

Start strong. Finish strong. Stay strong.



Youth Internship Program Framework



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

OFFICE OF CAREER & TECHNICAL EDUCATION
700 Governors Dr.
Pierre, SD 57501
605.773.3423
www.doe.sd.us

ACKNOWLEDGMENTS

We wish you the best of luck in implementing Youth Internship programs in your school district. We have tried to include in this Guide the most relevant information, guidelines, and materials for school districts that wish to implement Youth Internship programs. In your journey to implement this Framework, let us know what worked and what didn't work for you. We would be interested in any new materials or strategies that you used in addition to the Guide. Please send this information to:

Marsha Kucker
715 E. 14th St.
Sioux Falls, SD 57104
Mkucker@edec.org

We would also like to thank the members of the leadership team and pilot schools who provided their materials, expertise, and time in developing the curriculum framework.

Julie LeVake
Lake Area Multi-District

Diann Terpstra
Brandon Valley School District

Coleen Keffeler
Sturgis School District

Stacy Solsaa
Castlewood

Wendy Cheney
Hamlin

USING THE YOUTH INTERNSHIP FRAMEWORK

The Youth Internship Program Framework is intended to be a "menu" for school districts to use in designing a local program.

The Framework is available in Microsoft Word on the South Dakota Department of Education's Office of Career and Technical Education website, <http://doe.sd.gov/octe/>. Using this website, you can download the forms you need and adapt them to fit your program.

Flexibility is built into the Framework plan. Your school can tailor the program and documents to fit your needs, resources and schedules.

TABLE OF CONTENTS
YOUTH INTERNSHIP FRAMEWORK

Introduction

Rationale for Youth Internships 5
Program Overview 6
South Dakota Criteria for Quality Youth Internship Programs 8

Implementation

Program Implementation – The Big Picture..... 11
Implementation Process..... 12

Building the Framework for a Local Youth Internship Program

1. Program Goals

Program Goals 17

2. Roles and Responsibilities

Role and Responsibilities 20

3. Program Enrollment

Program Enrollment 25
Enrollment Criteria 26
Program Application 29
Agreement Form 30
Acceptance Letters 35

4. Student Information

Student Information 38
Requirements 39
Timeline..... 40
Research Paper 41
Portfolio/Journal 43
Presentation 47
Performance Evaluation 50
Exit Interview 51

5. Worksite Information

Worksite Information	53
Orientation Checklist	54
Worksite Letter	56
Procedures and Expectations	58
Training Agreements	60
Attendance/Time Form.....	63
Intern Evaluation	65

6. Instructor/Coordinator Information

Course Syllabus and Student Evaluation	68
Course Standards	72
Student Evaluation	73

7. Program Evaluation

Program Assessment.....	83
Student Survey.....	85
Parent Survey	86

8. Legal and Policy Issues

Liability Agreement.....	88
Confidentiality Form	90
Questions and Answers about Child Labor Laws.....	91

9. Linking Youth Internships with Other Programs

Linking to Other Programs	96
Personal Learning Plan.....	97
Career Clusters	99
Career Portfolios	102
Senior Projects.....	104

Appendix

Frequently Asked Questions	107
Definitions	109
Bibliography	110

INTRODUCTION TO YOUTH INTERNSHIPS

RATIONALE FOR YOUTH INTERNSHIPS

Youth Internships allow students the opportunity to consolidate and apply the learning from their high school coursework into a meaningful and relevant on-the-job experience. It is their venue to connect with the world outside of school and to gain the skills to go on to further education and/or enter the workforce.

Youth Internships allow schools an avenue to promote the relevance and increase the rigor of the high school experience. A question we often hear from students is “Why do I need to learn math, science, and history? I’ll never use it.” Youth Internships are a way of helping students understand the relevance of academics in relation to what it takes to be successful in the workplace. Without this vital connection, many young people may not know why basic skills are important or know how complex a job can be. Through working with an adult mentor at the worksite, students have the opportunity to develop a foundation of general workplace skills and to acquire information and skills in their chosen career cluster/pathway.

Youth Internships add increased rigor and relevance to the high school experience. Youth Internships also provide students with focused and structured learning, giving them experience with the responsibility for meeting timelines, making decisions, and working with others – all skills needed for success in the workplace. Youth Internships provide an opportunity for students to apply the four R’s for schools – rigor, relevance, relationships, and results!

YOUTH INTERNSHIP OVERVIEW

An Internship is an opportunity for a student to spend time with one or more employees at a business, non-profit organization, or government agency. The objective is to provide an opportunity to observe and gain hands-on experience in how business and industry work.

By being at the work site, students will get a firsthand perspective of the skills and tasks required on the job. The goal of the Youth Internship program is to increase the student's knowledge of workplace skills and receive on-the-job experience. The internship experience is selected based on the student's chosen career cluster/pathway. In addition, it enables the instructor/coordinator to communicate to students what skills and knowledge are necessary to enter certain careers. Internships also help teachers keep their curricula up-to-date.

Internships help students:

- Gain hands-on experience at a local business to build upon skills learned in the classroom.
- Establish a clear connection between education and work.
- Develop an understanding of the workplace under the guidance of an adult mentor.
- Explore and research a variety of careers.
- Develop workplace responsibility and learn about workplace realities.
- Establish professional contacts for future employment and mentoring.
- Establish positive work habits and attitudes.
- Learn technical skills that will be invaluable for future jobs.
- Understand what education opportunities are available that will lead to a career in their chosen career pathway.

Internships help teachers:

- Keep curriculum up to date through communication with employers.
- Make education more relevant and valuable for students.
- Access the latest tools and equipment.
- Acquire information on actual proficiencies required by employers/occupations.
- Interact with the business community to secure resources (e.g. knowledge, equipment, software, etc.) to enhance learning.

Internships help employers:

- Gain access to an expanded pool of qualified applicants.
- Invest early to get hard-to-find people "trained your way".
- Reduce employee training costs.

- See future employees in action before hiring them, and hire those who fit your company culture and expectations.
- Establish closer working relationships with local schools and educators.
- Introduce students to their business and careers available within their company.
- Communicate to students how important it is to learn well: how to read, write, speak, listen, calculate, and think when it comes to workplace success.
- Be seen as an active and caring part of the community.
- Generate positive publicity and public relations for their company.
- Help students make better informed educational and career choices.
- Build morale among employees by giving them something positive in which to participate.
- Influence curricula taught in schools.
- Develop new projects with student assistance.
- Communicate required job-specific proficiencies to educational personnel.

SOUTH DAKOTA CRITERIA FOR QUALITY YOUTH INTERNSHIP PROGRAMS

Students

1. Students are selected for the Youth Internship program based on an application process that includes: school attendance and behavior, year in school (junior or senior year), enrollment in career and technical education courses and/or enrollment in a general career or employability course.
2. Student worksite placement/internship experience should be based on the student's career cluster/pathway selection, career goals, and/or interest and aptitude assessment results.
3. Students will receive one high school credit per 150 classroom and internship training hours in career and technical education for the Youth Internship experience.
4. Students must be at least 16 years of age and in their junior or senior year of high school.
5. The Youth Internship experience is open to all students enrolled in CTE courses/programs. Modifications may need to be made for alternative/special education students.
6. Students will not be placed in worksite situations where they are supervised by or working directly with family members.

Worksite Experience

1. A training agreement must be signed by the student, parent, school representative and employer and kept on file.
2. A job description is prepared, outlining job duties and student learning competencies and is agreed to by all parties.
3. Student "time on the job" should be a minimum of 90 minutes daily or two class periods if operating under a traditional class schedule.
4. Students must participate in 150 hours of in-class and "on-the-job" experience to receive one high school credit. If the course of study is more than one unit, up to three units may be available with state approval.
5. Students will work as trainees and adhere to the duties specified in the training agreement and job description.
6. The Youth Internship may be a paid or unpaid experience at the discretion of the school and/or worksite. This is a combination of classroom and worksite experience.

Classroom/School Experience

1. A certified teacher provides the classroom learning worksite experience and also serves as the teacher of record for the worksite learning experience.

2. The recommended load per teacher is 15-20 students.
3. It is recommended that the supervising teacher attend state-sponsored training prior to implementing the program.
4. Students must receive training in basic employability skills before the on-the-job experience.
5. Students should complete a capstone project incorporating one or more of the following:
 - a. A portfolio. The portfolio should include, but not be limited to the following components: personal reflections, a journal, photos of worksite experiences, evidence of academic and technical skill attainment, and a resume.
 - b. An oral presentation. Students should give an oral presentation on their internship experience (to include the portfolio) as documentation of their experience.
 - c. A Senior Project. A Senior Project may be developed based on the Youth Internship experience. A separate high school credit may be offered for a total of two credits.

IMPLEMENTING YOUTH INTERNSHIP PROGRAMS

PROGRAM IMPLEMENTATION – THE BIG PICTURE

The Youth Internship program will exist within the structure and culture of your school, so it is important to be conscious of that context as you plan.

Starting with the big picture, what is the context for implementation at your school?

A Youth Internship program that is well linked to the school will be connected through the school structures – departments, teams, and the basic units for meeting, planning, mentoring, and coordinating teaching and learning. Youth Internship programs are linked to the community and build support among parents and businesses.

Have you investigated how Youth Internship fits with the programs and services in your school?

There are roles for Youth Internship that overlap with other school programs. To what extent are there mentoring programs, peer tutoring, youth leadership opportunities, or career exploration? Youth Internship should be where these efforts are initiated, or supported if they already exist. Most often, this is within a career technical program.

Have you investigated how Youth Internship fits with career technical and employability courses?

Identify specific businesses and organizations that correspond to the career technical courses offered at your school. Also, explore businesses and organizations that relate to the 16 career clusters/pathways.

To what extent will your Youth Internship program have and use a set curriculum?

Many schools have multiple resources from which advisors could pick and choose for lessons and activities. Other schools have a specific employability or career technical course with course goals and standards outlined.

The South Dakota Framework provides a “menu” from which to choose resources for Youth Internship programs. Use these forms and information as a starting place in building your program.

YOUTH INTERNSHIP IMPLEMENTATION PROCESS

1. Organize

As planning gets underway, reflect upon these questions:

- _____ 1. Is there support from administration, the guidance staff, teachers, parents, and the school board for the Youth Internship Program?
- _____ 2. Has a Project Coordinator been assigned?
- _____ 3. Has a budget been designated?
- _____ 4. Has a committee been formed for the purpose of putting together the structure and curriculum?
- _____ 5. Has a suggested timeline for implementation been determined?

Then, considering your answers to these questions, begin the planning process.

2. Plan

In this phase, you are researching the answers to these questions “What do we want the Youth Internship program to look like in our school?” and “Who is responsible for what areas of the program?”

- _____ 1. Seek input from parents, faculty, administration, and local businesses through surveys and conversations.
- _____ 2. Review the State Framework for Youth Internships to become familiar with program components.
- _____ 3. Visit with other schools who have implemented a Youth Internship program.
- _____ 4. Review and refine the suggested timeline.

3. Design

The next step in the implementation process involves identifying and tailoring the components for your school. You will want to think about the big picture – how will all of the components work together? How are you going to market the program to administrators, teachers, parents, students, and the community? Once you have decided on your overall approach, you will need to develop the specifics – the Guide for your school, the forms you will use, the communication process with students and parents, and the Youth Internship sites.

