



Metropolitan School District of Lawrence Township

Internship Manual of Operations

*...a project of Metropolitan School District of
Lawrence Township working with businesses and the
community to support high school students in
obtaining work-based learning experiences*

6501 Sunnyside Road

Indianapolis, IN 46236

PART 1

OVERVIEW

INTRODUCTION

As in other parts of the country, the Lawrence Township Schools and businesses are working together to offer students work-based learning opportunities and thus add “relevance” to the rigorous academic and technical instruction for which Lawrence Township Schools are already noted. Currently, the four high school entities; Lawrence Advance Academy, Lawrence Central, Lawrence North, and McKenzie Center for Innovation and Technology, are working with area businesses to assist them in promoting work-based learning, with a particular emphasis on “sustained out-of-school experiences”, or what they otherwise called “internships”. With this as their central focus, these schools are particularly interested in having the school corporation assist them with creating links in the business community and also by developing the materials and management information system required to match students with worksites and manage a township system. The production of this manual, then, along with a companion “implementation binder”, is the first in a succession of steps that will be taken to put in place an effective infrastructure to support a township-wide work-based learning system. It is expected that the development of the management information system and a variety of informational or promotional materials will follow.

THE WORK BASED LEARNING EXPERIENCE/INTERNSHIP SYSTEM

For the purposes of this manual, the “system” has been defined by its various “stakeholder” groups, each having its unique set of responsibilities. As with any system, for the whole to flourish, each component must fulfill its responsibilities.

The system components -- the stakeholder groups -- and their respective roles have been defined as follows:

- the Facilitator; Metropolitan School District of Lawrence Township
- the School: curriculum developer and guidance counselor(s)

- the Student: responsible agent
- the Employer: mentor/trainer

In addition, the Parent, along with the community-at-large, has been singled out as having a unique role as well, that of consultant to the student.

As can be seen in Figure 1 at the end of this chapter, the Student is the central figure in the system; all of the other components work to support the Student's needs and aspirations.

THE MANUAL

Currently, each high school in the MSDLT has taken a different approach to work-based learning. Nearly all offer some career education, work experience opportunities and job shadowing experiences; many are weaving work-based learning into their curriculum development processes. While all the schools have embraced the concept of "internship" as a valuable experience for some students, not all the schools have chosen or are ready to implement an internship program in exactly the way described below. As the Indiana Department of Education is responsible to all the schools and is serving a prescriptive role, this manual strives to convey concepts, procedures and forms in a way that is broad enough to meet the diverse needs of all the schools while meeting the requirements of the IDOE.

Use

This manual is intended to serve as a codification of some of the pilot efforts that are currently underway in the school-to-work area, as a proposal for expanded, township and greater area efforts, and, above all, as a catalyst for discussion about these future efforts. It is hoped that the suggestions offered herein, and the flaws, omissions and inconsistencies the reader will doubtlessly find, will serve to promote dialogue among the various participants in the system, and, so, stimulate the best thinking that such synergism can produce.

Structure

The manual uses the system components as its organizing principle; each of the following four chapters addresses the roles and responsibilities of each group. In addition, the Appendix is divided into three sections:

1. a complete "Student Internship Handbook", which contains most of the basic information and forms to be given to students who may have an interest in Internship; and

2. a complete “After School Extension Student Survival Guide”, which contains most of the basic information and forms to be given to students who may have an interest in the After School Extension Internship; and
3. a complete “Employer’s Guide to Internship”, which contains most of the basic information and forms to be given to employers who may be considering hosting a student intern or otherwise offering school-to-career opportunities for students.

To make these materials as useful as possible for those who will implement township-wide work-based learning efforts, a handbook and guide has also been prepared for school personnel. This binder succinctly enumerates procedures and provides most, if not all, the necessary forms for system implementation.

Language/Definitions

Given that the respective roles and responsibilities of the Metropolitan School District of Lawrence Township in the Work Based Learning Experience area were still in formation at the time of this writing, throughout these materials, the terms “Indiana Department of Education”, and “IDOE”, are used interchangeably, as representing the body or office which will take on state-wide responsibilities. In contrast, the terms “schools” or “districts”, that being “Metropolitan School District of Lawrence Township”, “MSDLT”, whose focus is local. (In reality, the IDOE is playing a distinct role, with the MSDLT playing a facilitative or supportive, and to some degree, administrative role; and the IDOE is playing more of a policy-making role, with each of the school representatives to then direct their respective personnel to carry out policy as appropriate in their school.)

An additional note about the MSDLT: As mentioned, representatives from all the high schools came together as a “collaborative” with the immediate goal of facilitating the development of a district-wide internship program. As a result, many of the forms and documents developed for this manual were adapted by our “collaborative” from the IDOE forms.

Further, throughout the manual, the title “Director of Internships” is used to refer to a district level position in the education sector, while titles “Work Based Learning Experience Coordinator”, “Internship Coordinator”, or “Project Manager” refers to a school level position in the education sector. These job titles are also subject to revision.

Finally, internship hosts, whether they be businesses, professional offices or nonprofit organizations, are referred to throughout as “employers”. This term is used for simplicity and in no way implies that the intern is being paid for his/her services or that the relationship between the host and the intern is limited to that of “employer/employee”; the relationship is somewhat more complex, as described below and in Part 5 of this manual.

Content

Because the system is still in development, and a computerized management information system still needs to be put in place, many of the procedures and forms will change over the course of the next year. In fact, the database system which is to be developed may dictate the kinds of forms that will have to be used. Given that there are still a variety of unresolved issues, as well as inherent differences in the ways that each school district may choose to support or carry out work-based learning efforts, this document is laced with various editorial comments. For ease of reading, each of three types of comments have been singled out with its own “icon”, as follows:



Note to the Reader (italicized) -- an editorial comment about the material itself.



Implementation Issue (italicized) -- a comment about an issue which may need to be resolved before final implementation is possible.



Reference to Forms elsewhere in the document (bold) -- referring the reader to a form which allows for the implementation of a particular procedure.

INTRODUCTION TO WORK-BASED LEARNING AND INTERNSHIPS

The mission of an internship program is to provide the richest possible learning experience for students by combining and articulating the best of what schools can offer -- a solid academic foundation -- with the challenges and opportunities offered in the workplace, in businesses, professional offices, public agencies and nonprofit organizations.

The principle underlying work-based learning is that some things are learned more efficiently in school and some are learned more efficiently at the work site. Through exposure to both environments, therefore, students can most effectively and efficiently acquire knowledge, build skills, and develop useful attitudes. Research has shown that students in such programs also demonstrate increased motivation, creativity and effort in all their endeavors.

For decades, relatively small numbers of students have been going into the workplace, sometimes as unpaid “assistants”, sometimes as paid part-time or full-time workers, and in still fewer times, as trainees in school/business articulated programs.

