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FHI 360 WORK-BASED LEARNING MANUAL: A HOW-TO GUIDE FOR WORK-BASED LEARNING

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include program design (e.g., the creation of models, protocols, tools and materials), project management, professional development, school-based coaching, creation of local and national networks, and collective impact and program evaluation. We have worked at the intersection of schools and communities for nearly 40 years, solving critical issues in education, health and youth development through projects in 48 states and with more than 400 school districts. Our staff are experts in education, health services, youth development, gender, school improvement, nutrition, communications, research and evaluation, technology and advocacy.

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7. Internships

7.1 Overview

What Are Internships?

Internships are often viewed as culminating WBL experiences, because they bring together skills and knowledge developed through previous career awareness, exploration, and preparation activities, connect them to classroom curricula, and allow students to apply them on the job. An internship is a WBL activity in which a student spends consecutive days for a period of time (usually weeks) working for an employer to test his/her interest in a career with that industry, occupation, or employer and develop critical workplace and occupational skills. Unlike a summer or part-time job, an internship is connected to classroom learning and accompanied by structured reflection activities that help the student analyze and digest the experience. This “test drive” affords the student an opportunity to confirm his/her future education and training decisions or, alternatively, choose another path.

Internships differ from other WBL activities by offering students hands-on skill and knowledge development through work. Students may earn credits for internships as well. Internships differ from ordinary summer or part-time jobs in two significant respects. First, they include a detailed learning plan for acquiring specific foundational skills that are required in all workplaces and specific career skills that are integrated with the classroom curriculum. Second, interns are supervised by school or district staff (in addition to employees in the workplace) before, during, and after the internships. These school-based supervisors help students prepare for their internships, make site visits, confer with interns and their workplace supervisors, assess and document progress on the learning plans, and convene periodic meetings of interns to reflect on their experiences. Interns should not fill positions that otherwise would be available to part- or full-time workers.

Internships offer employers the opportunity to get to know the next generation of employees, benefit from their work, and provide leadership development opportunities for the employees who supervise interns.

Which Students Participate in Internships?

Internships are typically offered to students in both academic and CTE classes who are going into their junior or senior years of high school. Students are best prepared to intern after they have engaged in the full continuum of WBL activities (e.g., guest speakers, workplace tours, career fairs, informational interviews, and job shadows). Usually, student interns are expected to have had some form of workplace experience (e.g., part-time/summer jobs or job shadows). Other eligibility criteria options are discussed elsewhere in this chapter.

How Are Internships Structured?

Internships are usually planned for the summer, but it is possible to structure them as after-school or weekend jobs during the school year. This chapter assumes the internships will take place in the summer; if a school-year design is selected, the same implementation steps would apply, perhaps with different timing. For summer internships, districts or schools will need to ensure that adequate school-based supervision (by a teacher, counselor, or other professional) is provided and included in the budget.

The length of an internship can vary. Decisions about the number of hours required for an internship and whether internships are paid and/or credit-bearing are made at the local level. In planning for internships, the WBL coordinator will want to research state or district policies that may link possibility of earning credit to completion of a minimum number of hours in the workplace. Internships should be complemented by structured student

reflections before, during, and after the internship in order to connect a student's learning in the workplace with his or her academic work.¹

Ideally, internship programs are large enough to offer internship opportunities to most juniors and seniors in a district or school. Where this is the case, most of the coordination is done at the school level by teachers, counselors, and/or career advisors, although employer recruitment may be led by the WBL coordinator. School-based staff members need to assume more significant roles than for other WBL activities, because internships should be integrated with school curricula. Significant school-based pre-internship preparation, support during internships, and post-internship reflection activities are all required for successful internships. In larger cities and districts, WBL coordinators from multiple schools and agencies that serve out-of-school youth may need to plan collaboratively to limit the possibility of multiple requests to the same employers.

7.2 How to Implement Internships

Successful internships require collaboration, communication, and preparation by many stakeholders. The process involves recruiting employers willing to provide internship opportunities, preparing students for internships, preparing the employees who will supervise interns, designing internships that will benefit both students and employers, and providing close school-based supervision and guidance before, during, and after the internships.

Implementing internships can be a complex, time-consuming process that begins early in the school year and extends through the summer into the following fall. As noted in the *Introduction*, the following steps should be followed when starting an internship program.

1. Convene the stakeholders needed to assist with implementing internships. These include employers, chambers of commerce and other industry or trade associations, school administrators, teachers, counselors, and career advisors.
2. Determine the scope and structure of the internship program, including policies that will govern student selection, intern supervision, and the awarding of credit (see table below for details on the decisions that will need to be made).
3. Estimate budget requirements for costs such as internship supervision during the summer and (possibly) stipends or other incentives for interns.
4. Assess students' career interests in order to target appropriate employers for recruitment.
5. Recruit employers to host internships and work with them to structure internships that will benefit students, employers, and workplace supervisors.
6. Select students who are interested in internships and meet the selection criteria.
7. Facilitate employers' interviews of student candidates for internships and allow the employers to make the final selections.
8. Prepare students for their internships.
9. Ensure that adequate supervision is provided during the internships through site visits, regular communication with workplace supervisors and students, and troubleshooting as needs arise.
10. Provide for structured student reflection, both individual and group, before, during, and after their internships.
11. Obtain evaluations of the activity from students and employers. Review school-based supervisor reports as well.
12. Compile, document, and share results of these evaluations with key stakeholders.
13. Provide structured opportunities (both directly after summer internships and during the fall semester) for students to reflect about their internships and how they connect to their coursework and future education and career plans.