- _____ 1. Identify goals for the Youth Internship program. (see pages 17-18)
- _____ 2. Identify student outcomes for the Youth Internship experience.
- _____ 3. Identify components from the State Framework to include in your program plan.
- _____ 4. Revise the identified sample forms and documents from the Framework to include in your Guide.
- _____ 5. Decide if the Internship program will be a stand-alone course or integrated into a career and technical education or employability course.
- _____ 6. Determine if high school credit will be offered.
- _____ 7. Determine if the Internship will be pass/fail or assigned a letter grade.
- _____ 8. Determine if the Internship program will be a semester in length or year long.
- _____ 9. Identify possible mentoring worksites and paid placement sites.
- _____ 10. Identify roles and responsibilities for the Project Coordinator, Instructor, Worksite Supervisor/Mentor, and students. (see pages 20-23)
- _____ 11. Get endorsement of your program plan from administrators and staff.
- _____ 12. Include policies relating to the following in your program design:
 - a. Student transportation
 - b. Class attendance/absence
 - c. Publication releases
 - d. Job safety
 - e. Harassment
 - f. Insurance
 - g. Liability (see pages 88-89)
- _____ 13. In conjunction with the worksites, prepare a specific student competency listing of the knowledge, skills, and abilities for the position.

4. Implement

It is now time to promote the program, enroll students, and coordinate worksites.

- _____ 1. Communicate the Youth Internship program design and plan to staff. (see pages 68-81)
- _____ 2. Communicate the Youth Internship program design and plan to students and parents. (see pages 38-51)
- _____ 3. Promote and enroll students into the program. (see pages 25-36)

- _____ 4. Coordinate the youth intern worksites (student assignments, training agreements, evaluation, etc.). (see pages 53-66)
- _____ 5. Conduct training for staff and worksite supervisors/mentors.
- _____ 6. Refine course content, if needed, to fit program requirements.

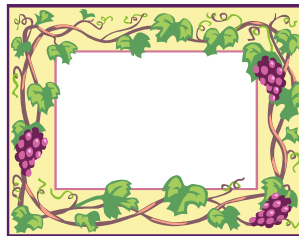
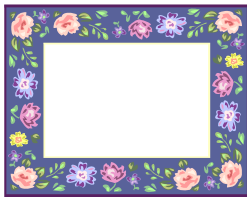
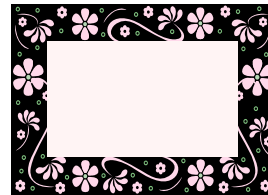
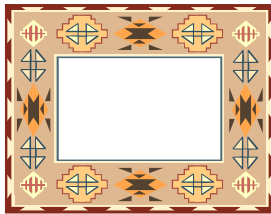
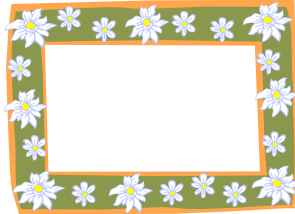
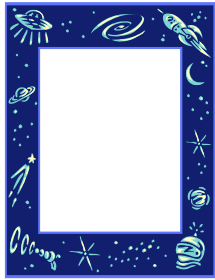
- _____ 7. Initiate the Internship/employability course, if this is part of your program design.
- _____ 8. Review progress regularly, adjusting expectations and plans as needed.

5. Evaluate

Project evaluation plans were built into the planning steps when you examined requirements and procedures for your local program. In this phase, you will need to frame your evaluation based on your goals for the Youth Internship program, as well as student outcomes. Be sure to include an annual review in your evaluation plan.

- _____ 1. Review program goals and stated student outcomes.
- _____ 2. Review student competency listings for needed updates and modifications.
- _____ 3. Analyze program and student results. (see pages 83-86)
- _____ 4. Survey individual worksites for program feedback.
- _____ 5. Recommend program modifications based upon results.

Building the Framework for a Local Youth Internship Program



1. Program Goals
2. Roles and Responsibilities
3. Program Enrollment
4. Student Information
5. Worksite Information
6. Instructor/Coordinator Information
7. Program Evaluation
8. Legal and Policy Issues
9. Linking Youth Internships with Other Programs

1. PROGRAM GOALS

PROGRAM GOALS

Start with your school's mission statement. What goals could the Youth Internship program serve to better achieve that mission? Perhaps your school's mission statement emphasizes certain character traits, preparation for a specific career field, or building skills for citizenship. Any of these missions can influence your Youth Internship goals.

Consider your student population. What goals could Youth Internship program serve to help them be more successful? Be sure to think about *all* of your students. There may be some for whom a Youth Internship could make a significant difference in their school experience.

As you design your Youth Internship program, keep in mind that some pieces fit well together, some do not. The first step in designing your program is to answer the questions “**Why do we want to have a Youth Internship program in our school?**” The answer(s) to this question sets the stage for total program development.

Following are examples of workable goals for Youth Internship programs. Goals are what you want to accomplish; activities are what you do (action) to accomplish your goals. The activity grows out of the goals.

Use these as a basis of discussion, adapting these to fit your school, or adding new goals.

Goal: Hands-on experience for students in a career and technical program.

Goal: Preparing students for a career by developing employability skills.

Goal: Preparing students for post-secondary education.

As you consider what the goals will be for your Youth Internship program, there are likely to be specific schedules, training needs, and other components that will need to be considered. It will be important to do frequent reality tests throughout the design process. Building a habit of asking reality-test questions will help you connect the abstract ideas to the concrete tasks. For example, ask yourself:

- If your goal is career exploration, what kinds of activities and reflections will you need to do and what community resources are available?
- If your goal is improving students' employability skills, what kinds of exercises will be effective, how much time should be allocated, and what training is needed?

How will instructors, worksite mentors, and students know that the program is working? Which goals will have observable outcomes? How will those outcomes be measured? These are all important considerations to be built into your master plan.

Goals offer purpose and inspiration. They also will help you select content and decide on logistics and many other aspects of the process, so don't leave your goals in a file, bring them into the practical planning conversations, as well as program evaluation.

Source: Adapted from The Advisory Guide

2. ROLES AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES

Principal

The Principal, with the help of teachers in the school, is responsible for establishing and implementing the Youth Internship program. The Principal should:

- Communicate the goals and expectations of the Youth Internship program to the school and community.
- Provide resources to support the program.
- Oversee the communication of information to parents and the arrangements for parental involvement.
- Conduct program reviews as required.
- Address questions and, if necessary, mediate problems and issues among the participants in the experience.

Internship Coordinator

The Internship Coordinator is a staff member in the school and serves as the central information resource for all questions concerning Youth Internships. (Note: The instructor may also serve as the Internship Coordinator.) The Coordinator is responsible for:

- Informing the program participants of their roles and responsibilities.
- Arranging for the training of Youth Internship teachers.
- Arranging for the availability of time for teachers to meet with their students and worksite mentors.
- Informing prospective student interns about the process and requirements of securing and participating in an Internship.
- Helping with the Internship implementation elements, such as setting goals, contacting faculty and employers, obtaining training agreements, etc.
- Overseeing the communication of information to parents and the arrangements for parental involvement.
- Conducting program reviews as required.
- Addressing questions and, if necessary, mediating problems and issues among the participants in the experience.

Instructor

The instructor is responsible for helping the student integrate the internship into his/her total academic experience. The instructor should:

- Discuss the student's goals in finding and completing an Internship.
- Assist with the selection of an Internship site.

- Set requirements needed by students for placement, including course and internship site competencies.
- Advise the student in defining the Training Agreement objectives, tasks, and evaluation criteria. The contract should integrate the student's goals with those of the Internship program.
- Help the student in defining the academic requirements for the Internship. Academic requirements can be a journal, paper, relevant research and/or projects.
- Maintain appropriate contact with the student throughout the Internship to give direction, support, and training received as related to contract agreement.
- Meet with the worksite supervisor prior to signing the Training Agreement to establish contact, communication, and student requirements.
- Consult with the worksite to determine educational objectives, student competencies, appropriate experiences, and the expectations for the student during the project.
- Facilitate communication between the worksite and student.
- Participate in other forms of recommended contact throughout the Internship, such as site visits, email or phone calls with the intern and site supervisor, progress reports and feedback sent between the intern and instructor, and meetings which occur off-site between the intern and instructor.
- Review the mid-term evaluation from the worksite that evaluates the student's performance thus far.
- Review the final report (or as otherwise described in the Internship Agreement) from the student at the end of the Internship that satisfies the academic standards of the school.
- Review the Internship final evaluation from the worksite that evaluates the student's performance.
- Review the post-internship assessment from the student that evaluates the experience.
- Provide academic direction and evaluate the learning derived from the Internship and the academic projects.
- In consultation with the worksite supervisor, assign the student a grade for the Internship.

Worksite Supervisor

Student interns are supervised by a staff person employed by the worksite. Typically, the worksite supervisor has experience and expertise in the area in which the student is interning. The worksite supervisor may be the course instructor if time is given during the daily schedule. Worksite supervisors should:

- Interview student interns.
- Determine qualifications for the position.

- Provide the student with realistic, challenging assignments that facilitate learning (students should not be conducting work of a clerical nature unless the internship experience is in an office setting).
- Be certified in a related career/technical field.
- Help the student learn about the business “culture” and adjust to the workplace.
- Inform the student about the business regulations regarding confidentiality and public access to information.
- Serve as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession. The worksite supervisor should have sufficient experience in the field to draw from and share that experience with the student intern.
- Meet with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern’s work. A worksite supervisor may also help by recommending ways to enhance the intern’s learning.
- Submit both an Internship mid-term evaluation and final evaluation of the Internship experience to the school, describing achievements and providing suggestions for improvement.
- Participate in assigning the student a grade for the Internship.

Parents

Parental support is a key factor in students’ success. Parents can help their child by:

- Supporting him/her in developing, implementing, and reviewing their annual education plans.
- Participating in summary reviews of their child’s annual education plans twice each year by providing feedback on the annual education plan form and attending any scheduled conferences.
- Helping him/her identify their strengths, learning style, interests, talents, skills, and needs.
- Being supportive of their goals, pointing out their strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.
- Be willing to sign an agreement form relating to requirements of the Youth Internship experience.

Students

Student interns are responsible for:

- Selecting the internship worksite in cooperation with the instructor.
- Consulting with the instructor to formulate academic goals that can be discussed with the worksite supervisor during the interview.

- Developing, with the assistance of the Instructor and the Worksite Supervisor, a Training Agreement outlining expectations, responsibilities, and a work schedule (including timelines and expected completion dates) and having it endorsed by all parties.
- Working the required number of hours.
- Learning about and acting in a manner consistent with the business “culture” and its commitment to a high level of service to the public.
- Learning about and adhering to business regulations regarding confidentiality and public access to information.
- Maintaining high standards of professionalism while at the Internship site.
- Seeking out supervision and assistance at the worksite as needed.
- Completing the academically-related tasks that are agreed upon by the instructor and intern (such as a journal, supplementary research, and/or a paper).
- Submitting a post-internship evaluation form to the Instructor at the conclusion of the course.
- Attending regularly scheduled meetings with the instructor.
- Participating actively in classroom sessions.
- Developing, reviewing, and completing a personal learning plan.
- Understanding the responsibilities of placement and site outcomes that will help determine grade and credits awarded.