In contrast, schools and communities are now beginning to explore ways of making it possible (1) for the majority of the student population to have a community-based experience, and (2) for the workplace experience to be articulated within all in-school learning.

Articulation of the workplace experience with the curriculum and the students’ educational goals is both an essential component and the greatest challenge. It is also the key factor which distinguishes “internship” (and other work-based training) from “employment” or simple work experience.

Internships, therefore, are not to be confused with simple work experience or paid part-time or full-time employment. The latter are often very important experiences for students, in fostering responsibility, boosting self-esteem, building a resume and providing financial reward; for some students, these goals are of highest priority. But the intellectual value of traditional work experience may be somewhat limited if the individual is assigned to a service or production role that offers little variety or problem-solving opportunity. Further, in employment situations no formal agreements are made between the employer and the school.

In contrast, internships create partnerships between schools and industry to maximize students’ learning by:

- establishing clear learning objectives;
- offering specific training opportunities;
- using monitoring and evaluation, by all parties, as a learning tool.

KEY ELEMENTS OF A QUALITY INTERNSHIP

The following are key elements of a quality internship:

- The nature of the internship is related to one or more of the classes the student is enrolled in and/or the educational goals and career interests of the student.
- The internship experience is designed by the classroom teacher, the student, worksite supervisor and the school liaison. The plan is grounded in the student's capabilities, interests and goals.
- One or more sets of school-acquired concepts are linked to the worksite learning and targeted as internship outcomes.
- The scope of the worksite experiences is sufficiently extensive as to require no less than several weeks to reach competence.
- There is sequence to the learning which has some internal consistency among tasks and groups assigned and each links to the whole worksite experience.
- At the internship site, the intern has an immediate supervisor who provides directions or instruction and close supervision initially, then supervision as necessary.
- There is periodic evaluation of learning by the worksite supervisor and a liaison from the school.
- When appropriate, there is planned "higher thinking skills" to assure full competence.
- When the targeted level of competence is acquired, the intern is rotated to a new experience at the same site. For some interns, transfer to another site and/or community agency is part of the original plan.

The following section sets "internship" in the context of a full range of work-based learning options, many of which are already available to Lawrence Township students to some degree.

WORK-BASED LEARNING DEFINITIONS

The following are some of the terms commonly used when referring to *work-based learning*, that is, learning that is based on contact with the world of work, often occurring at either a real or simulated worksite. The listing is sequential in that the first listing is basically an orientation experience and requires the least investment of time by both the student and the business. Generally speaking, the depth of learning and time investment increases as one moves down the list.

The key variables in work-based learning are: the role of the student as observer, worker, or combination; the amount and scheduling of time; the amount of preparation prior to reporting on the job; the relationship between the school and the worksite; the degree of supervision; the relationship between school learning and on the job learning; outcomes expected of the student; pay or non-pay; and availability of school credit.

Note to the Reader: While these are widely used terms and definitions, in some cases participants in this collaborative effort may choose to use their own commonly held definitions.

Tour: An individual or group “walk through” of a site, usually guided, designed to provide a real look at materials, processes, and or worker performances. While the student will come away with a few specifics, the principle intent is to provide an overview and an exposure to the world of work.

Job Shadowing: Typically undertaken by a single learner, the student accompanies a worker around for a period of time. There are many options. For example, shadowing may be scheduled for half a day only or for the same day each week or month. The worker may be a CEO, a manager, a supervisor, or an hourly worker. Shadowing more than one worker is also an option.

Mentoring: This may not be strictly a work-based learning experience as much as it is a personal learning experience derived from a relationship with a worker who teaches by being an available role model. The mentor meets with the student on some schedule and at places prearranged. The dialog and shared experiences may cover not only work-related topics, but also recreational and personal growth issues.

Project-Based Learning: While these learning experiences may occur in the school, the intent of project-based learning is that the student learns by being assigned to or taking on a “real world” problem, either at the job site or in the community. Some of the qualities of “projects”, as opposed to “activities” or “duties” include: working toward a broadly defined objective; having outcome

parameters but not set answers; extracting and using information from a variety of sources and disciplines; and, often, working with a team. Support by targeted, coordinated, in-school instruction is highly desirable.

School-Based Enterprise. A School-Based Enterprise, or SBE, is a school-sponsored work-based learning opportunity in which a group of students a) produce goods or services for sale or use by other people; b) participate in multiple aspects of a business; and c) relate service and production activities to classroom learning.

Apprenticeship (registered): A legal role with both federal and state constraints. Paid, on-the-job training is the principle learning vehicle, under the supervision of a “journey person” or certified craftsman, and strengthened by an approved curriculum or related and supplemental instruction. The classroom learning and the on the job training are related in content, but are not coordinated or articulated in time. Placement on the job, monitoring of breadth of training, and the content of the instruction is under the jurisdiction of a committee of labor and managers. While impacting a relatively small portion of the workforce, this approach is recognized for developing strongly qualified workers in carefully, sometimes narrowly defined skills.

Apprenticeship (youth): The term identifies a range of work experiences intended to capture the best features of the registered apprenticeship while extending its use to any occupation and worksite.

Clinical Experience: This strategy is used almost exclusively in the medical field and is a requirement in many for state and/or national certification. Typically, the learner has a multi-week classroom or theory learning experience. This is followed by the clinical or on-the-job experience, typically non-paid, under the supervision of a practitioner certified as both a teacher and a supervisor. Theory is intermittently reinforced on the job by the teacher and/or the supervisor. Some ongoing theory classes may continue concurrently with the clinical experience.

Work Experience Education - Vocational and General: While many students obtain general work experience on their own, the intent of Work Experience Education is to facilitate students’ learning at the worksite about the experience of working. “Related classroom instruction in Work Experience Education” is required by the Indiana Department of Education.

Work Experience Education - Exploratory: According to the IDOE, Exploratory Work Experience Education is nonpaid and has as its general purpose the vocational guidance of the students by affording them opportunities to observe and sample systematically a variety of conditions of work for the purpose of

ascertaining their interest and suitability for the occupation they are exploring. It includes a combination of job observations and related classroom instruction in work-experience education. The student must not replace a paid employee.

Community Classroom: Several weeks of in-school education, both pre-employment and technical, precedes placement at a worksite. A training plan is agreed to by the school and employer. A certified teacher visits the student periodically, working closely with the business-identified supervisor, to monitor on-the-job progress and to provide reinforcement of technical content. Students are not paid.

Cooperative Vocational Education: This educational strategy is virtually identical to the Community Classroom except the student must be paid and the employer provides Worker's Compensation coverage.