¹ In some locations, cooperative education (or co-op) programs that include work experience as part of a credit-bearing class may be available to CTE students. If co-op programs are offered in a district or school, the WBL coordinator should investigate the policies for students earning wages and/or credit and include CTE administrators in the planning for new internship opportunities.

14. Recognize participating stakeholders, especially the host employers, workplace supervisors, and the students.

The following pages provide more detailed descriptions of the tasks entailed in implementing a well-organized internship program. These steps are presented in the form of a time line, starting early in the school year before the following summer's internships. The time line is flexible and can be condensed, but proper planning is essential.

7.3 Suggested Implementation Time Line

Note: Throughout this manual, the term WBL coordinator (typically, a district or school staff member) is used to refer to the individual responsible for planning and implementing WBL activities. For internships, school-based stakeholders (counselors, teachers, and administrative staff) play important roles. The WBL coordinator should be sure to use the WBL database, as described in the *Introduction*, to track employer and school contact information as well as the tasks each has agreed to carry out with respect to student internships.

The WBL coordinator should refer to the overall WBL plan (see *Introduction*), if there is one, to ensure that implementation of internships for students from a specific school and with specific employers is coordinated with other WBL activities planned for the same school or employers. Both the employers and the school staff will appreciate it if the WBL coordinator initiates contact for student internships in that larger context. The WBL coordinator should be careful in communicating with employers to avoid confusion if recruitment for student internships and teacher externships is occurring in the same time frame.

The WBL coordinator is assumed to be the person responsible for completing or assigning the tasks listed below, except where otherwise noted. The term “school-based supervisor” is used to refer to the person most responsible for working with students at a particular school before, during, and after their internships. Because this involves working in the summer and outside school hours, it is necessary to hire someone to carry out this work – be it a teacher, counselor, career advisor, or other professional.

Nine months to a year before the internships

There are several fundamental policy decisions that will shape a local internship program. Such decisions should be based on conversations with multiple stakeholders, including school district officials and school principals, counselors, and teachers. Making these decisions can take time, so the WBL coordinator needs to start the conversations well before the internship program will be implemented. WBL coordinators would be well-advised to start with a very small-scale program and expand later based on experience. Once a track record is built and the challenging issues resolved, expansion can go forward with greater confidence.

- Convene the appropriate stakeholders (e.g., district and/or school administrators and representatives of employers or employer associations) to design the internship program for the following summer. The table that follows is designed to help staff identify internship policy and program design decisions for which stakeholder agreement is needed.

Number of internships desired	Factors may include: -Student interest. -Funding availability for summer school-based supervisors and other costs (see below).
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	<ul style="list-style-type: none"> -Outlook for employer recruitment. -Number of staff available to manage the internships.
Paid vs. unpaid	<p>If paid:</p> <ul style="list-style-type: none"> -Funding source (e.g., employers, district, school, or local philanthropies)? -Hourly wage or stipend? How much? -Paid by whom? -Process for how time is recorded and payment is issued. <p>If unpaid:</p> <ul style="list-style-type: none"> -Any other form of incentive to be offered (e.g., donated gift cards, clothing allowances, transportation costs, etc.)? <p>If some are paid and others are not:</p> <ul style="list-style-type: none"> -Prepare appropriate messaging for students, parents, employers, and others.
Credit vs. non-credit	<p>For credit:</p> <ul style="list-style-type: none"> -Do state or district policies establish criteria for awarding credit for work experience? -Can credit be awarded through a class if there are no state or district policies? <p>Without credit:</p> <ul style="list-style-type: none"> Are there other incentives students may receive?
Budget considerations	<p>Determine needs:</p> <ul style="list-style-type: none"> -School-based supervision during the summer. -(Possibly) Extra compensation for school-based supervisors in the months before and after the internships. -(Possibly) Student stipends or incentives. <p>Identify funding sources and secure commitments:</p> <ul style="list-style-type: none"> -District or school. -Host employers. -Other employer sponsors. -Local philanthropies.
Student eligibility criteria	<p>Might include:</p> <ul style="list-style-type: none"> -Successful completion of career awareness and exploration activities. -Junior or senior school status in the fall after the internship. -Experience in a workplace (e.g., job shadow or part-time job). -Recommendation from classroom teacher or counselor. -Minimum attendance and/or grade point average. -Completion of application and interview process. -Completion of student registration/parent permission forms. -Ability to fulfill the time demands of the internship.
Expectations for employers	<ul style="list-style-type: none"> -Creation of job description and learning agreement with specific goals and benchmarks. -Workplace supervision of intern. -Documentation and assessment of student performance. -Coordination and communication with WBL coordinator and/or school-based supervisor.