3. PROGRAM ENROLLMENT

- a. Enrollment Criteria**
- b. Program Application**
- c. Agreement Form**
- d. Acceptance Letters**

PROGRAM ENROLLMENT

There are several steps involved in enrolling students into the program.

Enrollment Criteria should be developed based upon the state guidelines.

Current school policies should be incorporated and new policies developed specific to the Youth Internship Program.

The **Program Application Form** is an agreement between the student, his/her parent(s) and the school to participate in a Youth Internship Program. Along with pertinent contact information, the application form should include the following: current work experience, career interests and goals and a preferred worksite.

Once the student's application has been approved and a worksite identified, an **Internship Agreement Form** is signed by the student, parent, and worksite mentor. The Agreement form identifies the roles and responsibilities of all parties. Some schools also have the training site and the school sign a **Liability Agreement** which is more specific than the Internship Agreement form and covers injuries while on the job.

The **Confidentiality Form** is signed by the student prior to beginning the worksite experience. The student acknowledges that he/she may come in contact with privileged information at the worksite and they will not divulge this information.

An **Acceptance Letter** should be sent to the student informing them of their acceptance into the Program. The **Letter to Parents** spells out the specific requirements for students enrolled in the Youth Internship Program and provides Instructor contact information.

This section includes samples of all of the above forms. Use and/or adapt these forms to meet the needs of your program.

ENROLLMENT CRITERIA AND PROCESS – SAMPLE

Program Goal: To afford opportunities to students to learn job skills and explore career options.

Enrollment Criteria:

1. Student must have completed and received a B average or better in a related career technical class prior to enrolling in the internship program.
2. Student has had no more than ten excused absences during the year prior to the internship.
3. Student has had no unexcused absences during the year prior to the internship.
4. Student has had no history of being removed from any class for misbehavior or suspended from school for any reason during the year prior to an internship.
5. Student must submit completed internship application in to the Youth Internship Coordinator.
6. Exceptions to the above criteria may be allowed at the discretion of the Instructor/Coordinator.

Process:

1. Student submits Internship Program Application to Instructor/Coordinator.
2. Acceptance to an Internship position will meet the following criteria:
 - Student must not be related to the employer.
 - Student must have no previous work experience in that position with that employer.
 - Exceptions to the above statements may be approved at the discretion of the Instructor/Coordinator.
3. Student completes Student's Internship Contract. Signatures from a parent and high school counselor are required prior to obtaining the Instructor/Coordinator's signature and completing the application process.
4. Student attends a one-hour Youth Internship Prep class with Instructor/Coordinator.
5. Employer completes Employer's Internship Contract. Employer/Instructor determines if internship is a paid or unpaid position.
 - a. If unpaid, employer agrees on hours to learn specific skills (not to exceed 20 hours per competency area) and will not replace or take the place of potential hires.
6. Employer completes student evaluation form and turns in record of hours worked at a minimum of every month.
7. Student writes mid-term paper after 75 hours of work have been completed. Paper must adhere to formatting criteria given by Instructor and content should include:
 - a. What the student has learned so far from the internship experience.
 - b. How the student applied what was learned in the classroom to the internship experience.

- c. On-the-job training content and process.
8. The student will meet periodically with Instructor/Coordinator to discuss progress and mid-term paper.
 9. Student writes final paper after 150 hours for 1 credit or 300 hours for 2 credits. Content should include the following items:
 - a. What the student learned from entire Internship experience.
 - b. How the student applied what was learned in class to worksite experience.
 - c. How employer continued to train student throughout internship.
 - d. Student's decision to continue pursuing this field of work or not, and how the Internship experience helped the student make that decision.
 10. Employer completes evaluation and hours worked forms. These forms are submitted to the Instructor/Coordinator according to timelines.
 11. Student prepares a presentation on the Internship experience and presents it to the Instructor/Coordinator and director. Parents are encouraged to attend.
 12. Instructor/Coordinator turns in pass/fail grade and credit(s) earned to student's high school.

PROCESS REVIEW – SAMPLE

- _____ Student submits completed Internship Application by the set deadline.
- _____ Student meets with Instructor/Coordinator to discuss employment opportunities.
- _____ Student submits contract completed and signed. (Note deadline.)
- _____ Student attends one-hour Youth Internship Prep class.
- _____ Employer submits contract completed and signed.
- _____ Employer submits student evaluation and record of hours (monthly).
- _____ Student submits mid-term paper after 75 hours are worked.
- _____ Student meets with Instructor/Coordinator to discuss progress and mid-term paper.
- _____ Employer submits evaluation and hours worked form to Instructor/Coordinator at completion of internship.
- _____ Student writes final paper at completion of internship.
- _____ Student gives final oral presentation.
- _____ Instructor/Coordinator turns in pass/fail grade and credit(s) to student's school.

Source: Lake Area Multi-District

INTERNSHIP PROGRAM APPLICATION – SAMPLE

This is an agreement between the student, his/her parent(s), his/her school, and Lake Area Multi-District to participate in an Internship program.

Student Name _____ Application Date _____

Home Phone _____ Cell Phone _____

Home Address _____

City, State, Zip Code _____ E-mail _____

Birth Date _____ Social Security Number _____

Parents/Guardian: Mother _____ Father _____

Internship Preference (circle all that apply): Summer Fall Spring

Student's School _____

Program Completed or Enrolled In _____ Expected Graduation _____

Other Related Courses Completed _____

Work Experience/Skills _____

Student's Interests and Career Goals _____

Tasks That Make Up the "Ideal Job" _____

Preferred Employer (if one) _____

Student Signature _____ Date _____

School Counselor Approval _____ Date _____

Instructor/Coordinator Signature _____ Date _____

Source: Lake Area Multi-District

**INTERNSHIP AGREEMENT FORM (PAID) – SAMPLE
Student – Parent – Mentor**

A. Student Applicant

I agree

- to adhere to the set work schedule and objectives.
- to make progress reports at the times and in the form designated by my Instructor.
- to follow all the guidelines (which I have read and understand) established for my Internship.

I understand

- that the quality of my completion of the Internship (excellent, acceptable, and unacceptable or letter grade) will be noted on my transcript.
- that successful completion and acceptable reporting of the Project are required for graduation.
- that the school may not be liable for any injuries that I may sustain as a result of this Internship.
- that I may be removed from the Internship if I do not follow the guidelines.

Signature of Student Applicant

Date

B. Parent/Guardian

Please do not sign below unless the following is true:

I have read the Internship rationale and guidelines, and have discussed them with my son/daughter. I realize that the school cannot directly supervise him/her and understand that the school may not be liable for any injuries that he/she may sustain as a result of this experience. I understand that it is my son's/daughter's responsibility to inform me of any changes in the requirements or the work schedule made after my signature.

Signature of Parent/Guardian

Date

C. Worksite Mentor

Please do not sign below unless the following is true:

I have seen a copy of the rationale, guidelines, and Training Agreement for the Internship Program. The applicant and I have discussed both the goals and our mutual expectations. I will fulfill my obligations as outlined in the Role of the Internship Mentor form.

Signature of Worksite Mentor

Date

Source: Brandon School District

INTERNSHIP AGREEMENT FORM (UNPAID) – SAMPLE Student – Parent – Mentor

The purpose of this program is to assist _____, a student enrolled in _____ in expanding the occupational competencies listed on his/her training plan through a combination of related classroom instruction and paid on-the-job training experiences. The _____ School District and _____ located at _____ mutually agree to the following responsibilities:

The student shall:

1. Be at least 16 years of age, except a student with exceptional needs.
2. Have parent or guardian approval if under 16 years of age.
3. Be a full-time student.
4. Be concurrently enrolled in and attending the related classroom portion of the program.
5. Obey rules and regulations of the program.

The training station employer shall:

1. Have a clear understanding of the program objectives and a willingness to participate.
2. Provide adequately-supervised paid on-the-job training experiences that:
(a) are regularly scheduled from a minimum of 8 hours to a maximum of 15 hours per week, (b) are in an occupation for which the program is approved, (c) will not endanger the health, safety, welfare, or morals of the student, (d) have adequate equipment, materials, and other resources that provide an appropriate learning opportunity, and (e) are in compliance with Federal and State labor laws.
3. Assist in developing a training agreement and training plans.
4. Consult with the cooperative vocational education teacher regarding the student's progress.
5. Maintain training records (including a copy of the training plan) at the training station.
6. Provide Insurance coverage for employees in accordance with existing law.

Name of Worker's Compensation Insurance Company

7. _____
Compensate career and technical education students at least at the minimum wage as stipulated by current California State Industrial Welfare Commission orders. (a work permit is required for all employees under 16 years of age).

8. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens which arise from or are connected with the acts or omissions of the training station employer, its officers, agents, and employees.
9. Have the right to terminate students at the training station.

The School District shall:

1. Provide a related classroom instruction program for career technical students that is: (a) scheduled an average of three instructional periods per week for the length of the program with a minimum of one instructional period scheduled per week, (b) organized to ensure that each student will have sufficient hours of directly-related classroom instruction and paid on-the-job training experiences necessary for employment and advancement in the occupational field for which training is conducted, and (c) limited to cooperative vocational education students.
2. Release the career technical teacher an average of one hour per week for every five students for supervision. A minimum of one hour per week shall be provided. (Only the teacher of the related classroom portion will supervise the student's on-the-job training experiences.)
3. Make supervision visits to training stations every four weeks. (No less than every second visit shall include an observation of the student engaged in on-the-job training experiences.)
4. Select and approve students who qualify for enrollment in the program.
5. Assist students with career planning and identifying employment and educational objectives.
6. Limit the number of students enrolled in a career technical section to 30 students with a maximum of 75 students per full-time cooperative vocational education teacher.
7. Prepare individualized training plans.
8. Monitor student's progress by completing the individualized training plan, providing ongoing and final student evaluation, and granting graduation credit for acquisition of occupational competencies.
9. Develop and keep on file records including: evidence of work permits issued, training agreements, training plans, on-the-job supervision observations, and on-the-job training site locations with student's training hours.
10. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens that arise from or are connected with the acts or omissions of the training station employer, its officers, agents, and employees.
11. Inform students of program rules and responsibilities.

Neither the School District nor the training station employer shall discriminate against any student or employee on the basis of race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

All Youth Internship Training Agreements are contingent upon the student attending the related classroom portion of the program.

Student's Signature	Telephone #	Date
---------------------	-------------	------

Parent's or Guardian's Signature (if student is under 18)	Telephone #	Date
--	-------------	------

Employer's Signature	Date
----------------------	------

Instructor/Coordinator's Signature	Date
------------------------------------	------

STUDENT LETTER – SAMPLE

Dear _____,

Congratulations, _____, on being selected for the Youth Internship Program! As a part of your _____ (career cluster) program, you were chosen because the school felt you would represent us positively in the work world and will be able to handle the responsibility of a class of this nature. I truly believe this will be the most important class you take as you determine your future career. You may find that you love your career choice and we have solidified the career for your future, or you may find out that the career is not what you expected. That's just fine too, as it will save you time and money after high school.

This class takes a mature student because you will need to be responsible enough to do two weeks worth of homework without daily reminders, since we meet as a class every 2 to 3 weeks. You will be given a detailed assignment sheet, a calendar of the class schedule, and a Palm Pilot to help you organize your semester.

Please be prepared to have a computer with Internet access ready if possible as we use this for many of our assignments. If not, you may use the library computers to do your homework. Also, this Internship will require transportation and gas money to attend their work site each day. Some placements will require other things, such as a TB test or a background check, but those will be notified on an individual basis.