Internship: "Internship" is an academic course with formal designation within the Indiana Department of Education. It is a course which is being widely adopted as part of the national school-to-work movement, which is moving away from tracking students into either vocational or academic instruction. As widely envisioned, internships are structured work experiences for students in a career pathway or field that is of interest to them, and/or in an academic area in which "hands-on", work-based experience is required to fulfill course requirements. Internships vary in length from a one semester to one school year to summer internships. There can also be great variation in time commitment, student roles and responsibilities, learning modalities such as straight production versus projects, pay or non-pay, school credit, and degree of supervision. Regardless of the structure, however, a key element of internship is that the work-based learning is linked closely with the in-school instruction and with the student's educational goals. Outside of these provisions, internships may occur, but, even if the internship is unpaid, work permits would have to be issued.

Adapted from "Worksite Learning Definitions", by Robert Sarti

PART 2

THE ROLE OF MSDLT INTERNSHIP PROGRAM

INTRODUCTION

The MSDLT internship program is an evolving entity consisting of educators who have come together to plan and implement an internship program and other Work Based Learning Experience transition programs and activities for students in Lawrence Township. Currently the project is being spearheaded by Dr. Steve Goeglein, Assistant Superintendent of Secondary Education and represented by the four high schools in the district.

Representatives from the business, professional and nonprofit communities have not been formally invited to join this collaborative, but it is intended that they will be actively involved.

THE ROLE OF THE MSDLT: FACILITATOR

The Metropolitan School District of Lawrence Township, has two primary roles; the first, one to foster communication and facilitate program implementation among the schools making up the collaborative, and the second, to broker relationships between the schools and outside entities. The ultimate goal is to build sufficient bridges between the schools and the community so that, eventually, both begin to see themselves as joint partners in educating young people and preparing them for the world of work.

Facilitation of Internal Processes

Internal to the school "subsystem", MSDLT is responsible for:

1. developing and updating forms that can be used by all schools;
2. developing and managing a data base that will facilitate the schools' matching of students to businesses and non-profit organizations for internships and other workplace experiences;

3. fostering communication among schools to promote dissemination of innovations and "lessons learned" in such areas as "overcoming the challenges of placing LEP students in businesses" or "administering meaningful career assessments";
4. brokering relationships between the high schools and township-wide employers and a variety of nonprofit organizations that may offer school-to-work related educational or training services;
5. offering township-wide staff development and parent education around school- to-work issues (topics ranging from "developing curricula that integrate workplace experiences for students focused in the sciences" to "The Changing Workplace: Options for Your Graduating Senior").

Facilitation of Relationships with Outside Entities

With regard to outside entities, the MSDLT will:

1. assist schools in brokering and managing contacts with businesses and nonprofit organizations throughout the township that we are calling to provide internship, mentoring, job shadowing or other experiences that bridge school and work for all students;
2. forge closer ties with businesses and professional organizations that can benefit all the schools;
3. develop and/or disseminate promotional materials, whether flyers, brochures or videos, that can be used with parents, community organizations, businesses or professional associations throughout the township;
4. seek outside funds and collaborate with township-wide foundations and other funding entities, or foundations, donors, and funding agencies outside of the township;
5. foster communication among industry groups, and between schools and industry to promote the dissemination of innovations and "lessons learned".

COORDINATION OF INTERNSHIPS AND OTHER SCHOOL-TO-CAREER PROGRAMS

To fulfill the above responsibilities, the MSDLT will work closely with the Work Based Learning Experience counselors, who may, in turn, require the assistance of an "Internship Project Manager" on a full or part-time basis.



***Note to the Reader:** The responsibilities listed below are not set in stone; as the program evolves, the divisions in responsibility between the corporation and the schools will become more clear. The list below was largely taken from other job descriptions for similar positions. Unlike the other job descriptions, however, this list does not include responsibility for direct involvement in curriculum development, whether this be career related or related to specific programs; as the programs are diverse in their needs, for now, each site will be responsible for its own curriculum development and workplace articulation issues, with the corporation-wide director simply assisting as needed. Nor does it include such tasks as writing work-based training plans for students. This kind of activity, involving the setting of specific learning objectives and strategies for students, whether as simple as learning to be punctual or as complex as exposure to specific scientific methods of inquiry, will have to be done at the school level. For this to happen, each school may need to review its own allocation of responsibilities among teachers, career technicians, counselors and other staff. See "The School's Role" for elaboration.*

As described above, the Work Based Learning Experience Program Director, or designee with assistance if necessary, will work closely with District Personnel to:

- develop project management, strategic direction and operational plans;
- create and disseminate materials that will inform schools, parents, businesses, nonprofit organizations, professional organizations, trade associations and the community-at-large about the internship program, as well as other school-to-work programs, and encourage them to participate;
- contact businesses, nonprofit organizations, as well as professional and business associations directly to enlist their support for the program;
- contact educational institutions and programs, such as local colleges and labor organizations, to enlist their support and cooperation;
- foster and/or coordinate collaboration among the schools;

- develop and manage a database, including data about a) participating businesses (those interested in hosting interns, those actually doing so and those having done so in the past,) and b) participating students (those interested in placements, those actually placed, and those placed in the past);
- coordinate with school sites (career technicians and teachers, as appropriate) in identifying appropriate internship sites;
- seek out, contact, screen, orient and train businesses and nonprofit organizations interested in hosting interns;
- facilitate communication and dissemination of innovations and learning among schools and between schools and industry;
- offer staff development and parent education in the school-to-work area;
- seek outside funding and collaborate with township-wide foundations and donors, as well as funding agencies outside the township;
- monitor and evaluate the internship program.

In addition, the Work Based Learning Experience Program Director. Or designee may make periodic visits to internship sites to:

- assist school personnel (career technicians and/or teachers and/or other classified staff) in the placement process and in data entry and management;
- assist schools in ensuring that students are receiving agreed-upon experiences and that regulations are being adhered to.

Part 3

THE SCHOOL'S ROLE



Note to the Reader: As described below, for the purposes of this manual, the term "school" is used to designate either a particular school site, including its teachers, administrators and Career Center. The following presents a set of responsibilities for "the school" which is sequenced in a way that presupposes that all students would benefit from some kind of introduction to career issues, whether or not they proceed to Internship as an educational option. Orientation to the Internship Program per se, has therefore been separated out from this general exposure to career issues. However, it is understood that, given the incremental nature of change in schools, or given individual school site preferences for managing their Work Based Learning Experience and internship programs, that the overall career exploration process and the specific Internship Orientation process may be combined and handled under the umbrella of what is currently called "Internship Orientation" at each school.

Another reason for keeping the concepts separate is that eventually it might be considered useful to have a complete Work Based Learning Experience Manual, with Internship as only one of several options described. Keeping Internship discrete from the career exploration process will allow additional Work Based Learning Experience options (e.g., guidelines for "job shadowing", "school-based enterprises", "community service", etc.) to be created and added easily.