	-(Possibly) Compensation for interns or contribution to support internship program. -Evaluation at the end of the internship.
School-based internship supervision	-Determine who will supervise internships (e.g., teachers, counselors, career advisors, or others) and to whom they will report. -Establish schedule for regular communications between WBL coordinator and school-based supervisors. -Determine expectations (e.g., pre-internship work with students, frequency of site visits and workplace supervisor consultations, progress reports, trouble-shooting, convening sessions for student reflections during internships, and post-internship activities). -Set compensation parameters for staff. -Provide orientation and training to school-based supervisors, as needed.
Expectations for students	-Participate in internship preparation activities in class or after-school sessions (e.g., resume writing, interview skills, workplace behavior and dress code expectations, etc.). -Understand and commit to completing their learning agreements. -Arrange transportation to and from the workplace (e.g., self, parent, or other). -Be punctual and carry out assigned work. -Ask questions of workplace supervisors. -Comply with all workplace rules. -Complete individual reflection assignments. -Meet periodically with school-based supervisor and other interns for reflection activities. -Complete evaluations at the end of their internships. -Engage in post-internship reflection activities during the fall following their internships.
Other considerations	-Applicable child labor and workplace safety regulations. -Liability insurance, sometimes covered under a school district policy, an employer's policy, or purchased separately. -Worker's compensation insurance, if intern is paid.

At the beginning of the school year

- Communicate the policy and internship program design decisions to principals, teachers, counselors, and career advisors. Principals may wish to designate an individual contact at their schools to work with the WBL coordinator on the internship program; that person would then be responsible for sharing pertinent information with colleagues.
- Develop an internship program budget and identify the funding sources that will underwrite it. The budget should identify all anticipated costs, including: salary or stipends for students (if offered by the district or school); compensation for internship supervisor(s); liability insurance (if not covered by school district and/or employer policies); and recognition awards (such as gift cards) for students who successfully complete their internships (especially if they are unpaid).
- Determine which costs can be funded by the school or district and which need to be funded from other sources.

- Create a plan to solicit funding for the program, clearly identifying the process, the responsible parties, and their deadlines. Employers, local philanthropies, and municipal agencies may be asked to sponsor interns with a contribution to the program budget, even if they are unable to host interns.
- Work with school staff to determine how to obtain student registration and parent/guardian permission for internships. A sample form is provided in the *Resources* section.
- **(Teachers)²** Have students begin to identify and research potential industries or employers where they would like to intern. Lists of employers produced by economic development agencies, chambers of commerce, workforce development boards, and state departments of labor or commerce are good resources for this research, along with students' families and the internet. Each student should identify up to five local employers where he/she would like to intern.

Seven months before the internships

- Review the employer outreach information in the *Introduction*.
- Begin employer outreach by targeting those that already have had successful experiences with WBL activities, have been identified by students, and/or have expressed interest in hosting an intern. A sample email for this purpose is provided in the *Resources* section. Expand outreach as needed, using the strategies listed below.
 - Use the WBL database to track employer contacts.
 - Meet with representatives of chambers of commerce, other industry and trade associations, and service clubs to talk about internships and ask them to encourage their members to participate. Provide whatever information they need (e.g., newsletter article or draft email to members) to make it easy for them to help. A sample email for a peer communication is included in the *Resources* section. The WBL coordinator might offer to attend a meeting to provide additional information about internships.
 - Submit information to school newsletters, company newsletters, local newspapers, and other media outlets to recruit internship hosts.
 - Send information home with students for parent awareness and recruitment of additional employers.
- Follow up on positive responses by asking willing employers to complete participation forms (a sample of which is included in the *Resources* section) to confirm their commitments. Ask each employer to designate a contact to work with the WBL coordinator and school staff to develop more detailed plans for the internship. This may be a human resources manager or an employee in a specific department who will supervise the intern on the job.
- Make sure that all the policy and program design decisions listed in the table preceding this section have been researched and resolved.
- Develop a protocol for working with employers to help them understand what it takes to host an intern and to plan a rewarding internship. The employer preparation information in the *Resources* section can be adapted to suit local needs and reflect the policy decisions that drive the local internship program. Every internship should include a learning plan that addresses foundational workplace skills and specific career-related skills. A sample learning plan template is provided in the *Resources* section.
- Be prepared to answer questions about details such as financial commitments expected from employers, liability coverage, etc.

Five months before the internships

- Continue targeted employer outreach until commitments have been obtained for at least as many internships as planned.

² The term teachers should be taken to include counselors, career advisors, and other educators who work directly with students.

- Continue working with willing employers to shape the internships they will host, using the preparation information in the *Resources* section.
- **(Teachers)** Have students write or update their resumes and review expectations of being in a workplace, with emphasis on recognition and understanding of both written and unwritten rules of behavior, etiquette, and job responsibilities.

Four months before the internships

- Recruit and select school-based supervisor(s) who will work with student interns and their workplace supervisors during the summer. These may be teachers, counselors, career advisors, or other staff members. They will be responsible for: participating in intern preparation and orientation; leading student reflection activities during the internship; visiting interns' work sites at least twice; touching base with students and their workplace supervisors periodically; reporting on students' progress on their learning plans; troubleshooting any issues that arise during the internships; and leading post-internship reflection activities the following fall.
- **(Teachers)** Continue work on student resumes and introduce students to the internship application. A sample application is provided in the *Resources* section.

