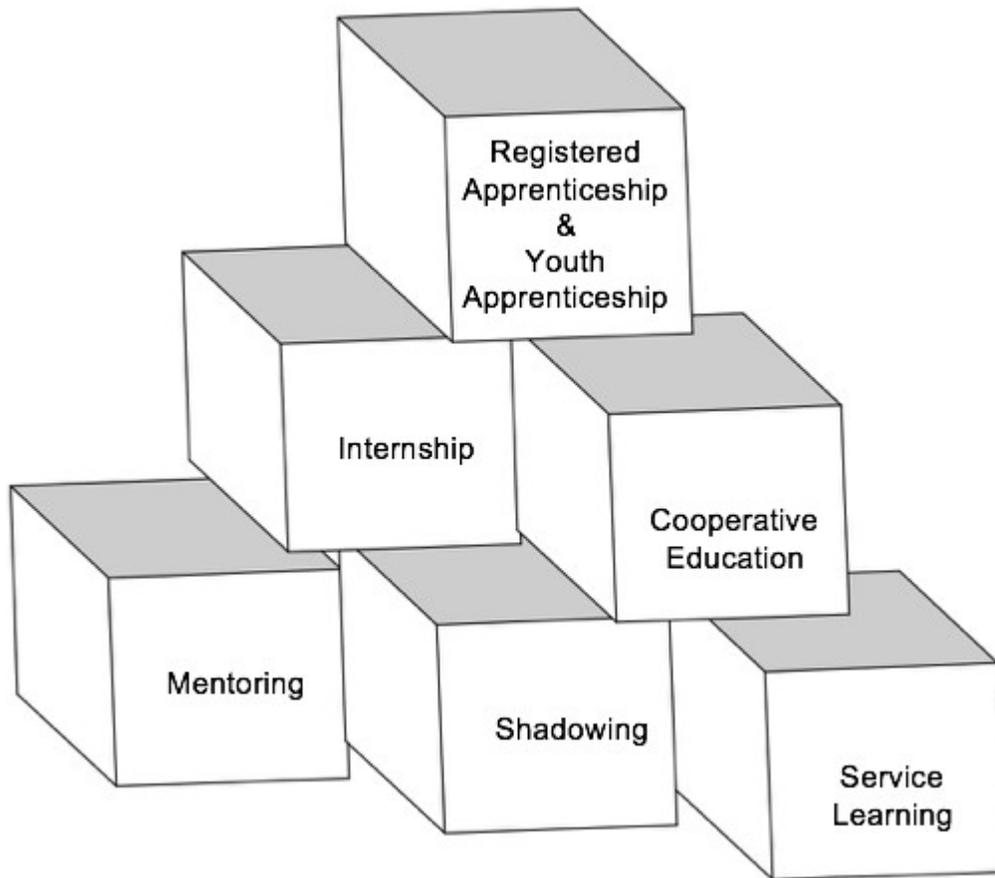


Employers' Handbook

Work-Based Learning Opportunities



Joint Partnership between Midlands Education & Business Alliance (MEBA)
and the South Carolina Department of Commerce



ACKNOWLEDGMENTS

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

MEBA and the Midlands Regional Education Center with the SC Department of Commerce recognize the contributions of the Career and Technology (CTE) Office of the SC Department of Education for their contributions in the creation and updating of the employers' handbook.

More information is available at www.mebasc.com and www.sccommerce.com

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

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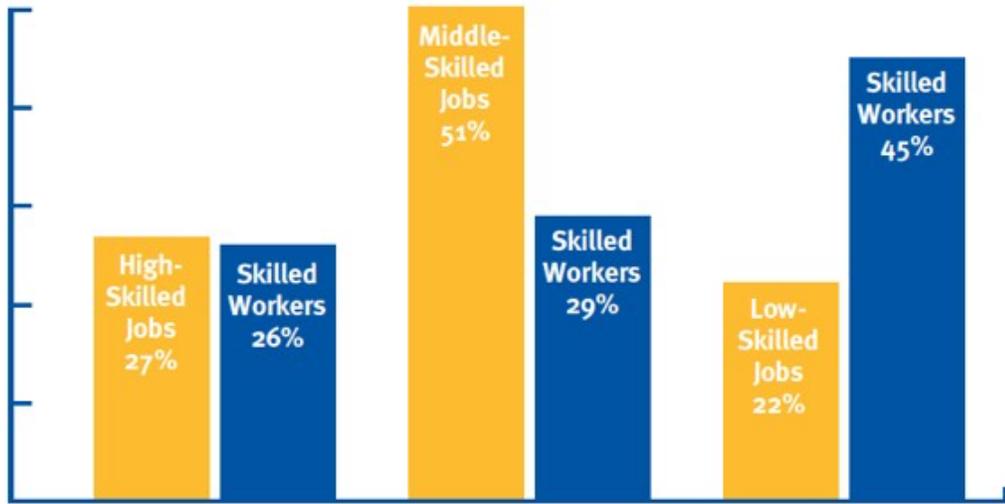
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VISION