INTRODUCTION

In recent years schools have been called to do much more than teach academic skills. In an era of "accountability", schools are required to maintain performance standards and show measurable outcomes. These outcomes vary from good test scores and low drop-out rates, to high levels of college admission and successful entry into the workforce for graduates. Ultimately, the most important, though least measurable, outcome sought is the launching of creative and confident life-long learners. Given limited resources and rapid changes in both the workplace and in the world that students will face as adults, none of these outcomes can be achieved by the school alone. The school needs collaborators and supporters. The MSDLT, through its Internship Program, offers its high schools the opportunity to create collaborations with the community and obtain support from businesses and other organizations to help them meet their educational goals.

BENEFIT TO SCHOOLS OF INTERNSHIP

Schools and teachers can benefit from the Internship Program in the following ways:

- receiving direct information as to the skills that students will need in the working world, which serves as input to the curriculum;
- learning new teaching methods from the experience of organizational trainers;
- having students be more motivated to learn, improving their performance and preventing drop-out, as they see how academic knowledge relates to the "real world";
- giving students the opportunity to learn both in more "integrated" ways and ways that allow for "hands-on" activities, thus honoring differing learning styles and, again, increasing motivation;
- forging links with the community that can lead to other types of resource sharing, including --
 - guest speakers
 - equipment donations
 - field trips
 - scholarships
 - job shadowing opportunities
- raising the schools' visibility in the community, thus creating a spill-over effect of increased support, in the form of passage of parcel taxes and bond measures, as well
- joint grant-seeking, endorsements, program support from business organizations and roundtables, legislative support, and outright donations.

THE ROLE OF THE SCHOOL: CURRICULUM DEVELOPER AND GUIDE



Note to the Reader: For the purposes of this manual, the term "school" is used to designate either a particular school site, including its teachers, Career Center and administration.

In the Work Based Learning Experience System, the School as defined here, together with and supported by the Metropolitan School District of Lawrence Township (MSDLT), has two unique responsibilities:

1. developing curricula which will incorporate workplace experience as an integral requirement for meeting educational outcomes; and
2. guiding students through a self-and-career exploration process and into workplace learning experiences which can best meet the students' educational goals.

Schools are uniquely poised to also engage parents' participation in these processes.

In addition, schools will:

- coordinate the connection between the students and the placement site, including making the most appropriate matches between students and placement sites; and
- facilitate the smooth operation of the larger internship system by inputting and updating data in the master MSDLT database.

Developing curricula is primarily the role of teachers, while career exploration, coordinating with placement sites and maintaining the database may be taken on by a variety of units within the school, with the career counselor serving as a primary hub of activity.

STEPS IN DEVELOPING CURRICULA, GUIDING STUDENTS AND COORDINATING INTERNSHIPS AT THE SCHOOL LEVEL

While each school in the MSDLT may implement their Work Based Learning Experience programs differently, all will be responsible for:

1. tying Internship to curricular-specific and/or general educational goals;
2. providing career education
3. seeking out those students interested in Internship as an educational option and/or informing those students of Internship requirements for specific classes/academies;
4. informing parents about the Internship Program;
5. if appropriate, seeking input from parents about appropriate placements for their children and/or about placement sites in general;
6. taking in information from parents, community members and businesses regarding available internship sites and routing it to the MSDLT Internships Program office;
7. inputting data to the centralized database;
8. matching students to appropriate internship sites;
9. orienting students to the workplace and to the specific internship site;
10. orienting internship hosts/employers as to the needs of the specific student;
11. coordinating with the MSDLT Internship Program office in monitoring internships, including conducting site visits;
12. collecting evaluations from both students and internship hosts;
13. feeding back relevant information to teachers, counselors and to the MSDLT Internship Program office, regarding the value of the experience, the suitability of the placement, etc.
14. assigning credit for the internship.

Listed on the next 16 pages, each major task is developed more fully.

(1) Task: Developing Curricula and Articulating with Work-based Experiences

Who: Teachers

As mentioned in the introductory materials, the Internship Program is meant to enhance, extend and give meaning to academic work. It is therefore imperative that Internship experiences be linked to the curriculum. Developing curricula that integrate work-based experiences is the job of the teachers, either individually or in teams.

The goal of the MSDLT Internship Program is to develop curricula that are closely tied to college preparatory as well as vocational coursework, that is, that address the needs of all students. Implicit in this goal is that all students will benefit from work-based experiences and that, given a seamless system, students who may otherwise have been "tracked" for vocational courses may in fact prove to be academically high-achievers, given the opportunity to apply their academic knowledge to work in meaningful ways.

In the case of schools that have successful work-based learning and internship programs, teachers already work together to integrate the academic aspects of the curriculum and interact with industry to obtain technical or professional input and resources. These programs, therefore, provide fertile ground for further cooperative curriculum development that includes internships as a key component.

In the case of schools that have existing vocational education programs, teachers already have active relationships with industry that they draw on to enhance their academic curriculum.



Note to the Reader: *Examples of program-specific curricula have not been included in this manual. With the exception of the Multiple Pathways Course DOE Code: 5974 offered as a viable Maximizing of current CTE funding for the corporation.*



Implementation Issue: *As the MSDLT Internship Flow Chart illustrates, the teachers and the Career Center with LECC must collaborate closely to ensure that Internship placements do in fact meet curricular requirements. Each school will determine how best to foster this communication and collaboration at its own site.*



Implementation Issue: *Currently each high school is responsible for developing curricula which integrate Internship for their specific courses or programs.*

(2) Task: Career Education -- Promoting Self-Knowledge and Career Exploration

Who: Career Center and Teacher

To promote self-knowledge and career exploration, fundamental prerequisites to goal-setting or Internship Placement, the School will be responsible for:

1. offering Career Education to all students in some way, if only through take-home informational materials; and
2. if possible, informing parents and promoting dialogue between parents and students and/or peer and other mentor relationships around career exploration and goal-setting.

Career Education is offered through the school career counselor and also, if possible, through the academic program. It is comprised of the following types of activities:

- self-assessment exercises
- dialogue with peers and/or counselors
- goal-setting exercises
- introduction to job-seeking skills, including
 - research about career opportunities
 - resume-writing
 - networking and informational interviewing
 - formal interviewing
- introduction to various career options and pathways
- introduction to expected, ethical and desirable workplace behaviors



Samples of forms and resources, along with some examples of materials currently in use with various internships, is included in the MSDLT Forms currently in use which are to be unified this spring.