Three months before the internships

- Match student applications with confirmed internship sites, identifying three candidates for each internship, if possible. (This will likely mean that each student will be a candidate for more than one internship.) Continue to match students with internships and arrange for interviews until all accepted students have been placed.
- Schedule interviews for candidates for each internship with the employer-designated contact person. The interviews should ideally be conducted after school to avoid disruption of students' class schedules. They may take place either at the workplace or the school. If the former, make sure students arrange their own transportation; if the latter, be sure there is a quiet place available.
- Ask employer representatives for their final selections of student interns and communicate the placements to students, school-based supervisors, parents, and others, as appropriate.
- Schedule one or more workplace and school-based supervisor orientation sessions at times and locations that are convenient for all. The orientation agenda, a sample of which is provided in the *Resources* section, should address: expectations of school-based and workplace supervisors; the learning agreement template and its specific components; strategies for communicating with youth; time sheets; procedures for payment of interns (if applicable); provisions for individual and group student reflection activities; and documentation requirements for earning school credit. Orientation sessions should take place one to two months before internships start and should be attended by the employees who will supervise the interns' work and the school-based supervisors. For those unable to attend an orientation session, special arrangements will need to be made for one-on-one briefings.
- **(Teachers)** Develop a list of interested students who meet the established eligibility criteria and are likely to be available for the duration of the internship program. Consult with counselors and career advisors, and select only those students who, in their judgment, are ready for the responsibilities of internships.
- **(Teachers or school-based supervisors)** Have eligible students complete applications for the internship program. A sample application is provided in the *Resources* section.
- **(Teachers or school-based supervisors)** Introduce students to job interview techniques and have them practice interviewing each other.
- **(Teachers or school-based supervisors)** Have students send introductory emails to the employer contacts at the workplaces for which they are internship candidates. A sample is provided in the *Resources* section.

Two months to one month before the internships

- Finish student interview and selection processes.
- Hold the workplace and school-based supervisor orientations.
- Work with school-based supervisors to develop student reflection assignments and procedures.
- **(School-based supervisors)** Conduct one or more orientation sessions for students. The agenda (a sample of which is provided in the *Resources* section) should address: expectations for the internship; strategies for communicating with supervisors and other professionals; workplace behavior; the learning plan; the role of the school-based supervisor; time sheets and payment schedules (if applicable); reflection activities during the internship; and documentation requirements for earning credit (if applicable). If possible, parents should attend this orientation to learn how they can support their students in fulfilling internship responsibilities.
- **(School-based supervisors)** Make sure that each student's learning plan is complete and review it with the workplace supervisor and the student.

One month before the internships

- Reconfirm that the workplace supervisors, school-based supervisors, and students all understand their roles and responsibilities. Make sure all interns have arranged transportation to and from their workplaces.
- Review logistics and procedures with the school-based supervisors and make sure that plans are in place for student reflection assignments and activities. If the school building is not open during the summer, an alternate location for student reflection meetings will need to be identified.

Two weeks before the internships

- Send reminder emails to both workplace and school-based supervisors, confirming details of internships along with student names and contact information.
- Be available to answer questions from employers, students, parents, and school-based supervisors.
- **(School-based supervisors)** Schedule meetings or check-ins with workplace supervisors periodically throughout the internship.
 - Site visits are typically scheduled early in the internship and at about the three-quarters point. More frequent telephone or email check-ins are advised.
 - Be sure the workplace supervisors and the student interns are aware of whom to contact with any questions or concerns at any time during the internship.

One week before the internships

- Reconfirm any arrangements that were not in place at the last check and send a quick reminder email to school-based and workplace supervisors and students.

During the internships

- **(School-based supervisors)** Check in with employers on the first or second day of the internships to make sure students were prompt and the internships are off to good starts. Intervene with students and/or workplace supervisors as needed.
- **(School-based supervisors)** Conduct first visits to employer sites (generally after one week) and review progress on learning agreement goals with students and their workplace supervisors. Skill attainment should be demonstrated and documented. If skill development is not progressing satisfactorily, work with the student and supervisor to reconfigure the internship.

- **(School-based supervisors)** Send progress reports summarizing the students' attainment of the skills detailed in their learning plans to the person to whom he or she reports.
- **(School-based supervisors)** Collect student time sheets (see sample in *Resources* section) weekly and touch base by phone or email with the interns and their workplace supervisors. If the district or school is handling payment of salaries or stipends, paychecks can be delivered when time sheets are collected.
- **(School-based supervisors)** Conduct second site visits (generally about three-quarters of the way through the internships) to review students' performance. Review learning plan progress and submit progress reports.
- **(School-based supervisors)** Distribute student reflection materials throughout the internship, as scheduled during the planning process. Review, track, and grade (if necessary) individual student reflection assignments during the internships. Convene student meetings for group reflections at planned intervals during the internships. As a local option, students who do not have internships but are working at summer jobs may be invited to join these discussions.
- **(School-based supervisors)** Review student reflections promptly because students might identify issues and concerns that they do not mention during weekly check-ins or site visits. Intervene as needed.
- **(School-based supervisors)** Maintain records for credit-earning options as needed and submit required paperwork.