Student interns will be expected to dress similar to what is required for all other employees at the worksite. You will find out this information when you call your employer the first week, but this is the general rule: if you bend over and any skin shows in the mid-drift area, the shirt is too short or the pants are too low. No low-cut tops, as well, or flip flops.

Because we meet as a class for Internship the first five days of school, please report to

_____ during _____.

During that time, we will prepare you to go out to your job placement. See you then! If you have questions, please just give me a call at _____.

Sincerely,

Instructor/Coordinator

Source: Brandon Valley School District

LETTER TO PARENTS – SAMPLE

(Date)

Dear Parent or Guardian:

You have learned by now that our school has set high expectations for our students. We believe each student should have the opportunity to apply his or her skills through a Youth Internship experience. As your student completes the Internship, he/she will demonstrate the following skills: reading, writing, speaking, accessing and processing information, thinking, self-discipline, problem-solving, organization, and implementing technology. These skills will be showcased through a four-phase process to include:

- the actual internship experience,
- a research paper,
- a portfolio, and
- a final presentation.

The Youth Internship topic is based on the student's chosen career cluster/pathway and provides growth through a new learning experience.

The Youth Internship program involves parental and teacher support as well as student initiative and self-discipline. Attached is a copy of the due dates for the program components.

Thank you for joining us on this exciting journey. If you have any questions, please do not hesitate to call the school at _____.

Sincerely,

Internship Instructor

Enc

4. STUDENT INFORMATION

- a. Requirements**
- b. Timeline**
- c. Research Paper**
- d. Portfolio/Journal**
- e. Presentation**
- f. Performance Evaluation**
- g. Exit Interview**

STUDENT INFORMATION

This section describes specific student requirements for the Youth Internship experience. Information and sample forms are provided for: specific class requirements, timelines, the research paper, portfolio, journal, presentation, and evaluation.

It is recommended that a student guide or packet be prepared that provides the student with a copy of all assignments, time lines or a calendar, journal writing prompts, research paper guidelines, a suggested table of contents for the portfolio, and guidelines for the oral presentation. Rubrics/grading criteria should be provided for all components as well.

Your Internship program requirements may not include all of the elements listed above. Modify the selected components and forms to best meet your needs.

You may wish to combine the Internship experience with the Senior Project presentation. Access the Office of Career and Technical Education website at <http://doe.sd.gov/octe/> for information on the Senior Project Framework.

YOUTH INTERNSHIP REQUIREMENTS – SAMPLE

Assignment	Directions/Explanation
Interview two employees at your work site.	Get forms for interviews you're your Instructor/Coordinator. These may be handwritten and should be placed in your portfolio.
Arrange for one 8-hour workday before the end of the semester.	Find out from your worksite supervisor when would be a good time to work a full 8 hours. Make sure new duties are performed. Let your Instructor/Coordinator know before you work the 8-hour day.
Reflection paper. Teacher Interns will prepare and present a lesson also. Include a copy of your lesson plan in this section with teacher signature and comments.	Prepare a typed reflection paper of what you have learned while at your internship. Include samples of work and/or pictures. Describe in detail skills developed/learned. Place this in your portfolio.
(Optional) Arrange for a field trip within your career pathway. You will need to make the contact and confirm. Let your Instructor/Coordinator know before you go.	You can go with the STC Coordinator and other students or by yourself.
Speak to a class or group about your internship. Place a copy of your script in your portfolio. OR , prepare a print-ready, error-free article for a newsletter about your STC experience. Place a copy of the article in your portfolio.	Speak to a Career Planning class, any class at the high school or middle school, or a community group of your choice. The news article should address what you have learned, how STC has affected your career decisions, course selection, etc.
Type a job description for your internship. Place this in your portfolio.	Meet with your supervisor and discuss duties and responsibilities that should be included in this job description.
Update your digital portfolio. Make it look professional so that it can be used for college applications, etc.	Using HTML or PowerPoint, prepare a digital portfolio. Use the Digital Portfolio Rubric as your guide. Attend all scheduled workdays.
Prepare a hardbound portfolio. It should include the items listed to the right. Refer to the Hardbound Portfolio Rubric for more specific information.	<ol style="list-style-type: none"> 1. An updated resume. 2. A printout of your digital portfolio. 3. Documentation of 8-hour day. 4. Internship job description. 5. Reflection paper. 6. Samples of work (if appropriate). 7. Script from presentation or article for newsletter. 8. Two interviews from job site. 9. Two current Letters of Reference. 10. Attendance Sheet for semester.

Source: Sturgis High School

INTERNSHIP TIMELINE – SAMPLE

Student Name _____ Home School _____

- _____ Student meets with the Internship Program Instructor about enrolling in the program, career interests, goals, potential employers and student availability.
- _____ Student Application (completed and signed) turned in to Instructor.
- _____ Student Contract (completed and signed) turned in to Instructor.
- _____ Student completes Internship Prep class with Instructor/Coordinator.
- _____ Employer Contract (completed and signed) turned in to Instructor.
- _____ Student completes midterm paper after 75 hours of work completed.
- _____ Student meets with Instructor/Coordinator to discuss progress and mid-term paper.
- _____ Student writes final paper after 150 hours for 1 credit or 300 hours for 2 credits.
- _____ Employer submits completed evaluation and hours worked to Instructor/Coordinator.
- _____ Student prepares presentation on the Internship experience and makes presentation to the Instructor and others as deemed appropriate.
- _____ Pass/Fail grade and credit(s) earned report shared with student's home school.

Source: Lake Area Multi-District

RESEARCH PAPER GUIDELINES - SAMPLE

Length: Eight pages minimum

Paper Submission: All students must submit a hard copy accompanied by an electronic copy in Microsoft Word saved on a CD.

Format: APA or MLA format, 12-point font, Times New Roman, all double-spaced. Use the format of heading and title when no title page is required.

Upper left-hand corner after margin

Your name

English Teacher's name

Course

Date (month day, year)

Works Cited: This is an alphabetical listing of the sources cited in the paper to prove, support, or disprove the thesis statement. A minimum of five sources is required. One must be an interview.

Parenthetical Documentation: Any fact you use to back up the central point of your paper must be documented, *whether the fact is directly quoted or in your own words*. Paraphrasing does not mean changing every third word of the original language of the source. If you do not document a fact that supports your central point, you are guilty of **plagiarism**. If you use a writer's exact words but do not give credit and/or do not place the exact words in quotation marks, you have committed **plagiarism**.

Quotations: The only reason you need to use exact quotations is if the language of the original resource is very unusual and cannot be paraphrased or the exact quote supports or gives an example of the thesis statement already established. **If you think the original language must be used, please follow these guidelines:**

Never use a quotation without introducing who gave the quote and/or the significance of the quote. A quote by itself, even punctuated correctly, makes little sense if it is not worked smoothly into the context of your own sentence structure and into what your paper is trying to prove.

For quotations that are **four** lines long or longer, **indent** each line of the **entire** quote **one inch** and double space the material. **Do not use quotation marks.**

Source: Senior Project Framework

RESEARCH PAPER SCORING GUIDE – SAMPLE

Name _____

Format (65 points)

- _____ Title/Cover Page (5)
- _____ Thesis Page (15)
 - _____ One page in length (3)
 - _____ Thesis sentence in the opening paragraph (5)
 - _____ Concise summary of content of paper (7)
- _____ Works Cited Page/Bibliography (25)
 - _____ Correct number of sources, in appropriate category (14)
 - _____ Indentation correct and alphabetically organized (6)
 - _____ MLA design and punctuation followed (5)
- _____ In-Text Citation (20)
 - _____ Variety of sources and documentation are used (15)
 - _____ Proper format (5)

Grammar (90 points)

- _____ Paraphrases difficult concepts/language (10)
- _____ Punctuation including capitals, commas, etc. (20)
- _____ Paragraphs break correctly (10)
- _____ Correct spelling (15)
- _____ Sentence structure – no fragments/run-ons (15)
- _____ Uses non-narrative perspective (uses 3rd person pronouns) (20)

Organization (45 points)

- _____ Follows a logical progression (15)
- _____ Includes all components (10)
- _____ Required length (20)

Total Points 200 **Points Earned** _____ **Grade** _____

Source: *Senior Project Framework*

PORTFOLIO CHECKLIST – SAMPLE

A portfolio is a good way to strengthen learning. It enables you to reflect on new information and to apply that knowledge in new and creative ways. A Youth Internship portfolio should include all forms, references, and activities associated with the Internship. Portfolio items should be accurate, clean, neat, in sequence, assembled, labeled, and filed in a three-ring binder (or in some other organizer) for future reference.

Recommended Items:

- This Checklist
- Cover Page
- Parental Approval Form
- Training Agreement
- Outline of Project Paper
- Project Paper
- Journal or Learning Log
- Academic Skills Evidence
- Evidence of work, e.g. pictures, materials collected, newspaper articles, etc.
- Copy of Oral Presentation
- Interview Forms
- Worksite Mentor's Records
- Certificate of Completion
- Personal Résumé
- Letters of Recommendation
- Attendance Sheets
- Other records of learning experiences

YOUTH INTERNSHIP REFLECTION – SAMPLE

Directions: Using the format below, type the corresponding topic and answer by writing complete sentences. This must be word processed for your portfolio.

Your Name

Instructor's Name

Worksite Mentor's Name

Date (Month Day, Year)

Reflection

What were the total hours spent on the Youth Internship experience? (This calculation does not include class time.)

What were at least two of the biggest problems you encountered during the Internship experience?

What did you learn from the experience of working with other people?

What personal satisfaction was gained from the Internship experience?

Briefly describe the "risk" you took in completing this Internship. Include what you consider to be the "stretch" in this internship for you.

How were your original plans for the Internship the same or different from the final outcome of your project?

Assess the success of your Internship experience.

What did the program teach you about yourself?

What would you do differently now that you have finished?

What grade would you give yourself for the program? Give your justification.