Implementation Issue: *It is intended that school personnel will expand on this section of their "Unified Forms" binder with ideas and materials they have found useful. It is also expected that career personnel at each of the high schools will continue to meet periodically to share these ideas and materials with one another.*

In addition to offering career education, schools may encourage parents and teachers to assist students in discovering their unique strengths and interests. This may be done in the context of general informational meetings about the Career and/or Internship Programs, and/or it may mean collaborating with parent organizations to offer educational workshops for parents about these issues, perhaps in the even larger context of promoting an understanding of adolescent development.

In some cases, given personality and learning style differences, the best form of career exploration for a student is simply "doing it", as opposed to quiet exploration or even dialogue with peers. If the career counselor feels that the relatively "academic" workshop approach is not yielding useful information for decision-making about Internship or other educational options, then moving straight into an experiential approach to career exploration might be appropriate. This might mean offering a full-blown Internship based on limited information, or, perhaps more appropriately, a series of job shadowing experiences, requiring less commitment from either the student or the workplace, that could then possibly lead to Internship.

(3-5) Task: Informing Students and Parents about Internships

Who: Career Centers, Teachers and Counselors

Schools may offer Internships in basically four ways:

1. in response to the results of Career Education processes;
2. in response to academic/curricular requirements, irrespective of, or in addition to Career Education results;
3. in response to the learning needs, whether academic or behavioral, of specific students;
4. as an educational option open to any student, independent of the results of Career Education processes, specific curricular requirement, or individual need.

In other words, some schools may mandate Career Education for all students and use this process to drive the Internship selection. Other schools may start with an Internship offering and use the Internship to drive the Career Education process. Still others may or may not offer Career Education as a separate curriculum, but irrespective of this, use the academic program and/or individual needs to drive and shape the Internship requirements.

Starting with Career Education

Career Education -- that is, the self-assessment and career exploration aspects of Career Education -- will in most cases yield important and valuable information to both the School and the student as to the most appropriate educational options. If a work-based experience seems appropriate, and if Internship in particular seems to be the best option, then the Career Center will be responsible for informing the students and parents about this option. This effort should be coordinated with any Internship exploration/placement planned by the academic departments.

Starting with the Academic Curriculum

In addition, or alternatively, if a workplace experience is required by the classroom teacher, then the teacher or academy advisor would be responsible for informing students and parents.

Starting with Specific Learning Needs

Irrespective of the level of Career Education offered at a campus or the level of integration of the Internship Program into the academic curriculum, some students need work-based experiences to keep up their interest in school and/or to allow them to make smooth transitions to work. These are students for whom "doing" versus "seat-work" could make the difference between staying in school and dropping out, or more optimistically, between thriving and just getting by. In these cases, the

Internship experience is triggered by the recommendations of counselors, resources specialists, parents, or the students themselves. Proactively, teachers, counselors and resource specialists seek out and inform these students and parents about the Internship option when it appears that the standard curriculum, alone, is not meeting the students' needs; responsively, they offer Internship as an option when students or parents come to them for guidance. They must then coordinate closely with the Career Counselor and/or the MSDLT Work Based Learning Experience office to ensure smooth placement and follow-through.

While some of the students at risk of dropping out struggle academically or exhibit clear learning-style preferences that are poorly addressed by traditional education, others are students who may have outpaced their peers academically and/or have particular passions for certain fields of work. Internship offers these students the opportunity to apply their academic knowledge and continue growing intellectually before moving on to work or higher education. It enables students to remain with their peer group, in accordance with the appropriate level of social and emotional development, without stagnating intellectually.

Regardless of students' needs, well-crafted Internships can offer an alternative to referring students to "alternative schools" or allowing them to be seduced by more rigorous private schools. The Program can become a crucial piece in the public schools' efforts to truly honor students' unique qualities.

Starting with the Internship Program Itself

The School may also choose to inform all students and parents about the Internship Program, before, or independent of, any Career Education offered, and also independent of the academic program. The Career Center would then take only those who are interested in an Internship into the Career Education/Internship Orientation process.



A sample outreach letter of introduction to students and parents has been included in the "Student Internship Handbook". The intended use is for students and parents at an informational meeting. The introduction letter can be altered in any way which suits the school.

(6) Task: Connecting with Employers
Who: MSDLT with assistance of Career Counselors and Teachers

Simultaneous with the outreach effort to students and parents, the School will be responsible for coordinating with the MSDLT Work Based Learning Experience Program in contacting employers. Specifically, this means it will need to:

1. respond to inquiries from community members/potential Internship Sites by providing information and forwarding information to the MSDLT for follow-up and coordination;
2. coordinate with the MSDLT if it chooses to seek out businesses, professionals and nonprofit organizations that might serve as Internship Sites.



Implementation Issue: *Depending on the strategy developed by the MSDLT in concert with school personnel, these tasks will be handled either relatively informally, or systematically through an aggressive outreach campaign.*



An outreach letter, along with various materials and application forms to be given to the prospective Employer/Internship Site, has been packaged and is included in the Appendix to this Manual, under the title "Employer's Guide to Internships".



Implementation Issue: *One of the key objectives of having a corporation-wide internship program is to have the Work Based Learning Experience Program take the lead in contacting employers, both for reasons of efficiency/economies of scale, from the schools' perspective, and, as a courtesy to the business community, to avoid duplicative contacts with employers. Therefore, until the automated database is installed, school personnel should inform the MSDLT when they contact employers on their own. Then, once the system is automated, contacts can be documented electronically, allowing both the MSDLT and the schools to know if and when an employer had been contacted, and the results of the contact.*

In addition, students may be encouraged to make their own contacts, under the supervision of a teacher or career counselor.



Implementation Issue: *Teachers who have had experience in having students develop their own contacts and resources have found that this approach is highly motivating for students, in two important ways: a) students often feel more responsible toward the employer and more committed to the goals of the internship if*

they have sought out the internship themselves; and b) through the process of making the contact and obtaining the internship, students both learn invaluable job seeking skills and develop the confidence that they will be able to find work in the future. For additional information or forms useful in guiding students through the “job seeking” process, please contact Dave Morton at, 317 964-7959.



An “Employer Contact Form” has been included in the document entitled “Employer’s Guide to Internships”, and the “Students Internship Handbook”, which can be used to keep track of contacts that students or other community members make with employers. It can also be used by school personnel when they seek out internship sites for students; a copy of the form would be forwarded to the Work Based Learning Program Coordinator to ensure coordination/non-duplication of contacts with employers.

(7) Task: Data Entry
Who: MSDLT



Implementation Issue: To maximize effectiveness (the extent to which students are matched to Internship Sites which can best meet their educational objectives) and efficiency (the speed and non-duplication of effort required to make the match and maintain the system) a township-wide internship program will need either a centralized or well networked management information system.