One day to one week after the internship

- **(School-based supervisors or WBL coordinator)** Send thank-you emails to both the employers and the workplace supervisors (which may be the same person in a small organization).
- **(School-based supervisors or WBL coordinator)** Distribute internship evaluations to workplace supervisors, collect and review completed evaluations, and move promptly to follow up on negative responses.
- **(School-based supervisors or WBL coordinator)** Distribute internship evaluations to students.
- **(School-based supervisors or WBL coordinator)** Analyze evaluations and identify common themes to be shared with the internship planning team, school-based staff, workplace supervisors, and students. Move promptly to follow up on negative evaluations and capture lessons learned to use for future program improvements.
- **(School-based supervisors)** Complete a final report on each student's performance on his/her learning plans, in consultation with the workplace supervisor, and share it with the student and his or her teachers and counselors.
- **(School-based supervisors)** Have students complete thank-you notes to their workplace supervisors. Review the notes before students send them.
- **(School-based supervisors or WBL coordinator)** Conduct a post-internship reflection meeting with all student interns, focusing on how their internships connect with the courses they will take in the fall. Present them with recognition awards (gift cards or other), if they were included in the budget.

At the start of the school year following internships

- Recognize employer hosts and workplace supervisors. One form of recognition could be a celebratory event, where students showcase what they have learned. Co-hosting the event with a chamber of commerce or other local organization or agency provides a wider audience, helps with recruitment for future internships and other WBL activities, and acknowledges the efforts of the employers that hosted internships. Invite the school-based supervisor(s) and interns' classroom teachers, counselors, career advisors, and principals.
- **(Teachers and school-based supervisors)** Have students produce culminating projects or reports on their internship experiences and how they connect to school curricula. Have students request letters of recommendation from their workplace supervisors, which can be used when they seek employment in the future.

- **(Teachers or school-based supervisors)** Have students engage in a reflection activity about a month into the school year to stimulate further exploration of how their school work connects with their future education and career plans.
- **(Teachers)** Identify ways to use student internship experiences in the classroom to illustrate for all students the connections between academic curricula and career success.

7.4 Internship Resources

Note: These forms can be printed with expanded space for written responses or adapted in other ways.

WBL coordinator:

- Outreach mail to employer
- Email from one employer to another
- Participation form

School:

- Student registration form
- Parent/guardian permission form
- Learning agreement
- Employer and supervisor orientation agenda
- Student orientation agenda

Employer:

- Checklist/expectations
- Evaluation

Student:

- Internship application
- Student introduction email to employer host
- Student time sheet
- Evaluation

Sample Email to Employer from WBL Coordinator

Good Morning,

My name is John Doe, and I work for the XYZ (district or school). I am seeking internship opportunities with local employers for ##th-grade students from (district or schools). Internships are part of a broader continuum of work-based learning opportunities that help students identify and move toward their career goals. Internships are culminating experiences that enable students to build their workplace and career skills while performing valuable work for their host employers. The connections between academic content and the demands of the workplace become much clearer to students when they have opportunities to apply what they have learned in school to important tasks in the workplace.

Internships may extend from ## to ## weeks, typically starting in (when). Students prepare for internships during the school year. They bring value to your organization, not only through the work they complete, but also by the fresh perspectives they bring. Employers often report that hosting student interns is a rewarding experience for their employees and helps them strengthen their leadership and supervisory skills.

I am writing to your organization, in particular, because (why).³ I would like the opportunity to answer any questions you may have, provide more information, and work with you to shape an internship that will benefit your organization and an eager student. If you are ready to commit to hosting an internship at your workplace, please complete the attached participation form and indicate with whom I should follow up to plan the internship. Please contact me directly if you would like to discuss this opportunity. I hope you will join us in providing our students opportunities to learn on the job.

Thank you,

John Doe, Title
Organization
Contact information

³ Explain why this employer is targeted: previous successful experience with internships or other WBL activities, student requests, or personal recommendation from someone known to the employer.

Sample Email for Employers to Forward

Good Morning,

My name is Jane Doe, and I lead the marketing and communications department for (Blue Star Telephone Company). (Blue Star) has been working with students from (district or school) for (how long?). I am writing to encourage you to work with the (district or school) to provide internship opportunities for ##th grade students. We've found internships to be rewarding experiences for our employees, a good way to strengthen their supervisory skills, and a good form of long-range recruitment for (Blue Star).

We plan to host (##) students for internships next summer and hope that you will consider hosting one as well. Internships run from ## to ## weeks starting (when). Students prepare for internships during the school year and bring value to your organization, not only through the work they complete, but also by the fresh perspectives they offer.

If you are interested, please complete the enclosed participation form and send it to (name), the work-based learning coordinator, at (email) or (phone). I encourage you to contact (WBL coordinator) directly if you would like more information or wish to discuss the internship program before making a commitment.

Thank you,

Jane Doe, Title
Organization
Contact information

Internship Employer Participation Form (WBL coordinator to fill in own name and contact information)

Internships are opportunities for students to work in and learn about a particular industry, employer, and career while building essential workplace and career skills. An internship is typically the culminating high school experience after several years of work-based learning (WBL) activities, such as workplace tours, career fairs, and job shadows. An internship can be a powerful learning experience for the student but also for the employee who supervises the intern's work and strengthens his or her leadership skills.

Internships run from ## to ## weeks starting (when). Some employers are able to pay wages to their interns or contribute to stipends paid through the district or school, but not all internship hosts are able to do so (or explain expected financial commitment).

Please complete the following information and return it to the WBL coordinator noted below. If you cannot yet identify all of the specifics about the internship you are willing to provide, they can be filled in later. The WBL coordinator will confirm receipt, send you more information about hosting an intern, and work with you to plan an outstanding internship experience.