SKILLS PORTFOLIO RUBRIC – SAMPLE

Name _____ Term _____

Item	Criteria	Point Earned
Cover Page	<ol style="list-style-type: none"> 1. Photo 2. Name 3. Contact information 4. Graduation date 	/15
Resume	<ol style="list-style-type: none"> 1. Correct format 2. Current (include STC experience) 3. Includes at least 2 references 4. Free of grammar and spelling errors 	/30
Skills Divider Pages	<ol style="list-style-type: none"> 1. Academic, Personal Management, Teamwork 2. Attractive 3. Includes photos or clipart 4. Correct spelling 	/15
Academic Skills Evidence	<ol style="list-style-type: none"> 1. A minimum of 2 examples provided 2. Reflection addresses who, what, why, where, when, skills used/developed 	/30
Personal Management Skills Evidence	<ol style="list-style-type: none"> 1. A minimum of 2 examples provided 2. Reflection addresses who, what, why, where, when, skills used/developed 	/30
Teamwork Skills Evidence	<ol style="list-style-type: none"> 1. A minimum of 2 examples provided 2. Reflection addresses who, what, why, where, when, skills used/developed 	/30
Reflection	8-Hour Day <ol style="list-style-type: none"> 1. Documentation of 8-hour day spent at job site 	/15
	Internship Job Description <ol style="list-style-type: none"> 1. Free of grammar and spelling errors 2. Details skills needed/learned 	/10
	Reflection Paper <ol style="list-style-type: none"> 1. Free of grammar and spelling errors 2. Includes skills used and/or developed 3. Includes samples of work where appropriate 	/30
	Script or Article <ol style="list-style-type: none"> 1. Instructor/group leader must sign script 2. Article is free of grammatical and spelling errors 	/15
	Interviews <ol style="list-style-type: none"> 1. Two interview forms completed at job site 	/10
Total		/230

Source: Sturgis High School

DIGITAL PORTFOLIO RUBRIC – SAMPLE

Name _____ Term _____

Item	Points	Points Received
Title Page – include the career pathway	5	
Table of Contents	5	
Personal Data Sheet – include name, address, phone, career goal or reason for this portfolio	10	
Cover Letter	10	
Resume	25	
Reference Page (at least 3) – include job title, complete address, and phone number	5	
Letters of Recommendation (at least 2)	10 (5 points each)	
Skills Summary – give detailed examples of at least 4 of your top skills	15	
Two Samples of Work with Reflection (illustrating skills needed for job)	10 (5 points each)	
Samples of Extracurricular Awards/Activities (relating to job skills)	5	
Easy to Navigate (links)	5	
Easy to Read During Presentation	5	
Link to High School Web Page	5	
Proper Grammar and Spelling	5	
Total Points	120	

Source: *Sturgis High School*

STUDENT GUIDELINES FOR THE ORAL PRESENTATION – SAMPLE

The Internship presentation is the culminating event, which must include the entire learning experience. It should reflect elements of the Internship experience, the research paper and the portfolio.

1. Plan the presentation *using the presentation rubric*: Check the speech itself – Do you have an introduction (attention-getting device)? Is your outline completed? How are you going to conclude your presentation (a concluding device)?
2. Prepare audio / visual materials that you will need. Check the technology to make sure it's working and ready to use.
3. Practice and time the presentation using the audio/visual materials.
4. On the day of the presentation, arrive early to check that everything is in order and functional.
5. Keep these tips in mind when answering questions following your presentation:
 - a. Answer with confidence.
 - b. Request clarification when necessary.
 - c. Admit when you don't know the answer.
 - d. Pack up and remove product/presentation materials.
6. Show appreciation to your Worksite Supervisor with a thank you note sharing personal reflections.
7. Remember that you will be making a formal presentation. Please dress according to presentation guidelines. If you are not sure what constitutes appropriate dress, consult your Instructor.
8. Do not chew gum.
9. Be aware of your body language. Avoid nervous gestures that may adversely affect your presentation.
10. Maintain eye contact with your audience.
11. Do not read your presentation.
12. Practice your presentation several times until you feel comfortable with its format and content. Also, time your presentation to be sure that you speak for a minimum of ten minutes and do not exceed the fifteen-minute maximum.
13. Be sure that your presentation covers the following: your Internship experiences, the subject of the research paper, the connection between the paper and the Internship, the stretch for you, and a self-evaluation.

INTERNSHIP FINAL PROJECT PRESENTATION GUIDELINES – SAMPLE

Objective: Develop a tangible product to share your Internship experience with prospective employers.

General Guidelines

- Large, easy-to-read font
- Outline – not paragraph – form
- Be specific
- Bullets are preferred over paragraphs
- Use proper English and good spelling

Cover Page

- Name
- Program Area

Career Objective (can be early or late in presentation)

- Ideal job/career
- Post-secondary plans

Internship Experience

- Employer
- Business or Industry of Employer
- Position you held/Duties and tasks you did
- Co-workers and/or supervision
- Note if paid or unpaid position
- Note hours worked (total and general idea of when you worked)

Occupational Competencies

- List skills needed to be successful in internship career choice

Most Important Thing You Learned from the Experience

- What was/were the most important thing(s) you learned from this experience? For example, if you had not done the internship, you never would have known...

Summary

- Can you answer the question “Should I continue to pursue this career?”

Dress for Presentation

- Professional attire – No jeans
- No gum!

Source: Lake Area Multi-District

ORAL PRESENTATION RUBRIC - SAMPLE

Student Name: _____

Appropriate areas are circled and the overall rating is found in the score column on the right. Comments will be placed on the back of this sheet.

	Developing	Basic	Proficient	Exemplary	Score
Content	Content lacks reasoning and has little supporting detail, addresses only one aspect of the project 0 – 15	Content shows evidence of reasoning but provides little relevant supporting detail and/or does not cover all required areas 16 – 18	Content is well reasoned, with some insight and relevant supporting details; covers all required areas to a degree 18 – 23	Content is well reasoned, insightful and supported by relevant details; covers all required areas thoroughly 24 – 30	
Language	Problems with pronunciation and very low level of grammar 0 – 5	Language and grammar below average for a senior 6	Use of grammar enhances the presentation in parts 7 - 8	Use of grammar enhances the entire presentation 9 - 10	
Delivery	Read from notes and rarely looked at judges 0 – 5	Some problems with pauses, pacing and/or eye contact 6	Delivery is good, but not yet polished 7 – 8	Speaks with confidence, presence, poise and eye contact excellent 9 - 10	
Organization	Information very scattered and/or no audio/visual aid is used 0 – 5	Information is at times not presented in order and/or audio visual aid is not relevant 6	Most information is presented in logical order, audio-visual aid somewhat relevant 7 – 8	All information presented in logical order, audio-visual aid relevant and helpful 9 – 10	
Impromptu Skills	Speaker is unable to respond 0 – 5	Speaker seems caught off guard by questions but is able to respond 6	Speaker responds well to questions but lacks confidence 7 - 8	Speaker's knowledge is evident in responses to questions 9 – 10	
Self-Reflection	Speaker does not address knowledge, skills, or lessons gained 0 – 11	Speaker exhibits little evidence of self-reflection 12 – 14	Speaker exhibits some evidence of high level thinking and reflection 15 - 17	Speaker exhibits abundant evidence of higher levels of thinking and reflection 18 – 20	
Attire	Speaker is not appropriately dressed 0			Speaker is wearing appropriate attire 10	
Overall Rating	(Pass) (Redo)		Total Points Earned/Possible Points		<u> </u> 100

Source: *Senior Project Framework*

INTERNSHIP PERFORMANCE EVALUATION – SAMPLE

Intern's Name _____

Place of Internship _____

Performance Evaluation – Part IV – Summary Comments

Evaluator's Summary Comments on the Student's Performance:
(Note: These comments should relate back to the list of student competencies set for the Internship experience.)

Evaluator's Signature _____

Student's Summary Comments on the Experience:
(Note: Comments should refer back to the student competency listing.)

Student's Signature _____

Source: *Brandon Valley School District*

INTERNSHIP EXIT INTERVIEW – SAMPLE

Name _____ Date _____

Well Prepared	/10
Dressed Neatly	/10
Interview Questions <ul style="list-style-type: none"> • Tell Me About Yourself • Greatest Strength • Greatest Weakness • 5 Top Values 	/10
Portfolio/Answering Questions about Internship <ul style="list-style-type: none"> • Attendance: /10 • Journals: /10 • Observations: /10 • Most Beneficial Article Review: • Research 3 Things Learned About Profession: • Job Seeking Skills /Grade 	/10
“Sell Yourself” – Why Do You Deserve a Good Grade in Your Internship? <ul style="list-style-type: none"> • Incentive: /10 • Learning: /10 • Site: /Grade • Class: /Grade • Time Management: /Grade • What would be the hardest thing for you in this profession? • Would you do this internship again? • Is the career a match? 	/10
TOTAL:	/50
	Grade: _____

Source: *Brandon Valley School District*

5. WORKSITE INFORMATION

- a. Internship Orientation**
- b. Worksite Letter**
- c. Procedures and Expectations**
- d. Training Agreements**
- e. Attendance/Time Form**
- f. Intern Evaluation**

WORKSITE INFORMATION

Creating a system of two-way communication with the worksite is essential to the success of the Youth Internship experience. Policies and procedures must be in place and understood by the student, school staff, parents, and workplace staff. A communication chain should be established with phone numbers and email addresses provided.

Prior to the student's first day "on the job," the instructor/worksite coordinator should have met with the workplace mentor to discuss student's responsibilities, orientation to the job, student learning goals and competencies, workplace and school policies, and student evaluation. The next step is the preparation of a Training Agreement that includes this information and is signed by the student, his/her parents, the school, and the employer.

Samples of all items listed above are found in this section. It is recommended that these forms be used as a template in developing forms that are specific to each Youth Internship experience.

INTERNSHIP ORIENTATION CHECKLIST – SAMPLE

Student Intern _____ Date _____

Worksite Supervisor _____

Directions: Check the box after the item has been discussed and reviewed with the student intern.

- Welcome/Introduction** What it means to work at this company
- Tour of Workplace** Overall tour of facility
 Comprehensive tour of work area
 Point out fire extinguishers, fire escapes, and evacuation routes
 Introduce student intern to staff
- Tour of Employee Facilities** Restrooms
 Lunch Facility
 Telephones
 Parking
 Storage of personal belongings
- Company Specifics** Discuss company structure / organizational chart
 Type of business, product, service
 Types of customers
 Other branches or divisions
 Company policies and procedures (personnel handbook)
 Occupational information related to industry
 Technology available in the company
 Training on how to use phone system
 Dress code
- Department Specifics** Basic functions and expectations of the department
 Work schedule (hours, break times, etc.)
 Check-in procedures
 Attendance requirements (punctuality, calling in when absent, etc.)
 Working with other departments and co-workers
 Importance of being part of the departmental team
 Evaluation procedures (evaluation forms)

Job Specific

- Discuss internship agreement
- Discuss employability skills
- Training on office equipment

Safety Training

(The employer is responsible for training about what safety hazards might occur at the training site)

- Company safety training
- Special hazards
- Stairwell/fire exits, fire extinguishers
- Accident prevention

Supervisor Expectations

- Dress code (clothing, hair, jewelry, etc.)
- Customer service
- Work performance (productivity, work habits)
- Teamwork

Special Training and/or Forms

- Safety Training
- Sexual Harassment Training
- Confidentiality statement (if needed)

Student Forms

- Go over Intern Agreement
- Give liability information
- Explain school schedule
- Go over Evaluations

Student Intern's Signature

Worksite Supervisor's Signature

Date Form Completed

When this form has been completed, it should be placed in the student's employment portfolio.

Source: Brandon Valley School District

LETTER TO WORKSITE MENTOR – SAMPLE

Dear _____,

Thank you so much for agreeing to have _____ as an intern for this semester. This will prove to be a wonderful learning experience for all involved. Your intern's first day will be _____ and his/her last day will be _____. Your intern is scheduled to be at the work site from _____ to _____. If there are any problems with this time, please contact me.

On the first day, the intern will walk you through the requirements for this class, but I thought you would like some general information. The purpose of this program is to allow students to work side-by-side with someone in a career of their choice for an extended amount of time. All of the students in this program are seniors and have chosen this profession, so they are seriously looking into their future. Most students find it is a great match for them, and this experience solidifies their choice. A few find out it is not...and they have been so thankful that they were shown this at the high school level before years of training and money!

Attendance is very important, since the students receive credit for this class, so they will have an attendance sheet for you to sign each day. It is their responsibility to do this. If they are absent, they are to call you that day ahead of their scheduled time. If they do not put in 90 minutes a day, **THEY WILL NOT RECEIVE CREDIT FOR THIS CLASS**. Please mark any absences or tardies on their sign-in schedule and just let me know if you have any problems or questions. It is a very rare case when we have problems with this.