The school will be responsible for at least a portion of the data entry and management. While the bulk of the data about potential internship sites/employers will be entered by the MSDLT office, the career counselor will forward to the Work Based Learning Experience Coordinator any information they obtain about these sites. Information on potential employers will include:

- a. name, location, hours available, times of year available
- b. type of industry and specific tasks to be performed
- c. level of experience in supervising young people
- d. types of experiences, in addition to internships, that the employer can offer



All of this information will be gathered on the Internship Request Form, in the "Employer's Guide to Internships" that will be given to all employers considering hosting interns. If the teacher is the primary contact for the industry representative, then the career counselor will take the forms, keep a copy for their files, and forward them to the Work Based Learning Experience Coordinator for data entry.

Student data to be input by school personnel will include:

- a. name, address, and demographic data
- b. dates and hours available
- b. interests, goals, curricular requirements
- c. needs regarding academic or management skills



As described in the following section, the student data will be taken from the students' applications, included in the "Student Internship Handbook", as well as in the "Employer's Guide to Internships".



Implementation Issue: *Before any automated system is installed, it is recommended that the teachers at each of the schools who are currently implementing some kind of Internship Program be consulted as to the information they have found to be necessary and valuable in managing their program. Further, other "stakeholders", including businesses and possible funders of the Program, should also be consulted in advance, as data are very difficult and time-consuming to re-create, especially once students have left the school. Finally, in the implementation of any automated system, provisions will have to be made for maintaining the privacy of students and employers, as appropriate.*

(8) Task: Matching Students to Internship Sites

Who: Teachers with Internship Office

Once the school and student have determined together that Internship is the most appropriate educational option, the school will provide the student with a "Student Internship Handbook" which includes a complete application.



***Implementation Issue:** Each school will organize its own application and screening process.*



A copy of the complete "Student Internship Handbook" has been included in tab 3, for school personnel to give out to students.

The matching of students to internship sites may happen before or after the orientation process. Regardless, the following should be considered:

1. the student's interests are compatible with the industry;
2. the work to be done/training to be received is compatible with curricular requirements or other needs of the student;
3. the workplace culture, to the extent possible, is compatible with the student's personality and/or learning style or offers an opportunity to "stretch" without either stifling or discouraging the student;
4. workplace tasks are challenging without being overwhelming;
5. hours and transportation requirements are suitable.



***Implementation Issue:** The design of the management information system will largely determine exactly how the matching process will take place -- either "automatically" at the school site by teacher, or through a referral process to the Work Based Learning Experience Coordinator. The availability/allocation of time and resources at the school site and the Work Based Learning Experience Program Coordinator will also affect how the process is implemented. As soon as the database is in place all of the procedures and attendant forms will be reworked, and, ultimately, finalized.*

(9) Task: Orienting Students to the Workplace
Who: Work Based Learning Experience Office
or Teacher, as appropriate

Orienting students to the workplace may take place as part of the Career Education experience, may occur as a separate orientation workshop, or may be handled on an individual basis with the student. Further the “Student Internship handbook” may be given to the student before, during or after the orientation.

The information to be covered, irrespective of the venue, includes (but is not limited to):

1. workplace expectations specific to the industry and/or site, including rules of conduct and the definition of “professionalism”
2. transportation issues
3. hours, attendance issues and keeping timesheets
4. journal keeping (if this is to be a requirement) – see my below reference in Task 12/13
5. technical information specific to the industry or site (e.g. information about the multi-media industry for Autodesk or about mental illness for an internship with a homeless shelter);
6. safety issues
7. sexual harassment
8. supervision and evaluation



Orientation materials have been included with a sample in the companion document to this manual, entitled "Student Internship Handbook". This document covers information on sexual harassment, safety and conduct and professionalism in the work place.



Implementation Issue: *Among the materials provided is a list of “General Safety Rules” with an attached “sign-off sheet” that students must sign, acknowledging their having read both the “safety” and the “conduct” materials. While not all schools or employers may require review or sign-off on these issues, it may be a good idea to have students sign such a document as part of the orientation process and then keep the document in the student’s file with the Work Based Learning Experience Coordinator. In addition, employers may have their own forms they will want students to complete.*



Implementation Issue: *It is intended that school personnel will expand on this section of their "School" document with ideas materials they have found useful. It is also expected that teachers managing internships at each of the high schools will continue to meet periodically to share these ideas and materials with one another.*

In addition, whether during a group orientation or an individual session, once the student has selected an Internship, the school internship liaison must review:

1. the specific job description, and
2. the list of requirements the student will need to fulfill in order to obtain academic credit contained in the Student Intern Handbook.



Implementation Issue: *The development of a specific list of “requirements for internship credit” is the responsibility of each school. A sample of such a list is provided in the Student Internship Handbook.*

(10, 11) Task: Orienting Employers and Monitoring Internships
Who: Career Counselor with Work Based Learning

While the MSDLT Work Based Learning Experience Coordinator will take the lead in orienting employers to Work Based Learning Experience programs and to the Internship Program in general, the school career counselor or teacher will be responsible for providing information to internship hosts/employers about the needs of specific students. These needs may include specific curricular requirements that must be met, or they may include behavioral issues that either need to be addressed through the internship or that may impact the internship.

Once the student has been placed at the Internship site, the school must be assured that the school's, the student's and the employer's expectations are being met. The MSDLT Internship Coordinator will coordinate with the school in determining who should take on this responsibility.



The key document for establishing an agreement as to the expectations of the school, employer and student is the "Student Internship Agreement". A copy of this form is provided in the "application" white folder.



Implementation Issue: *Ongoing monitoring of employers and of the internship experience can be done either informally or formally. Teachers of internships using the newly developed unified MSDLT policies and forms will conduct ongoing monitoring of each intern's progress, in collaboration with the career counselor. This approach makes sense if the monitoring is of a general nature, for the purpose of answering employer questions or assuring that all is going smoothly. However, it is not appropriate for the Work Based Learning Experience Coordinator to monitor that the needs of specific students are being met -- this responsibility would have to remain with the school.*



Implementation Issue: *Periodic monitoring of student attendance will be required. The **Internship Timesheet and Daily Log** mentioned below will serve to document attendance and should be collected by the teacher of internships weekly.*

(12, 13) Task: Evaluation of the Student, the Employer and the Internship Experience

Who: Teachers and Career Counselor with Work Based Learning Experience Office

Evaluation and feedback are essential to ensure a successful experience for the student, as well as an ever improving Internship Program for all students. Students, employers, and parents should all take time to reflect on the student's performance and the effectiveness of the program as a whole.

Students may be required to keep journals of their experience and either discuss the journals or physically turn them in at the end of the internship. They will also be asked to complete an overall evaluation of the internship experience, including an assessment of the employer and of the value of the internship in furthering the achievement of the students' educational goals.



A copy of the "Internship Timesheet and Daily Log", as well as the "Student Evaluation of the Internship Experience" is included in the "Internship Handbook" to be given to the students by school personnel.