Company/organization:	
Industry:	
Location:	Number of student internships:
Preferred start date and duration of internship:	Able to pay wages or contribute toward stipend?
Part of organization where student will work (department or function):	
Nature of the work the student will perform (detailed job description and work/learning plan to be developed later):	
Main contact name:	
Phone:	Email:
Signature:	
Work-based learning coordinator name, phone, and email	

Your support of internship opportunities is a valuable complement to classroom learning and truly makes a difference in the lives of our students. Thank you!

Student Registration and Parent/Guardian Permission Form for Internship (Top part to be completed by WBL coordinator, except names)

Both the student and the parent or guardian should review the expectations outlined in this form. A signature on this form grants permission to participate and indicates a commitment to fulfill the expectations. **This form must be signed and returned to (whom, where) by (due date) or the student will not be able to participate in an internship.**

Student name:	Parent/guardian name:
Dates of internship:	Employer host and location:
Hours of work:	
School-based internship supervisor name, phone, and email:	Work-based learning coordinator name, phone, and email:
<p>Expectations for students:</p> <ol style="list-style-type: none"> 1. Participate in classroom lessons to prepare for the internship, including completing a resume and practicing interview techniques. 2. Complete an internship application to send with a resume. 3. Participate in interviews with potential internship workplace supervisors. 4. Send an introductory email to the workplace supervisor. 5. Participate in developing/refining the learning plan that outlines general workplace and job-specific skill goals. 6. Make own arrangements for transportation to and from the internship site. 7. Demonstrate appropriate workplace behavior, including punctuality and appropriate attire. 8. Cooperate with work-based supervisor in completing assigned tasks. 9. Meet with school-based supervisor and work-based supervisor at least twice to assess and document progress in acquiring skills specified in learning plan. 10. Complete individual internship reflection assignments and participate in group reflection activities. 11. Write a thank-you note to the workplace supervisor and request a letter of recommendation. 12. Complete an evaluation of the internship. 13. Participate in additional reflection activities in the fall. 	
<p>Expectations for parents or guardians: Please check each box to indicate that you understand and agree to each item.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Support student's participation and fulfillment of the above expectations. <input type="checkbox"/> Give permission for student to participate, understanding that the (name of district) bears no responsibility for health, accident, or transportation insurance while the student is away from school to work at the internship site. <input type="checkbox"/> (If needed) Provide transportation to and from the internship. <input type="checkbox"/> (If needed) Allow student to drive to and from the internship. 	
Student signature:	Parent signature:

Learning Agreement (adapted from the Massachusetts Work-Based Learning Plan⁴)

This agreement should be completed by the work place supervisor in collaboration with the work-based learning coordinator and/or school-based supervisor. Once a student is selected for the internship, it should be reviewed with the student and may be revised.

Student name:		Student school:	
		School-based supervisor name:	
Host organization:		Workplace supervisor name:	
Start and end dates:		WBL Coordinator name:	

Job Description (work plan):

1. Foundational Skills

Instructions: The skills in this section are common to all jobs and should be viewed as the foundation upon which specific career skills are built. Review and discuss the following foundational skills that will set basic expectations for the internship. These skills will be included in the evaluation in Section 3.

WORK ETHIC AND PROFESSIONALISM	
Skill	Performance Expectations
Attendance and punctuality	Shows up on time, prepared for work. Provides sufficient notice if unable to report for work.
Workplace appearance	Dresses appropriately for position and duties. Practices personal hygiene appropriate for work setting.
Accepting direction and constructive criticism	Accepts direction and feedback with positive attitude, using appropriate verbal and non-verbal communications. Displays willingness to work cooperatively.
Motivation and taking initiative	Participates fully in task or project from initiation to completion. Initiates interaction with supervisor for the next task or project.
Understanding workplace culture, policies, and safety	Demonstrates understanding of workplace culture and policies. Complies with health and safety rules for the specific workplace and job.

⁴ <http://skillspages.com/masswbl/>

	Respects confidentiality and demonstrates understanding of workplace ethics.
COMMUNICATION AND INTERPERSONAL SKILLS	
Skill	Performance Expectations
Speaking	Speaks clearly and intelligibly. Uses language appropriate to the environment, both in person and on the phone.
Listening	Listens attentively. Maintains eye contact appropriate to the situation. Confirms understanding.
Interacting with co-workers	Relates positively with co-workers. Works productively with individuals and in teams. Respects racial and cultural diversity.

2. Specific Workplace and Career Skills

Instructions: Choose the specific workplace and career skills that will be the focus of the internship, concentrating on skill areas that relate to the intern's job description, the employer's goals, and the intern's academic and career goals. Select from the list or add other skills. For each skill area selected, briefly describe relevant job tasks and performance goals.

Specific Workplace and Career Skills		
Collecting and organizing information	Mathematics and numeric analysis	Teaching and instructing
Computer technology	Problem solving	Time management
Critical thinking	Project management	Understanding all aspects of an industry
Interacting with customers or clients	Reading	Writing
Leadership	Research and analysis	Occupation-specific skills

*** Or identify other specific workplace skills***

Specific Workplace and Career Skills	Tasks and Performance Goals
Skill #1:	
Skill #2:	
Skill #3:	

3. Evaluation of Performance and Progress

Instructions: Workplace supervisor, school-based supervisor, and student should meet at least twice during the internship to review performance and progress and revise goals as needed. The first meeting (Review 1) should take place after the first week of the internship to assess the student's level of competency. The next meeting (Review 2) should be scheduled near the end of the internship.