Not only will the students be learning about their career at the job site, but they will be journaling every day and researching their career. The students and I will meet for class about every three weeks to discuss job issues. (Enclosed is a schedule for the semester.) We will talk about job applications, resumes, cover letters, interviewing, communication, sexual harassment, marketing, ethics and much more. They are required to do 4 article reviews about their profession, so if you have any professional magazines or journals they can use, that would be great. Also, you may want to talk to the student about what they are researching and doing in class as well as your expectations and policies and procedures at your business. Reflection is a good way to digest what they are learning and I'm sure they would be curious to hear what you have to say about these subjects.

I have been so overwhelmed by comments I have heard from past interns. I think we are truly doing a great thing here! If you have any questions, please feel free to give me a call. Thank you for making your place of business available for Internship experiences for our students.

Sincerely,

Xxxx Xxxx
School Coordinator

Source: Brandon Valley School District

TRAINING SITE PROCEDURES – SAMPLE

TRAINING SITE: Report the following occurrences daily to the Sturgis High School attendance secretary (347-2686):

1. Absences and/or tardies. Students may be sent home for the following reasons. If so, the student is considered absent.
 - a. Inappropriate dress
 - b. Unprofessional conduct

2. Leaving the training site early.

Guidelines: Students are not expected to report to training sites during snow days, holidays, or when school is not in session. (See enclosed calendar.)

Students must check with the training site BEFORE they are absent for a school activity.

Source: Sturgis School District

TRAINING SITE AND STUDENT EXPECTATIONS – SAMPLE

1. The student is expected to be at the training site every day and at the appointed time each day.
2. The school will provide a Youth Internship Coordinator who will review the competency checklist with the training site supervisor on a regular basis.
3. The training site supervisor agrees to notify the youth internship coordinator immediately of any problem which occurs that cannot be resolved by the training site supervisor.
4. The training site can at any time terminate a student if the situation is not working out or if the student is demonstrating poor performance.
5. Students are to have a variety of experiences which will assist them in making a career judgment concerning the selected site.
6. Students are expected to conduct themselves in a manner which complements the expectations of the training site supervisor.
7. Students will dress appropriately.
8. Students will do nothing to disrupt the normal routine of the training site.
9. Care needs to be taken by the training site supervisor to consider any unsafe conditions and correct them or avoid placing students in these situations.
10. Students may be paid during school hours. However, it is the recommendation of the Youth Internship Coordinator that a training period of 30 days occur before students are paid. Students may be paid after hours if the employer wishes to continue their services.

Source: Sturgis School District

TRAINING AGREEMENT – SAMPLE

Name _____

Address _____

Telephone No. _____ Emergency Contact _____

Birthdate _____ Age _____ Social Security No. _____

Work Permit No. _____ Covered Under Worker's Comp: ___ Yes ___ No

Student Career Objective _____ Worksite Placement _____

Worksite Employer _____

Address _____

Mentor/Worksite Supervisor _____ Telephone No. _____

Dates of Internship _____ Starting Time _____ Ending Time _____

Total Weekly Hours _____ Beginning Rate of Pay (opt.) _____

Worksite Employer Responsibilities

1. The training site will adhere to all State and Federal regulations regarding employment; child labor laws, minimum wages and workmen's compensation.
2. The worksite supervisor will provide an overview of the worksite and its operations, as well as safety instruction.
3. A periodic evaluation of job progress will be made by the mentor/supervisor on a rating form provided by the school.
4. The training site will not employ a student trainee to displace a regular worker.
5. Exposure to hazardous work will be incidental to the student's training and not an integral part of the student's training program.
6. Work which is hazardous shall be intermittent and for short periods of time.
7. The worksite is not liable to the unemployment compensation fund for wages paid to the student trainee while under the training program. (Check with your school attorney or insurance policy about this.)
8. The worksite employer agrees to follow the plan for training by the school supervisor/coordinator; to give the student trainee a variety of work

- assignments according to the training plan and to provide comprehensive instruction under the direction of qualified personnel.
9. The worksite agrees to provide adequate equipment, materials, and other facilities required in order to provide an appropriate learning experience for the student trainee.
 10. The worksite agrees to keep accurate records of the student trainee's attendance and to notify the sending school if the student trainee is absent without notification.
 11. The worksite employer agrees to permit the school's supervisor/coordinator to visit the student trainee and worksite supervisor at the place of employment to determine progress, obtain direct feedback, and make adjustments in the training plan whenever necessary.
 12. The worksite employer will hold regular meetings of student trainee and worksite supervisor representatives to discuss progress, issues, and concerns.

Student Trainee's Responsibilities

1. The student trainee agrees to perform the assigned duties in a loyal manner and work to the best interest of all concerned.
2. The student trainee will discuss any worksite problems immediately with the worksite supervisor and the school supervisor.
3. The student trainee will adhere to company policy; employment may be terminated for the same reasons as regular employees.
4. The student trainee must be regular in attendance at school and on the job. If unable to report to work, the student will notify employer, and school coordinator will be notified before the start of the normal work day.
5. Transportation is the responsibility of the student.
6. The student trainee working under this agreement is not eligible for unemployment compensation, nor are they eligible to use wages received under the program as credit for termination for unemployment compensation benefits.
7. The student trainee will report to school for designated meetings and instruction.
8. The student trainee will dress appropriately and safely for the worksite.
9. The student trainee will complete the activities, assignments, and paperwork required through the work-based learning program.
10. The student trainee will demonstrate a willingness to learn throughout the work-based learning program.

School Responsibilities

1. The program is under the direct supervision of a school coordinator.
2. The student trainee will receive related instruction and safety instruction from the school during employment.

3. The school supervisor/coordinator will visit the student trainee and worksite supervisor on a regular basis at the training site and evaluate their progress.
4. The School agrees to award credits earned in this program toward the student's high school diploma.
5. The School District agrees to adhere to the curriculum and program regulations and standards of the South Dakota Department of Education and the School-to-Work Initiative.
6. The school supervisor will schedule regular meetings of student trainees, worksite supervisors, and school supervisor/coordinator to discuss progress, issues, and concerns.

Parent or Guardian Responsibilities

1. The parent/guardian will allow the student to participate in the work-based learning program as described in this agreement.
2. The parent/guardian will assume responsibility for the personal conduct of the student intern.
3. The parent/guardian will work with the student to arrange transportation to and from the worksite.
4. The parent/guardian will absolve the teachers, worksites, and the Board of Education of all responsibility involving incidences during the work-based learning experience.
5. The parent/guardian will ensure that the student has appropriate apparel and safety equipment for the worksite.
6. The parent/guardian will encourage and support the student to succeed in the work-based learning program.

This memorandum is for the purpose of outlining the agreement between the School and Training Site on the conditions of training to be given a student trainee while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

We the undersigned agree to the conditions and statements contained in this agreement.

Student Trainee _____ Date _____

Parent or Guardian _____ Date _____

Employer _____ Date _____

School Coordinator _____ Date _____

Source: *Brandon Valley School District*

ATTENDANCE/TIME FORM – SAMPLE

Note to Employer: Students enrolled in an approved work-based program can earn high school credit. State guidelines require that a record of students' attendance on the job be maintained by the school.

It is the student's responsibility to complete and return this form to the school. Employers must verify the student's work hours.

Name	Position	Session
Employer	Supervisor	Report Period From: To:

- Instructions to Student:
1. Complete all sections.
 2. Codes for Total Hours are:
 A = Absent (no call)
 C = Absent (called in)
 X = Not Scheduled to Work
 3. This report must be returned to the coordinator within two weeks of the last work date.

	Date	In	Out	In	Out	Total Hours	Tasks Performed
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
						Total:	

	Date	In	Out	In	Out	Total Hours	Tasks Performed
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Total:							

I verify that I have worked the above stated hours, times, and dates.

Student Signature _____ Date _____

As the Supervisor, I verify that this student has worked the above stated hours.

Supervisor Signature _____

Title _____ Date _____

Please return form to:
(school name and address)

The student's work performance for this pay period is:

- _____ Exceptional
- _____ Satisfactory
- _____ Unsatisfactory, [] please call.

WORK-BASED LEARNING INTERN STUDENT EVALUATION – SAMPLE

_____ School

Student's Name: _____

Career Cluster/Pathway _____

Training Site: _____

Supervisor: _____

Coordinator's Name: _____

Phone: _____ FAX: _____

Evaluation Period: ___/___/___ To: ___/___/___

USING CAREFUL JUDGEMENT, CHECK THE ONE PHRASE IN EACH BLOCK THAT IS TYPICAL.

<p><u>Attitude Toward Work</u></p> <p><input type="checkbox"/> Takes an enthusiastic interest in work; is highly motivated to learn</p> <p><input type="checkbox"/> Shows interest in work and has a desire to learn</p> <p><input type="checkbox"/> Has a moderate interest in work</p> <p><input type="checkbox"/> Shows little interest or enthusiasm for work</p>	<p><u>Human Relations Skills</u></p> <p><input type="checkbox"/> Extremely tactful and understanding</p> <p><input type="checkbox"/> Usually poised, courteous and tactful</p> <p><input type="checkbox"/> Tries to be compatible with people</p> <p><input type="checkbox"/> Needs to improve human relations skills</p>
<p><u>Attendance and Punctuality</u></p> <p><input type="checkbox"/> Never absent or late without good cause</p> <p><input type="checkbox"/> Seldom absent or late without good cause</p> <p><input type="checkbox"/> Occasionally absent or late</p> <p><input type="checkbox"/> Frequently absent or late</p>	<p><u>Quality and Quantity of Work</u></p> <p><input type="checkbox"/> Amount, quality and accuracy of work is superior</p> <p><input type="checkbox"/> Does more than the required amount of neat, accurate work</p> <p><input type="checkbox"/> Does the required amount of acceptable work</p> <p><input type="checkbox"/> Does less than the required amount of satisfactory work</p>
<p><u>Ability to Follow Instructions</u></p> <p><input type="checkbox"/> Uses the initiative in interpreting and following instructions</p> <p><input type="checkbox"/> Usually follows instructions with no difficulty</p> <p><input type="checkbox"/> Follows instructions and takes direction with some difficulty</p> <p><input type="checkbox"/> Needs repeated detailed instructions</p>	<p><u>Productive Team Member</u></p> <p><input type="checkbox"/> Always demonstrates leadership skills and contributes to the success of the team</p> <p><input type="checkbox"/> Always contributes to the success of the team</p> <p><input type="checkbox"/> Frequently contributes to the success of the team</p> <p><input type="checkbox"/> Seldom contributes to the success of the team</p>

Cluster Specific Competencies

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Comments: _____

Reviewing this evaluation with the student is encouraged. Thank you for your participation in the program.

SIGNATURES:

_____	_____	_____	_____
Supervisor's Signature	Date	Coordinator's Signature	Date

Original: Coordinator; 1st Copy: Student; 2nd Copy: Supervisor

The School District, as an educational institution and as an employer does not discriminate on the basis of race, religion, ethnicity, national origin, age, disability, sex, marital or veteran status. This is a commitment made by the District in accordance with federal, state and local laws and regulations.