***Implementation Issue:** It has been suggested that the IDOE "Time Sheet", does not include sufficient space or guidance for students to record their insights, ideas, concerns and feelings with any depth. As this kind of self-reflection is crucial to the learning experience, it has been suggested that students keep more substantial journals, found in the IDOE "Weekly Internship Time Sheet" provided in the Student Internship Handbook.*



Some suggestions for guiding students in their journal writing have been included in the "Student Internship Handbook".



***Implementation Issue:** To date, no evaluations have been conducted of employers. However, many of the stakeholders in this "Internship system" have suggested that this would be very valuable in providing such information as: if and when employers need additional information and/or training, what time of year is best for an internship in a particular industry, or which industries and types of organizations offer the best internship opportunities for students. **The "Student Evaluation of the Internship Experience"**, mentioned above, should assist the employers and schools in obtaining such information.*

Employers will be asked to complete an evaluation of the student.



A copy of the "Employer Assessment of Student Intern" is included in the "Employer's Guide to Internships" for school personnel to give to employers, as appropriate. This information regarding the kinds of student behaviors and/or skills employers will be asked to comment upon will be given to a prospective employer before an internship is assigned.



Implementation Issue: *It has not yet been decided to what extent the Work Based Learning Experience Coordinator will handle the evaluation process. This will depend on the level of resources at the school site and the number of interns at a given internship site. If one employer is hosting students from a variety of schools, the most appropriate action for the MSDLT Work Based Learning Experience Program is to provide and collect the assessment forms, and then distribute the completed forms back to the schools, thus saving the employer the administrative cost of multiple transactions.*

In most cases, the career counselor or teacher will collect assessments and evaluations and provide feedback to all interested parties, including counselors, teachers and the MSDLT Work Based Learning Experience Program.



Implementation Issue: *It is also suggested that the school supervising teacher(s) provide(s) students with a copy of this evaluation form along with other criteria against which they will be assessed, as part of the students' orientation to workplace expectations.*



Implementation Issue: *Parent Evaluation Forms have not been developed and it has not yet been decided whether systematic parent feedback is even desirable or necessary. The possibility exists that parents could, if they choose to, provide input to the system through the existing information/feedback mechanisms used by the school site and/or other school channels. Some industry representatives may be concerned about the experience being monitored by parents.*

(14) Task: Assigning Credit for Internships

Who: Career Counselor or Teacher

The school, in conjunction with MSDLT Work Based Learning Experience Program, will determine an overall policy for assigning credit to students for their participation in the Internship Program, so that students at all the high schools receive the same number of credits for comparable experiences. The number of credits will be determined based on a variety of criteria, including (but not limited to):

1. the length of the internship
2. the number of hours per week
3. the total number of hours per semester

In addition, each school and/or academic program will ensure compliance with IDOE Internship and Work-Based Learning requirements for academic credit.



Implementation Issue: *As mentioned above, the management of a specific list of “curricular requirements for internship credit” is the responsibility of each school. It has been suggested that having students do final presentations in front of other students and/or parents can be a very successful strategy for enhancing student learning from the internship experience.*

Grades, based on a variety of criteria, including attendance and the completion of agreed-upon tasks and projects, may or may not be assigned as well. This has yet to be determined. Regardless, every effort will be made to ensure a positive experience for the student, and the student will not be penalized for difficulties created by the employer/Internship Site (such as poor mentoring skills, lack of clarity in instructions, changes in deadlines, etc.) that impact the student's ability to complete assigned tasks.

Part 4

THE ROLE OF STUDENTS AND PARENTS

INTRODUCTION

Within the Work Based Learning Experience Program, the key agent - the individual ultimately responsible for obtaining and carrying out an appropriate and worthwhile internship - is the student. As mentioned in previous sections, the school provides assistance and on-going guidance, the employer provides training and feedback, but it is the student who must take responsibility for thoughtful self- exploration and goal setting, for seeking out placements to the extent possible, for carrying out the internship responsibilities to the best of his/her ability, and for informing the school and the employer as to how things are going.

At the same time, it would be naive to think that the student himself or herself is capable of perfect self-knowledge, of always advocating on his/her own behalf appropriately, or of managing the entire system on his/her own. This is where the parent comes in -- to consult with the student and help ensure that the internship placement provides the most appropriate and meaningful experience possible for his or her son or daughter.

BENEFITS OF INTERNSHIP

Internships offer many benefits to students, including:

- experience in a specific field;
- the opportunity to practice skills at the business site;
- development of good work habits, businesslike traits, a sense of responsibility and leadership skills;
- close mentoring from a business trainer;
- letters of recommendation and/or evaluation for a portfolio;
- an open door to future employment.

THE ROLE OF THE STUDENT: RESPONSIBLE AGENT

The student is the person primarily responsible for expressing interest in an Internship Placement and making sure that all of the required aspects of the application process are completed. Once the placement is secured the student is responsible for adhering to all workplace regulations and codes of conduct and performing to the best of his/her ability. The student is also responsible for alerting the School and/or parents in the event of any difficulties or concerns.

Getting Started

Orientation: If the student is interested in an Internship, the student must attend an Internship Orientation where they will have the opportunity to explore their interests and skills. At this orientation, all Internships available will be presented for the school year.

Application: If the student, along with the career counselor and parent, feel that an Internship would be a positive educational option, the student will be given an Application.

Finding a Placement: There are essentially two ways to find an Internship Placement --

1. Find a match between the student's interests/skills and the field/needs of an available Internship site.
2. Have the student seek out a Placement Site that the student might find more interesting or meaningful (based possibly on a contact through the parent, a teacher, or other community members). In this case the student must complete an "Employer Contact Form", provided in the companion binder, "School Guide to Internship".

During the Internship

The student's responsibility during the internship consists of:

1. attending the worksite at agreed upon times;
2. abiding by all rules of conduct and safety specified by the employer;
3. communicating training needs to the employer and to Internship Staff;
4. completing timesheets and journal entries as required;
5. fulfilling all curricular requirements; and

6. alerting Internship Staff about any difficulties in the internship and/or any improprieties on the part of the employer.

After the Internship

After the internship the student's primary responsibility is to thoughtfully complete any evaluations and final presentations or reports on the experience.

THE ROLE OF THE PARENT: CONSULTANT

While the student will be responsible for bringing home the necessary forms and for working closely with the school to find and carry out a good internship, the parent plays the crucial role of consultant to the student. This role will take on different meanings, depending on the student's level of self-awareness and management skill, logistical matters, such as whether the student drives, and the relationship between the student and parent. Regardless of the exact nature of the relationship however, the parent must, at the very minimum, sign off on the internship and ensure that the appropriate forms have been completed. There are also many other ways the parent can help as listed.