Performance Assessment	(1) Performance Improvement Plan Needed	(2) Needs Development	(3) Competent	(4) Proficient	(5) Advanced
Foundational Skills					
Work Ethic and Professionalism					
Attendance and punctuality					
Review #1					
Review #2					
Workplace appearance					
Review #1					
Review #2					
Accepting direction and constructive criticism					
Review #1					
Review #2					
Motivation and taking initiative					
Review #1					
Review #2					
Understanding workplace culture, policy, and safety					
Review #1					
Review #2					
Communication and Interpersonal Skills					
Speaking					
Review #1					
Review #2					
Listening					
Review #1					
Review #2					
Interacting with co-workers					
Review #1					
Review #2					
Specific Workplace and Career Skills, from Section 2					
Skill #1					
Review #1					
Review #2					
Skill #2					
Review #1					
Review #2					
Skill #3					
Review #1					
Review #2					

Comments and signatures:

Review #1:

Student signature: _____ Date: _____

Workplace supervisor signature: _____ Date: _____

School-based supervisor signature: _____ Date: _____

Review #2:

Student signature: _____ Date: _____

Workplace supervisor signature: _____ Date: _____

School-based supervisor signature: _____ Date: _____

Workplace Supervisor and School-Based Supervisor Orientation Agenda

This orientation helps prepare the employees who will supervise the interns by providing additional information about working with high school students, expectations for interns and their supervisors, and administrative requirements (e.g., documentation of student attendance and performance). The orientation should include school-based supervisors (teachers, counselors, or other staff members) responsible for supporting the internships during the summer, so that both supervisors (workplace and school-based) can meet and understand their respective roles.

Typically, this orientation is held at a site convenient to most of the employers where interns will work. It should be scheduled for about an hour approximately one to two months before the internship starts. All employees who will directly supervise student interns and all school-based supervisors should attend.

A sample agenda for a supervisor orientation session is presented below:

- Introduce WBL coordinator, school-based supervisors, and workplace supervisors -- 10 minutes
- Review expectations for internships and roles of both supervisors and WBL coordinators -- 30 minutes
 - Time and duration of the internships
 - What to expect of student interns
 - How to finalize the intern's job description and learning agreement
 - How to use the learning agreement to build the student's foundational and career skills
 - How the workplace and school-based supervisors should work together
 - Requirements for students to attend meetings for reflection activities and/or complete individual reflection assignments
- Review administrative requirements -- 10 minutes
 - Form submission (learning agreement and time sheets)
 - Site visits by school-based supervisors
 - Use of time sheets to report hours
 - Payment of wages or stipends and documentation required to earn credit, if applicable
 - Post-internship evaluation
- Questions and answers -- 10 minutes
- (Optional) Break-out sessions for school-based supervisors to speak with the workplace supervisors with whom they will work – 15 minutes

Student Orientation Agenda

The student orientation for the internship program should provide in-depth information about performance expectations and logistical details. The orientation should be scheduled about a month before the internship and at a time convenient for students and their parents/guardians. The orientation should be led by the WBL coordinator and take about an hour. The school-based supervisor(s) should attend the meeting. As an option, workplace supervisors could be invited to attend as well.

A sample agenda for a student orientation session is presented below:

- Introduce school-based supervisor(s) and other district or school staff working on the internship program -- 5 minutes
- Review expectations for internships -- 20 minutes
 - Time and duration
 - Behavioral expectations
 - How the learning agreement will be used to guide student work and document skill attainment
 - How the school-based supervisor will work with the workplace supervisor and student
 - Reflection activities during and after the internship
- Review logistical requirements -- 20 minutes
 - Student registration/parent permission forms
 - Transportation (provided by student, family, friend, or another source)
 - Use of time sheets to record hours
 - Payment of wages or stipends and documentation required to earn credit, if applicable
 - Evaluation at the end of the internship
- Questions and answers -- 10 minutes

Employer Preparation Information

Planning an internship: The work-based learning coordinator and/or school-based supervisor will work with the employee who will supervise the student to plan the internship. Unlike an ordinary summer job, internships are designed to enable students to build general workplace skills and job-specific skills on the job. The workplace supervisor will have a counterpart – the school-based supervisor – who will help make the experience rewarding for both the student and the host employee.

Interviews and Selection of Interns: Teachers and counselors will screen student internship applications and forward up to three eligible candidates (including applications and resume) whom they deem ready for the responsibilities of an internship for interviews with a designated employee. Following the interviews, the final selection of the intern is up to the employer.

Student Learning Agreement: The learning agreement defines specific foundational skills applicable to all workplaces and job-specific skills, all of which interns are expected to learn during the internship. The intern's work plan can be a quick bullet point list of tasks through which the learning is accomplished.

Orienting Student to the Workplace: Most of a student's first day on the job should be spent getting better acquainted with his or her workplace supervisor and getting comfortable in his or her new surroundings. Because students may not have much, if any, work experience, supervisors should explain as much as possible. A sample agenda for a student orientation is provided below:

- Greet the student upon arrival.
- Tour the workplace, pointing out emergency exits, bathrooms, and cafeteria or break room. It can be helpful to walk the space a couple of times to be sure the student gets his or her bearings in a new environment.
- Show the student where he/she will work and where his/her supervisor works.
- Review employee policies pertinent to student interns (including policies on cell phone use) and answer any questions. Treat the intern like a new employee; give him or her an employee handbook, if there is one, and time to review it.
- Go over the learning agreement with the student and make any adjustments that seem warranted.
- Discuss when to report for work, when to take breaks, and when to leave. Also, be sure to cover what to do if the intern is ill. Go over the time sheet.
- Encourage the student to ask questions and provide guidance on how to do so.
- Discuss how/when the student is expected to provide updates on work progress.
- Introduce other employees who work in the same department.