6. INSTRUCTOR/COORDINATOR INFORMATION

- a. Course Syllabus**
- b. Course Standards**
- c. Student Evaluation**

COURSE SYLLABUS AND STUDENT EVALUATION

The information in this section defines student learning and requirements for the Internship program. The course syllabus and evaluation forms should be provided to the student at the beginning of class. All documents should be reviewed with students and should also be provided to parents.

The workplace supervisor/mentor should also be given a copy of the syllabus and evaluation tools so that they fully understand the requirements of the program.

COURSE SYLLABUS – SAMPLE

1. Course Description

This course is designed to provide valuable, hands-on experience in a career field of interest identified by the student. Students spend ninety minutes per day in a supervised, paid or unpaid work experience. Each internship site has a set of learning goals the student will work toward accomplishing. This course is available to juniors and seniors for four terms. Students must provide their own transportation. Once per academic year, students update their digital portfolio and resume. The course meets for one 90-minute block daily.

Pre-requisite: Grade of C or higher in Career Planning. 2.0 GPA.

2. Instructional Philosophy

Students will be expected to meet the course goals listed below and be able to demonstrate required concepts. Students will work independently, with the internship site supervisor, and with the School Coordinator to learn career-specific skills and to update career search materials. Internship site experiences will require students to draw upon academic skills in mathematics, language arts, science, and social sciences as well as interpersonal skills.

The instructor will utilize various delivery methods. These include but are not limited to: discussion, video clips, overhead transparencies, computerized assessments, PowerPoint presentations, as well as others.

The community plays a vital role in the success of the Youth Internship program. Community members serve as site supervisors and mentors for the internship students.

Student assessment is based on attendance, punctuality, initiative, completion of assigned tasks, quality of work, completion of an updated resume and digital portfolio. Students receive a grade from the internship site supervisor and a grade for the resume and digital portfolio.

3. Course Goals

The student will:

- Participate in a supervised internship experience
- Complete learning goals outlined for the internship site
- Prepare a professional resume
- Update a digital portfolio
- Share information about the youth internship program with others
- Relate the importance of lifelong learning to career success

- Explore appropriate employment opportunities and further education/training

By participating in this course, students will demonstrate the following transferable work skills:

Foundation Skills:

- Basic Skills: Reading, Writing, Arithmetic/Mathematics, Listening, Speaking
- Thinking Skills: Decision-making, Problem Solving, Knowing How to Learn, Reasoning
- Personal Qualities: Responsibility, Self-esteem, Sociability, Self-Management, Integrity/Honesty
- Interpersonal: Participates as Member of a Team, Serves Clients/Customers, Exercises Leadership, Negotiates, Works with Diversity

Competencies:

- Resources: Time, Materials and Facilities, Human Resources
- Information: Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information
- Systems: Understand Systems
- Technology: Selects Technology, Applies Technology to a Task
- Job Specific Competencies

4. Major Course Projects Include:

- Satisfactory completion of Internship site competencies
- Professional Resume
- Digital Portfolio
- Reflection Paper

5. Instructional Delivery Plan

Introduction to Project and Class Operation: The teacher will introduce the class to the Youth Internship program at _____ High School. The course syllabus, portfolio requirements, and site-specific competency sheets will be distributed. Course policies, attendance and tardiness policies will also be addressed. The instructor will outline course operational procedures, including the projects to be completed by the individual students. The evaluation and grading system will be introduced at the beginning of the course to advise students of the standards they will be expected to meet to pass the course and achieve a high grade.

Class Operation: The teacher provides direction and assistance in completing assignments. The students will spend 90 minutes daily at the Youth Internship site. The teacher will make periodic visits to the Internship site to visit with the student

and site supervisor as to the learning process. Students will meet with the instructor in the classroom four times over the course of the term to complete a resume and digital portfolio. Students will be required to use resources such as computer technology, technical manuals, technical journals, and community resources.

Monitoring, Evaluating, and Grading Performance: The teacher will make periodic visits to the internship site to meet with the students and site supervisor. Attendance, punctuality, attitude, initiative, quality of work, etc., will be discussed. The evaluation system is clearly stated and explained the first day of class.

6. Assessment Plan

Student evaluation will be based on:

- a. Attendance: If a student misses ten or more days, the instructor reserves the right to withhold credit.
- b. Punctuality: If a student has three or more tardies, the student will serve detention time, or the final grade will be lowered by one point for each tardy.
- c. Completion of required projects according to the assessment rubric.
- d. Completion of a professional resume.
- e. Completion of an updated digital portfolio.
- f. Quality of work at the internship site.

Assessment	Description	Percentage
Internship Site	Punctuality, Attendance, Initiative, Quality of Work, Honesty, Integrity, Willingness to Learn Job Specific Competencies	70% of final grade
Hard Copy Work	Professional Resume 2 Interviews Reflection Samples of Work Script or News Article Attendance Sheet Copy of Digital Portfolio Job Description	15% of final grade
Digital Portfolio	Professional Digital Portfolio	15% of final grade

Letter grades for the course are based on the guidelines outlined below.

100-93	A
92-86	B
85-78	C
77-70	D
69-0	F

Source: Sturgis School District

YOUTH INTERNSHIP STANDARDS – SAMPLE

Grades 11 and 12

Pre-requisite(s): Grade of C or higher in Career Planning. 2.0 GPA.

Course Description: This course is designed to provide valuable hands-on experience in a career field of interest identified by the student. Students spend ninety minutes per day in a supervised, paid or unpaid work experience. Each internship site has a set of learning goals the students will work towards accomplishing. This course is available to juniors and seniors for four terms. Students must provide their own transportation. Once per academic year, students update their digital portfolio and resume. The course meets for one 90-minute block daily. The standards set for this course come from the South Dakota Career Standards provided by the Division of Workforce and Career Preparation.

- 1.4 Model the concepts of honesty and dependability.
- 1.16 Formulate and implement a plan to address identified weaknesses.
- 1.17 Enhance identified strengths related to selected career options.
- 2.10 Identify resources for retaining and career transition.
- 3.8 Demonstrate the importance of cooperation among people to accomplish a task.
- 3.9 Explain the importance of dress code, attendance, and other expectations in the workplace.
- 3.11 Demonstrate appropriate social skills for the workplace.
- 3.12 Describe how the workplace environment influences behavior.
- 3.14 Discuss the importance of being able to work productively with people who are different from oneself.
- 3.22 Formulate strategies for working effectively with co-workers of varying age groups.
- 3.23 Demonstrate effective interpersonal skills in a work relationship.
- 3.25 Develop skills to give/receive constructive criticism.
- 4.2 Apply career goals, skills, and interests to selection of high school courses.
- 4.4 Identify considerations for making responsible educational and occupational choices.
- 4.12 Determine how educational achievement impacts one's choice of college major, further training, and/or entry into the job market.
- 4.15 Create and implement a career plan that includes the required transition from high school to post-secondary education/training or the workplace.
- 4.16 Explore appropriate employment opportunities and further education.
- 5.4 Experience unpaid work opportunities in a chosen career cluster.
- 5.5 Develop and maintain a portfolio.
- 5.7 Enhance the portfolio through revisions.
- 6.4 Analyze sample employment performance evaluations to assess strengths, weaknesses, and areas for improvement.

Source: *Sturgis School District*

OBSERVATION 1: THE WORKPLACE – SAMPLE
(approximately 30 minutes, meeting with employer, give tour)

Name _____ Date _____

Site _____

Employer: _____

The Instructor/Coordinator will observe the student and write down observations in these areas:

1. Comments on Internship so far:

- Student:

- Employer:

2. Interaction with Others:

3. Proper Dress Attire/Appearance/Behavior:

4. Communication:

5. Attendance:

6. Initiative/Motivation:

7. Time Management:

8. Progress on Job Specific Skills and Competencies:

9. Goals for Next Visit:

- Student:
 - 1.
 - 2.
 - 3.

- Employer:
 - 1.
 - 2.
 - 3.

10. Tour:

11. Comments/Things to Work on:

Source: Brandon Valley School District

OBSERVATION 2: MID-SEMESTER EVALUATION – SAMPLE

(approximately 45 minutes, meet with employer and student individually)

Name _____ Date _____

Site _____

Employer: _____

Please rate your internship so far on the following scale. (1 being low, 3 being average, 5 being exceptional)

- | | |
|-------------------------------------|-------------------|
| 1. Cooperation/Team Effectiveness | 1...2...3...4...5 |
| 2. Dependability | 1...2...3...4...5 |
| 3. Initiative/Motivation | 1...2...3...4...5 |
| 4. Communication | 1...2...3...4...5 |
| 5. Ability to Learn New Tasks | 1...2...3...4...5 |
| 6. Adaptability | 1...2...3...4...5 |
| 7. Independence | 1...2...3...4...5 |
| 8. Dress Attire/Appearance/Behavior | 1...2...3...4...5 |

9. Productivity/Time Management 1...2...3...4...5

10. Keeping Employer Informed About Internship Requirements 1...2...3...4...5

11. Planning for Class 1...2...3...4...5

12. Has Student Improved on Last Observation Goals 1...2...3...4...5

Goals to work on by next visit:

- Student:
- 1.
 - 2.
 - 3.

- Employer:
- 1.
 - 2.
 - 3.

Comments:

Source: Brandon Valley School District

STUDENT EVALUATION – SAMPLE

Student Name: _____ Date(s) of Experience: _____

Employer: _____ Supervisor: _____

This evaluation is designed to monitor and evaluate the progress of the student at his/her Internship site.

Professional Behaviors	M	I	A	N/A
Communication Skills				
• Manages conflict constructively	3	2	1	3
• Practices positive verbal and non-verbal interpersonal communication	3	2	1	3
• Demonstrates appropriate written communication/documentation skills	3	2	1	3
• Uses assertive communication skills	3	2	1	3
Dedication				
• Seeks ways to improve	3	2	1	3
• Takes on additional responsibilities as assigned	3	2	1	3
• Works with minimal supervision	3	2	1	3
• Volunteers for additional responsibilities	3	2	1	3
Flexibility				
• Accepts/Copes well with change	3	2	1	3
• Manages stressful situations in positive constructive ways	3	2	1	3
• Modifies performance after feedback	3	2	1	3
• Willingness to learn	3	2	1	3
Personal Responsibility				
• Appropriate dress and hygiene	3	2	1	3
• Aware of strengths and weaknesses	3	2	1	3
• Demonstrates an awareness of ethical issues	3	2	1	3
• Demonstrates initiative/self-motivation	3	2	1	3
• Follows company policies and procedures	3	2	1	3

Professional Behaviors	M	I	A	N/A
• Follows safety procedures	3	2	1	3
• Demonstrates punctuality/follows attendance policies	3	2	1	3
• Respects and maintains confidentiality	3	2	1	3
Respect of Others				
• Attentive to guests' needs	3	2	1	3
• Uses appropriate language and mannerisms	3	2	1	3
• Meets deadlines/communicates if unable to meet deadlines	3	2	1	3
• Proactive in anticipating needs of others	3	2	1	3
• Respects diversity	3	2	1	3
• Sensitive to others' timeframes/deadlines	3	2	1	3
• Supportive of others	3	2	1	3
• Willing to listen to others' viewpoints (even if disagreeing)	3	2	1	3
Workplace Skills				
• Demonstrates proper telephone etiquette	3	2	1	3
• Appropriate use of office equipment (computer, copier, etc.)	3	2	1	3
• Demonstrates good math, reading and writing skills	3	2	1	3
• Works well in team situations	3	2	1	3

M – Mastered – Indicates that the student exhibits this behavior without supervision 75-100% of the time.