Minimum Requirements

1. Sign the student's Internship Application, where designated.
2. Ensure that the student has made adequate arrangements to get to and from the Placement Site safely and timely.
3. Complete any required car registration forms for carpooling purposes and any insurance forms, as required.

Desirable/Additional Ways to Help

1. Self-Exploration and Goal-Setting: The student will be taking an orientation workshop and/or career course to help him or her clarify his/her interests, skills and goals. It is crucial, for the internship experience to be most valuable to the student that he/she **take the time to explore his/her true interests and goals**. In many cases the student will not be able to think this through adequately without someone to talk to -- someone with whom he/she trusts and can confide. If possible, it would be helpful for parents to make themselves available for this kind of exchange, or encourage their son or daughter to find others with whom to speak.
2. Finding a Placement: While the Career Counselor at the school will have made contacts with potential employers, parents may also know of businesses or organizations that could offer rich learning experiences for students. If this is the case, the parent should ask the school Career Counselor for an "Employer Contact Form" and submit it to the Career Counselor as soon as possible. For the student to obtain academic credit for the internship, the school must, however, finalize the arrangements.
3. Advocacy: Maintaining a productive relationship with the employer is the student's responsibility. But, in some cases, the student may have difficulty communicating with the employer, or may need help with a challenging issue.

Parents should try to make themselves available to discuss workplace issues and concerns with their son/daughter and facilitate problem-solving. But, if they have further concerns, they should **contact the MSDLT Work Based Learning Experience Coordinator, not the employer directly**. Also, if they suspect any inappropriate or illegal behavior on the part of the employer, they should contact the Work Based Learning Experience Coordinator immediately at (317) 964-7959.



A complete “Student Internship Handbook” is provided as well as the “Employer’s Guide to Internships” will be available for school personnel to give out to students. It includes the following documents:

- **Questions and Answers for Students**
- **How Parents Can Help**
- **Internship Checklist**
- **Student Internship Application**
- **Supplemental Questions to Student Internship Application**
- **Internship Recommendation Form (Teacher Input to Student Profile)**

Part 5

THE ROLE OF THE EMPLOYER

INTRODUCTION

Businesses and nonprofit organizations have been playing an increasingly important role in helping to educate children and young people. Students are faced with unprecedented challenges as they approach their graduations from high school. Most of these challenges can be summarized by one word: change. They will face rapidly changing workplace demands, including exponential increases in the sophistication of technology; they can expect to change careers three to five times over the course of their working lives; they will live much longer and more complex lives than we have ever known. The skills they will need above all others are 1) self-knowledge/self-confidence and 2) the ability to "learn how to learn". They will also need very specific training in technologies and workplace methods that are only now emerging.

At the same time, given financial constraints and the very nature of schools as essentially artificial environments, schools alone cannot adequately prepare students to meet the challenges of the future. They cannot, alone, offer the range of experiences many students need to discover their unique interests and talents; they often cannot instill in students the true meaning of "learning how to learn". Finally, they cannot possibly offer much of the specialized technical training students will need. Only when exposed to a variety of environments and when confronted with "real time" problems will students begin to grasp the urgency of the demands they will face and develop the necessary skills.

Businesses and organizations, on the other hand, working closely with schools, are in the unique position of being able to offer students the opportunity to develop these skills. One of the best ways businesses and organizations can contribute to students' educations is by taking in Interns. They can also offer other kinds of exposure to the workplace, through mentorships and job shadowing, or opening their doors for school trips. In the process, they will also benefit.

BENEFITS TO THE EMPLOYER OF HOSTING INTERNS

Some of the ways in which businesses and organizations can benefit from taking in interns include the following:

- influence over the kinds of skills students will develop, including those needed in their particular industry;
- ensuring that students entering the workforce will be adequately trained, thus alleviating some of the burden of future training costs;
- "prescreening" potential employees;
- opportunity to expand the interpersonal, training and supervisory skills of current employees as they mentor Interns;
- opportunity to contribute to the community and relieve some of the burden placed on schools, which is ultimately borne by businesses and citizens at large through higher taxes and other social costs.

THE ROLE OF THE EMPLOYER: TRAINER/MENTOR

The role of the employer/intern host is essentially one of trainer/mentor. The Intern who arrives at the workplace will have been carefully matched to the employer; the student will have expressed interest in working with the given organization and will have had a thorough orientation to both general workplace expectations and to the company/organization itself. However, for the vast majority of the students, Internship will be their first "real world" work experience and some students may even have had difficulties in meeting standard workplace expectations in the past. The host, therefore, must see the student as a trainee, not as an experienced employee. As reflected in the attached documents, the role trainer/mentor will involve careful explanation of expectations, ongoing guidance, feedback and training to the Intern, and formal evaluation. It is also expected that students will be given real work and problems to solve, will be offered continual challenges, and at the same time, will have the opportunity to master specific skills and/or achieve meaningful goals.

Getting Started

Businesses, professionals or nonprofit agencies can become Internship Sites in two ways:

1. they can accept a solicitation from the school, from the MSDLT Work Based Learning Experience Program Coordinator, or directly from a student; or
2. they can proactively contact the MSDLT Work Based Learning Experience Coordinator, or a student and offer to host an intern.

In either case, the manager in charge must complete an "Intern Request Form" and adhere to a set of guidelines regarding responsibilities for training and evaluation, as well as legal and ethical issues.

During the Internship

During the Internship, as specified in the "Student Internship Agreement" which is jointly signed by the employer, the student, the school Internship Liaison, and, in some cases, the parent, the employer will provide:

1. assignments and duties that constitute a learning experience for the student;
2. mentorship for the student;
3. signed time sheets, if requested;
4. assessment and feedback to the school Internship Liaison or MSDLT Work Based Learning Experience Coordinator, as requested;
5. notification at any time to the Internship Liaison if work performance is unsatisfactory or there are any problems with the placement.

After the Internship

After the Internship, the employer will be asked to evaluate the student's performance and provide any input he/she might have about the program. The employer will also be asked to provide updated information about the number and kinds of interns it may choose to take on in the future, or if the company can also provide other kinds of work-based experiences for students.



A complete "Employer's Guide to Internships" is provided. It includes the following informational documents:

- 1. The Role of the Employer in the Internship Program**
- 2. Benefits to Businesses and Organizations of Hosting Interns**
- 3. Key Elements of a Quality Internship**
- 4. Internship: Answers to Questions Frequently Asked by Employers**
- 5. Employer Guidelines for Working with Interns**
- 6. Steps for Employers Requesting and Hosting Interns**

The following forms are also included:

- 7. Employer Request for Interns**
- 8. Students Selected for Internship**
- 9. Internship Agreement (for the employer's information and future reference)**
- 10. Employer Assessment of Student Intern (for the employer's information and future use)**