Collaboration with School-Based Supervisor: The school-based supervisor will check in weekly by telephone or email to see how the internship is progressing but can be contacted at any time with questions or problems. He or she will make at least two site visits, once after the first week and once at about the three-quarters point, to review and document progress on the skill goals in the learning plan. The student will also be expected to attend periodic meetings with other interns to participate in group reflection activities.

Work-Based Supervisor Evaluation (One per intern)

Thank you for taking the time to host a student intern in your organization. Your support of this program helps students become better-equipped to make sound decisions about their future education and careers and to have the skills to succeed in them. Your feedback is valuable to ensuring high quality experiences for future student interns and their employers. Please take a few minutes to complete this form and return it at your earliest convenience.

Name:	Phone:
Title:	Email:
Organization:	Student name:
Dates of internship:	

Please evaluate the internship experience in each of the following areas.

OVERALL EVALUATION				
Internship program logistics	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
School contact responsiveness	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Student preparation	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Pre-internship planning assistance	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Helpfulness of school-based supervisor	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Value of student work	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Overall internship experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Would you be willing to host another student in the future? If not, please describe why.

--

Do you view this student to be a good future candidate for employment with your organization? Why or why not?

--

Please use the space below for comments or suggestions for improving our internship program.

--

Student Internship Application Form

An internship is an opportunity to work with a local employer for an extended period to gain hands-on experience in a career in which you are interested. Internships run from ## to ## weeks in the summer. In addition to time in the workplace, interns meet periodically with their school-based supervisor to reflect and share experiences.

If you would like to participate in an internship, please complete this application and return it with your resume to your teacher by (date). There will be a two-stage selection process. Finalists will be selected by teachers, counselors, and career advisors. The host employer will interview finalists and make the final selection.

Name:	
School:	Grade:
Industry(ies) in which you are interested in working:	
Employer(s) for which you are interested in working:	
Specific occupation, department, or function in which you are interested:	
Previous work experience, if any:	
Previous work-based learning activities completed:	
Please explain why you are interested in an internship and what skills you hope to gain:	
Signature:	

Student Introduction Email

About two weeks before their internships start, students should send introductory emails and their resumes to their workplace supervisors (if they did not receive them previously). This email is an important step in the student taking responsibility for the internship. This may have been covered in the interview and selection process. A sample email is below:

Good Morning (employee name),

My name is (student name) and I'm very excited to be interning with (employer organization) this summer. I look forward to learning more about you, your organization, and the work you do.

As you know, (high school name) students participate in many work-based learning activities before internships. I have been fortunate to participate in workplace tours of (list employers) and job shadows at (list employers).

I have attached my resume for your reference.

Please let me know if you have any questions. I look forward to working with you.

Student Name

Student Timesheet (one per week) (Note: An employer-provided timesheet can substitute for this one.)

Student name:	Workplace supervisor:
School contact:	Employer:
Time period:	

Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Start:	Start:	Start:	Start:	Start:
End:	End:	End:	End:	End:
Number of Hours:	Number of Hours:	Number of Hours:	Number of Hours:	Number of Hours:
Total hours:				

Comments and signatures:

Student signature: _____ Date: _____

Workplace supervisor signature: _____ Date: _____

School-based supervisor signature: _____ Date: _____

Student Internship Evaluation

Thank you for participating in the internship program. Your feedback is important to continue providing good internship opportunities for other students. Please complete the form and return it to your teacher.

Name:	Workplace supervisor phone:
Name of workplace supervisor:	Workplace supervisor email:
Dates of internship:	

Please evaluate the experience in each of the following areas.

PROFESSIONAL CONDUCT				
Supervisor treated me with respect	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Supervisor was prepared for my internship	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
COMMUNICATION				
Supervisor communicated clearly	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Supervisor provided clear assignments and direction	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Supervisor allowed me to ask questions	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
I got along well with my co-workers	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
LEARNING AGREEMENT				
Discussed the learning agreement on the first day	YES	NO	If not, when?	
Progress in skill attainment assessed twice	YES	NO		
I have acquired new skills	YES	NO	How?	
I participated in the reflection activities	YES	NO		
STUDENT EXPERIENCE				
I see how my work contributed to the organization's goals	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
School-based supervisor enriched the experience	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
Reflection activities were helpful	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
I feel pride in what I accomplished	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable
This experience was beneficial to me	Exceeded Expectations	Met Expectations	Below Expectations	Not Applicable

Continued on next page

Student Internship Evaluation, continued

Would you recommend other students intern with this organization? Circle one and explain. YES NO

Would you recommend other students intern with this supervisor? Circle one and explain. YES NO

What impact did the internship experience have on your thinking about your future education and career plans?

What connections do you see between the skills you acquired during your internship and the courses you will take in the fall?

Please provide additional comments or suggestions for improving the internship program.