2010–11	
Activities	Frequency
Shadowing	67,716
Mentoring	3,008
Service-Learning	26,552
School-Based Enterprise	4,194
Internship	3,422
Cooperative Education	649
Youth Apprenticeship	71
Registered Apprenticeship	53
Total for 2010–11 Year	105,665

Work-Based Learning Activities 2011–12	
Activities	Frequency
Shadowing	65,808
Mentoring	3,543
Service-Learning	27,755
School-Based Enterprise	2,813
Internship	3,437
Cooperative Education	742
Youth Apprenticeship	50
Registered Apprenticeship	78
Total for 2010–11 Year	104,226

As indicated in the tables above, baseline data in 2008–09 provided 101,660 work-based learning experiences for students being reported. A significant increase was seen in 2009–10, with 127,254 experiences reported. However, 2010–11 data collection and reporting showed a decrease to 105,665 experiences. Declines were seen in almost all categories from 2009–10 to 2010–11. However, when comparisons are made to baseline data collected in 2008–09 for specific categories, shadowing experiences increased by 1,025 and service learning increased by 6,834 experiences. These are two areas that typically do not involve a cost factor and are less likely to be negatively impacted by a declining economy. When comparing internships, cooperative education, and registered apprenticeships from 2010–11 to baseline data, declines were seen with 576 fewer internships, 271 fewer cooperative education opportunities, and 135 fewer registered apprenticeships. Each of these work-based learning experiences is more likely to be influenced by changes in the economy and unemployment rates as each of these typically requires the hiring of the high school student by a local employer. A decline was also realized in the area of school-based enterprise, which involves services and goods, another area that can be influenced by the economy. The number of business partners for the 2008–09 academic year was 22,905. As with other data, an increase was realized in 2009–10 with 28,731 business partners. In 2010–11, the number of reported business partners was 22,772. In 2011–2012 the number of reported business partners was again over 22,000. Although the total activities reported for 2011–12 were slightly fewer than 2010–11, a rise in several areas of Work-Based Learning activities was seen. The areas that saw an increase in student participation were mentoring, service-learning, internships, cooperative education, and registered apprenticeships. While some of these areas are still likely to be influenced by the economy, these increases can be attributed to student’s interest in these areas increasing, strong business partnerships across the state, and better reporting procedures by schools in the Power School data program.

Work-based learning experiences are an important component in the education process, to guide students to find success in the future workplace. Work-based learning data includes all students, not just students who enroll and complete career and technology education programs. Career and technology students receive real-life, work-related experiences daily as part of the program of study selected. However, the data reported for this work-based learning proviso are for the experiences of all students beyond the regular classroom activities that comprise career and technology education.

PROGRAM GOALS 2012–13

Work-based learning opportunities in combination with identified career and technology education curricula support strong secondary and postsecondary education opportunities to prepare students for mid- and high-level technology careers in the 21st century. Students completing a strong academic and technical program will be well prepared to enter full-time employment or pursue postsecondary education options. The goals of the Work-Based Learning Program for 2012–13 are listed below:

- Expand school-based and work-based learning educational opportunities for students in grades 7–12.
- Coordinate South Carolina Job Shadow Day, including an opportunity for students to shadow participating SCDE employees.
- Ensure accurate and complete district-level data collection and reporting related to all school and work-based learning activities via the PowerSchool student data reporting system.
- Provide activity-specific information about shadowing, mentoring, internship, apprenticeship, cooperative education, school-based enterprise, and service learning to instructors and students.
- Support the career guidance and counseling components of the EEDA.
- Provide contextual methodology training to teachers, especially in the core academic areas of math and science.
- Provide professional development for CTE personnel at the Fall Update meeting and at the Education and Business Summit.
- Share best practices in Work-Based Learning at the Spring Professional Development meeting for all CTE directors and coordinators.