SOUTH CAROLINA is the national leader in connecting education and economic development to create a talented, prepared and skilled workforce that positions the state as a top competitor in the global market.

We have a talent disconnect – too few workers with the skills employers need. Right now, 51% of South Carolina’s jobs require middle-skilled workers, yet only 29% of the workforce is qualified as middle-skilled.

JOBS VS. SKILLED WORKERS IN SOUTH CAROLINA



Source: National Skills Coalition - 2018

BENEFITS OF CONNECTING BUSINESS AND EDUCATION

Benefits for the EMPLOYER

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

Benefits for the COMMUNITY

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

Benefits for the SCHOOL

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

Benefits for the STUDENT

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

THREE EASY STEPS TO CONNECT YOUR BUSINESS

STEP 1: OUTLINE A PLAN

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

STEP 2: CREATE A WORK-BASED LEARNING OR EXTENDED LEARNING OPPORTUNITY

Choose a work-based learning (WBL) or an extended learning opportunity (ELO) that exemplifies the culture of your organization.

REVIEW PAGE 9 FOR DESCRIPTIONS OF WBL OPPORTUNITIES.

STEP 3: CONNECT

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

DISTRICT CONTACTS

Fairfield

Dr. G. Cleve Pilot
(803) 635-5506
gpilot@fairfield.1.org

Lexington Three

Kayla McBride
(803) 532-9251
kmcbride@lex3.org

Richland One

J. Chris Dinkins
(803) 735-3325
Jeremy.Dinkins@richlandone.org

Lexington Four

Tony Flowers
(803) 490-7000 x. 34013
tflowers@lexington4.net

Richland Two

Jennifer Cain
(803) 738-3276
jcain@richland2.org

Lexington Richland Five

Becky Carter
(803) 476-8604
bcarter@lexrich5.org

Lexington One

Sherry Williams
(803) 821-1071
swilliams@lexington1.net

SC Department of Juvenile Justice

To be determined

Lexington Two

Joni Coleman
(803) 739-4051
jcoleman@lex2.org

WORKING WITH STUDENTS

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

◇ Help students feel welcome

- Introduce the student to the staff
- Explain work-based learning opportunity
- Tour the facility
- Match the work-based learning opportunity plan to the student's career interest
- Answer student's questions
- Follow school district procedures for handling any work site injuries/accidents

NOTE: APPENDIX B - INSURANCE AND EMERGENCY INFORMATION FORM

◇ Share examples of how the work world connects to the classroom

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

◇ Encourage students to seize the new learning experiences

- Treat the student as a professional
- Adhere to all federal and state regulations regarding child labor, safety and other applicable laws and regulations
- Describe your occupation (What are your duties, tasks, subtasks and products produced?)
- Describe the working conditions associated with the position. (i.e. physical working conditions, amount of overtime required, stress level, amount of responsibility, fringe benefits, working hours, amount of travel required, etc.)
- Describe your educational background
- Describe the school course(s) that would help students prepare for your career
- Describe what you enjoy most about your position
- Describe the type of attitude, personality traits or personal characteristics that are important in order to be successful in your career field

- Describe the advancement opportunities that exist at your organization
- Share the starting salaries, salary ranges and educational requirements at this company for those with career positions in which the student has interest
- Describe how the company encourages its employees to continue their education
- Share some good ways for students to find out about your career

◇ Provide mentoring/advising on:

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

*SAMPLE SCRIPT for a “Career Lunch and Learn” Presentation:

ADD YOUR SPECIFIC INFORMATION

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

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

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

*OTHER CONNECTIONS OR EXTENDED LEARNING OPPORTUNITIES WHERE THIS SCRIPT MAY BE USEFUL INCLUDE CAREER DAYS, CAREER/JOB SHADOWING EVENTS, INDUSTRY PANEL DISCUSSIONS AND CLASSROOM CAREER PRESENTATIONS. OTHER LEARNING OPPORTUNITIES FOR INVOLVEMENT MAY BE FOUND ON **PAGE 9**.

INSURANCE GUIDELINES

Non-Paid Students

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

Paid Students

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

NOTE: SCHOOL DISTRICTS ARE RESPONSIBLE FOR PROVIDING INFORMATION ON INSURANCE COVERAGE FOR THE INDIVIDUAL STUDENT.

CONFIDENTIALITY GUIDELINES

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

TRAIN TO BUILD AWARENESS

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

RESPECT THE STUDENT'S CONFIDENTIALITY

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

PHOTOGRAPHS OF STUDENTS: *No student under eighteen can be photographed without permission from a parent/guardian and a signed release form.*

NOTE APPENDIX F FOR SAMPLE MEBA PHOTO RELEASE FORM.

DEFINITIONS OF WORK-BASED LEARNING OPPORTUNITIES

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

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

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

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

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

SERVICE LEARNING ACTIVITY is a structured learning experience that models guidelines developed by the National and Community Service Trust Act (NACSTA). These activities generally focus on the four stages of preparation, action, reflection and celebration. For additional information, consult www.nationalservice.gov.

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

ADDITIONAL OPPORTUNITIES FOR BUSINESS CONNECTIONS

In addition to providing work-based learning opportunities (WBLs), employers may participate in career awareness (Extended Learning Opportunities - ELOs) activities and school projects such as the following:

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

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

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

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

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

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

APPENDIX

APPENDIX A

DESCRIPTIONS OF THE 16 CAREER CLUSTERS

Career Cluster Name	Description	Career Cluster Name	Description
 Agriculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	 Hospitality & Tourism	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
 Architecture & Construction	Careers in designing, planning, managing, building and maintaining the built environment.	 Human Services	Preparing individuals for employment in career pathways that relate to families and human needs.
 Arts, Audio-Video Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	 Information Technology	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
 Business, Management & Administration	Business, Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.	 Law, Public Safety & Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
 Education & Training	Planning, managing and providing education and training services, and related learning support services.	 Manufacturing	Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
 Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.	 Marketing, Sales & Service	Planning, managing, and performing marketing activities to reach organizational objectives.
 Government & Public Administration	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.	 Science, Technology, Engineering & Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
 Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	 Transportation, Distribution & Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

APPENDIX B

INSURANCE AND EMERGENCY INFORMATION FORM

PERSONAL DATA

Student's Name: _____ Date of Birth: ___/___/___

Student's Home Address: _____
STREET CITY ST ZIP

Home Phone: (____)____-_____

School Name: _____ Counselor: _____

Address: _____
STREET CITY ST ZIP

Phone: (____)____-_____

INSURANCE COVERAGE NOTE: please identify who is providing coverage.

	YES or NO	Family	School	Employer
Liability and/or Bonding	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workers' Compensation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health/Accident	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name of Health/Accident Insurance Company: _____

Insured: _____ Policy # _____

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

Allergic to medications? Yes No If YES, list medications _____

List any allergies or other medical concerns of the student: _____

FAMILY INFORMATION

Parent/Guardian Name: _____

Parent/Guardian Home Address: _____
STREET CITY ST ZIP

Home Phone: (____)____-_____ Cell Phone: (____)____-_____ Employer Phone: (____)____-_____

Employer Name: _____

Employer Address: _____
STREET CITY ST ZIP

Emergency Contact: _____

I CONSENT FOR MY CHILD TO RECEIVE EMERGENCY MEDICAL TREATMENT IN CASE OF INJURY OR ILLNESS. THE INFORMATION PROVIDED IS ACCURATE TO THE BEST OF MY KNOWLEDGE.

Parent's/Guardian's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

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

APPENDIX C

EMPLOYER EVALUATION REPORT

PROGRAM TYPE: Mentor Job Shadow Service Learning

STUDENT: _____

EMPLOYER/MENTOR/SUPERVISOR: _____

WORK SITE: _____

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

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

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

How could this program be improved?

Comments:

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

APPENDIX D

STUDENT EVALUATION OF WORK SITE

STUDENT'S NAME: _____

START Date at work site: ____/____/____ END Date at work site: ____/____/____

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

EMPLOYER: _____

MENTOR'S / SUPERVISOR'S NAME: _____

DUTIES: _____

WAS THE JOB WHAT YOU EXPECTED? Yes No

EXPLAIN: _____

- Did your mentor provide guidance? Yes No
- Were you given ample instructions when you started the job? Yes No
- Were you given helpful instructions when needed? Yes No
- Were co-workers friendly and courteous? Yes No
- Do you feel that career advancement is possible at this site? Yes No
- Were company rules and regulations explained clearly? Yes No

PLEASE RATE YOUR SUPERVISOR(S) ON THE FOLLOWING POINTS:

	Good	Average	Poor
Introduced you to all employees in the company/department:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explained changes which affected you:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed interest in you and your job:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided follow-up counseling:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

PLEASE ANSWER THE FOLLOWING:

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

COMMENTS:

PARENT/GUARDIAN EXTENDED LEARNING OPPORTUNITY PERMISSION FORM

My child, _____ (____/____/____) has my permission to participate in an
Student's FIRST Name Student's LAST Name Date of Birth

extended learning opportunity at _____ beginning ____/____/____ and ending
Work Site Location Date
ending ____/____/____.
Date

_____ I will be responsible for arranging transportation for my child to and from the work site.
Initial Here

_____ Permission is given for my child to receive emergency medical treatment in case of injury or illness.
Initial Here

_____ I understand that school personnel will not be present when the student is at the site and will not be
Initial Here responsible for my child.

SECTION 2: To Be Completed by PARENT(S) OR GUARDIAN

Transportation Arrangements: _____

Home Address: _____
Street City St Zip

Phone: () - . Home or Cell

_____ The district shall not be liable for any injuries sustained by the student during transportation provided by
Initial Here parent(s) to or from the work site.

I HAVE READ THE ABOVE INFORMATION; I FULLY UNDERSTAND; AND AGREE WITH CONTENT

_____ /____/____ _____
Parent/Guardian Signature Date Phone Is this your: Work # or Cell #

SECTION 3: To Be Completed by the SCHOOL REPRESENTATIVE

Name of Employer: _____

Address of Employer: _____

Nature of work: _____

Are employees at this work site engaged in potentially hazardous tasks? Yes No

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

Nature of work to be performed:

Employer/Contact: _____

Phone: (____) _____ - _____

APPENDIX F

INFORMATION AND PHOTOGRAPH RELEASE FORM

I hereby grant permission to Midlands Education and Business Alliance (hereinafter referred to as MEBA), MEBA Board members, Executive Director, staff, volunteers and representatives to use my name, information and photographic image, alone or in a group, in any publication or publicity release. I understand that my name, information and images may be used in print or electronic publications, website, video or other forms of media.

I hereby release Midlands Education and Business Alliance, MEBA Board members, Executive Director, staff, volunteers and representatives from any and all liabilities and damages which may arise at any time now or at any time in the future from the use of my name, information and photographic image related to my participation in MEBA activities.

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

Parent / Guardian Signature

Date

Employer Signature

Date

Student Signature

Date

Teacher Signature

Date

School Administrator Signature

Date

APPENDIX G

TRAINING AGREEMENT FOR WORK-BASED LEARNING OPPORTUNITY

Student's Name _____ Birth Date ____/____/____ Age _____

Student's Home Address: _____
STREET CITY ST ZIP

Home Phone: (____)____-____ Cell Phone: (____)____-____

E-mail _____

Program of Study _____ Job Title _____

School Name _____ School District _____

Work Site _____ Phone: (____)____-____

Work Site Address: _____
STREET CITY ST ZIP

Work Site Supervisor _____ Mentor _____

Date Training Begins ____/____/____ Ends ____/____/____

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

Parent/Guardian Responsibilities

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

Student Responsibilities

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

Teacher Responsibilities

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

Employer Responsibilities

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

Parent / Guardian Signature

Date

Employer Signature

Date

Student Signature

Date

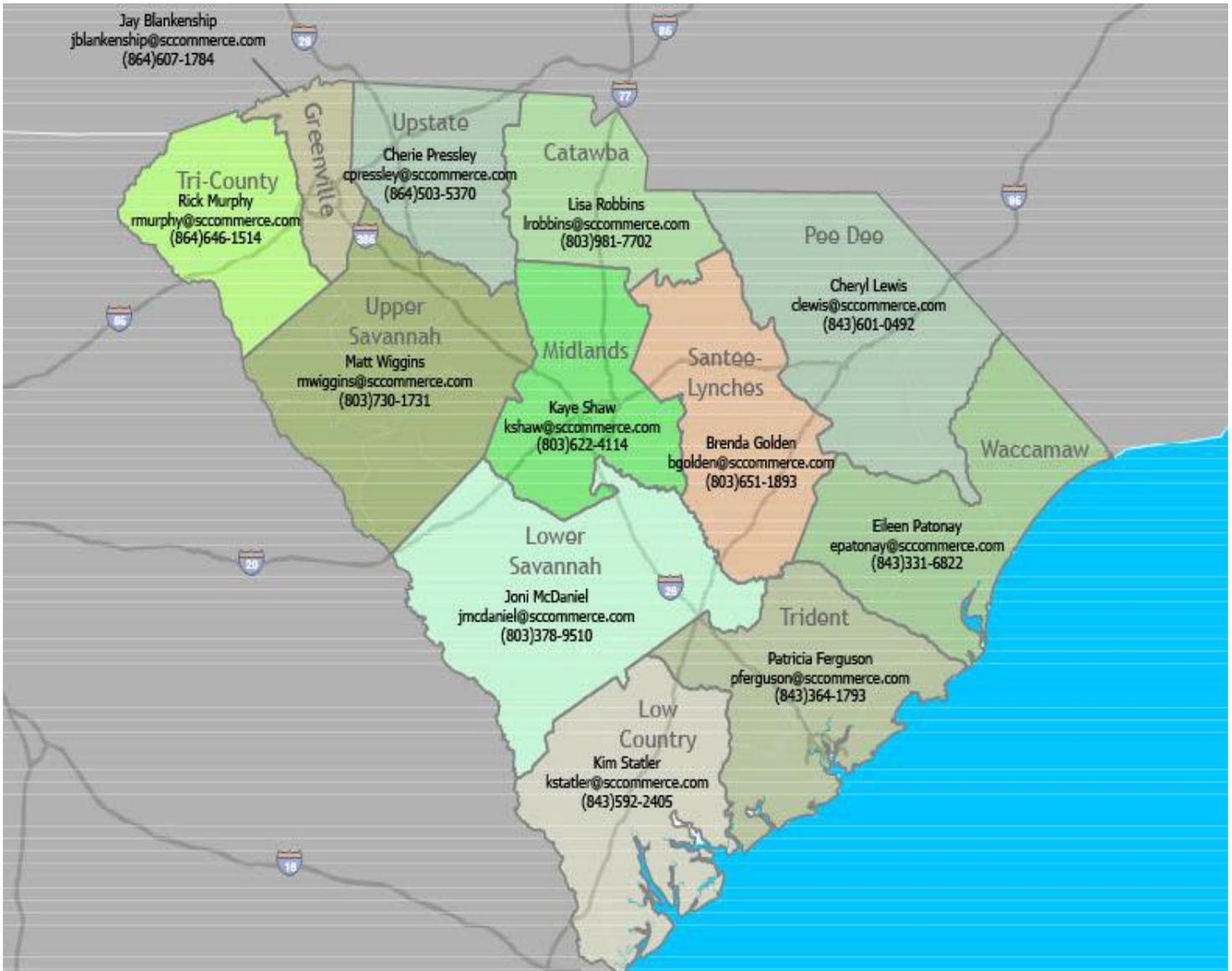
Teacher Signature

Date

School Administrator Signature

Date

South Carolina Regional Education Centers



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 Midlands Regional Workforce Advisor
 SC Department of Commerce
 Midlands Technical College
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 Columbia, SC 29202
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 Web: www.scommerce.com



South Carolina
Department of Commerce

Just right for business.



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