I – Improvement/Supervision – Indicates that the student exhibits this behavior without supervision 50-75% of the time.

A – Attempted – Indicates that the student exhibits this behavior without supervision less than 50% of the time.

N/A – Indicates that the opportunities for the student to exhibit this trait was non-existent (student not penalized)

Note: Please indicate on the reverse side of this sheet the areas that need improvement (any areas rated 0-2)

Source: Lake Area Multi-District

PERFORMANCE EVALUATION – SAMPLE

Intern's Name _____

Place of Internship _____

Performance Evaluation – Part III – Performance Against General Competencies

5 – Exceeds All Expectations. Among the Very Best.

4 – Exceeds Most Expectations.

3 – Meets Expectations.

2 – Does Not Meet Expectations.

1 – Unsatisfactory.

N/A – Not Applicable

General Competency Rating

- | | |
|--------------------------------|---------------|
| a. Attendance | Rating: _____ |
| b. Punctuality | Rating: _____ |
| c. Appropriate Business Attire | Rating: _____ |
| d. Initiative | Rating: _____ |
| e. Maturity | Rating: _____ |
| f. Courtesy | Rating: _____ |
| g. Attitude | Rating: _____ |
| h. Quantity of Work | Rating: _____ |
| i. Quality of Work | Rating: _____ |
| j. Flexibility | Rating: _____ |
| k. Cooperation | Rating: _____ |
| l. Dependability | Rating: _____ |
| m. Trustworthiness | Rating: _____ |
| n. Follows Directions | Rating: _____ |

- o. Works with Minimum Supervision Rating: ____
- p. Works Neatly and Accurately Rating: ____
- q. Accepts Suggestions for Improvement Rating: ____

Note: For paid and unpaid Internship experiences, competencies specific to the occupation should be prepared and included as a part of the evaluation.

Signature of Evaluator: _____

Source: Brandon Valley High School

7. PROGRAM EVALUATION

- a. Program Assessment**
- b. Student Survey**
- c. Parent Survey**
- d. Worksite Survey**

EVALUATION

Evaluation is the key to the success of any Youth Internship program. Adjustments can be made based on the feedback given. In addition, positive evaluations and words of praise provide valuable data to support the program. Evaluations conducted should include:

- An annual survey of students to determine the benefits they received (paper survey or a focus group).
- A parent survey completed at the time of annual conference.
- An annual worksite survey to gather information about the successes of the program and the suggestions for improvement.

All evaluation data should be tabulated and shared with administration, faculty, parents, and the school board. It is a good idea to establish an evaluation committee with responsibility for developing evaluation instruments, compiling data, and sharing results.

Questions to ask when evaluating the success of the program.

- Have the objectives of the school's Youth Internship program been met?
- Have the needs identified by our needs assessment been met?
- Would a new needs assessment be appropriate at this point?
- Does the program need revision?
- How can we improve our program?

Included in this section are examples of tools to use for evaluation.

**YOUTH INTERNSHIP PROGRAM ASSESSMENT
GENERAL MEASURES OF SCHOOL CLIMATE**

Outcome to Be Measured	Pre-Implementation	Post-Implementation
Student satisfaction with the program		
Worksite mentor satisfaction with the program		
Parent satisfaction with the program		
Student attendance		
Truancy		
Dropout Rate		
% of students passing all of their courses		
GPA's		
Standardized test scores		
Post secondary plans		
Progress on Personal Learning Plans		

STUDENT SURVEY

Please respond to each item by circling the appropriate answer.

Overall, I believe the Youth Internship was a positive experience.

Yes No

I feel that the time at the worksite should be longer.

Yes No

I feel that this program is valuable and helpful to my future.

Yes No

What classroom topics were the most useful to you? Why?

How do you feel we could make the program better?

What on-the-job experience was most valuable for you?

Thank you!

PARENT SURVEY

In order for us to be better prepared each year to meet the needs of students in Youth Internship programs, we would like for you to take a minute to tell us what you think. Please complete this evaluation.

1. Do you believe the Youth Internship was a positive experience for your student?

Very Beneficial				Not Beneficial
5	4	3	2	1

2. Do you feel the Youth Internship was a valuable tool for your student?

Very Beneficial				Not Beneficial
5	4	3	2	1

3. Has having the Youth Internship program made you and your student more aware of future planning?

Very Aware				Not Aware
5	4	3	2	1

4. Do you have suggestions to improve the program?

Additional Comments:

Thank you!

8. LEGAL AND POLICY ISSUES

- a. Liability Agreement**
- b. Confidentiality Form**
- c. Questions and Answers about Child Labor Laws**

WORK-BASED LEARNING LIABILITY AGREEMENT – SAMPLE

THIS AGREEMENT is made and entered into this _____ day of _____, 20____, by _____ (Training Site) and _____ (School District).

WHEREAS, the parties desire to establish and implement the work-based learning program;

NOW, THEREFORE, it is mutually agreed as follows:

1. Training Site will provide occupational and training experience as described in the training agreement. District will provide coordination and support for the students in the program. District Coordinator will meet or confer with Training Site personnel, during hours as arranged, to respond to requests from Training Site personnel who work with the student intern and to perform such other services as may be necessary or advisable to the program, including, but not limited to, evaluation, observation, and counseling of student intern.
2. The Training Site will advise the District of the skills that students will be expected to have prior to participation in the Program. Promptly upon commencement of the Program, the Training Site will instruct students with respect to safety precautions and regulations related to the activities of the student intern under the Program. Student intern will abide by all rules and regulations of the District and the Training Site in connection with their activities, including conduct and general appearance rules. The Training Site reserves the right to deny any student participation or continued participation.
3. The Training Site will provide the clinical learning situation, instructional materials, and equipment necessary to provide an adequate learning experience.
4. In the event of an injury or accident, the Training Site will provide immediate emergency care based on humanitarian considerations and will promptly report the incident to the District. The District will complete an accident report form just as if the incident had occurred on District property. District students participating in the Program will be covered by District liability insurance while at the Training Site if the student trainees are NOT paid by the Training Site.
5. The District agrees to indemnify and hold harmless the Training Site, its officers, agents and employees from any and all claims and losses resulting from District's performance of this agreement. The Training Site agrees to indemnify and hold harmless the District from any and all claims and losses resulting from Training Site's performance of this agreement.

6. The parties agree to comply with all laws, ordinances, and regulations of governmental bodies applicable to the Program.
7. The parties agree to cooperate in evaluation of the Program and the student trainees enrolled in the Program.
8. The Training Site and the District agree to instruct all students enrolled in the Program with respect to the confidential nature of all records and information.
9. The terms of the Agreement are effective from _____ (date) to _____ (date). Additional dates and times may be contained in the attachment(s). Either party may cancel this Agreement at any time upon written notice to the other given at least three (3) days prior to the stated cancellation date. This Agreement may be amended by written mutual agreement of the parties.

 Training Site Representative
 (signature)

 District Representative (signature)

 Name (printed)

 Name (printed)

 Title

 Title

 Address

 Address

 Date

 Date

Source: Brandon Valley School District

CONFIDENTIALITY FORM – SAMPLE

Date

I, _____, a participant in the Youth Internship Program, acknowledge that I have been informed that I may come into contact with privileged information while at the training site.

I hereby understand and promise that I will not divulge any privileged or confidential information to anyone including classmates and relatives. If I break this promise, I will be subject to disciplinary action, including termination of my participation in the program, and will be responsible for damages arising from any irresponsible actions on my part.

Student-Trainee

Training Site Supervisor

Youth Internship Coordinator

Source: Sturgis School District

QUESTIONS AND ANSWERS ABOUT CHILD LABOR LAWS

For complete information about child labor laws visit: www.youthrules.dol.gov.

How Do Child Labor Laws Affect Teenagers?

Most teenagers would probably yell and scream if anyone called them a child, but when it comes to employment, that's how the law views anyone under 18.

The laws aren't there to prevent young people from getting a job; in fact the laws recognize that many young people want to work. The main reason for child labor laws is to protect young people from hazardous jobs, and to make sure employers aren't asking them to work long hours, especially during the school year.

Child labor laws are broken down into three age groups:

- 16- and 17-year-olds
- 14- and 15-year-olds
- Under 14

16- and 17-Year-Olds

The only job restrictions for 16- and 17-year-olds are hazardous occupations. Jobs in this category include:

- Working with explosives and radioactive materials.
- Mining of any kind.
- Logging and saw milling.
- Manufacturing brick, tile or similar products.
- Excavation, wrecking, demolition and salvage work.
- Operating power-driven bakery machines, including dough mixers used in pizza restaurants.
- Operating power-driven woodworking machines, including circular band saws and table saws.
- Operating power-driven metal forming, punching or shearing machines.
- Operating power-driven paper product machines, including paper balers.
- Operating or riding on power-driven hoisting apparatus, including non-automatic elevators, fork lifts and cranes, and work that involves riding on a manlift or unattended freight elevator.
- All jobs in roofing operations, except work on gutters and downspouts, or installing air conditioners or ventilation equipment.
- Most jobs involved in slaughtering and meatpacking, and all jobs involved with operating meat slicing or processing machines.
- Driving and/or delivery work (As of October 31, 1998, 16-year-olds are no longer permitted to perform on-the-job driving. The minimum age to drive on public roadways as part of employment is now 17.

Seventeen-year-olds are not prevented from occasionally using a vehicle to run an errand for an employer. They may do so only during daylight hours, they must have completed a driver's education course, and they must wear seat belts).

Exemptions are provided in some of the hazardous occupations for apprentices and students in vocational education programs.

14- and 15-Year-Olds

Youth in this age group may work in various jobs outside school hours, but the types of jobs open to them are more restricted than 16- and 17-year-olds. Workers under 16 cannot use ladders or scaffolds, or work from windows sills washing outside windows. They cannot work in freezers or meat coolers or in meat preparation, except packaging it away from the prohibited areas. They may not operate most power-driven machinery. They may not load or unload goods from trucks, railroad cars or conveyors. They also may not work in warehouses or on construction sites.

The following types of employment are generally open to 14- and 15-year-olds:

- They can perform office and clerical work.

- They can cashier, sell, model, produce artwork and work in advertising departments.

- They can bag and carry out customers' orders.

- They can price, mark and tag merchandise, as well as assemble, pack and shelve.

- They can perform grounds maintenance and clean-up work, including the use of a vacuum cleaner or floor waxer, but not a power driven mower or cutter.

- They can wait on tables and work in kitchens including the use of dishwashers, toasters, popcorn poppers and blenders. They can also prepare salads and other food, but only at lunch counters or diners where the work can be seen from the counter.

- They can work at service stations pumping gasoline or oil, washing or vacuuming cars and providing other courtesy services.

- They can perform errand and delivery work by foot, bicycle or using public transportation.

Under Age 14

Fourteen is the minimum age for employment outside of school hours, but there are some jobs open to those in the under 14 age group. They may work for their parents as long as it's not one of the hazardous occupations described in this article. They may also perform "independent contractor" services such as newspaper delivery, household cleaning, babysitting, snow shoveling or yard

work. Exempt work also includes performing in theatrical, motion picture or broadcast productions.

Limitations on Hours Worked

The law limits the number of hours that children under 16 are allowed to work. They may not work during school hours except as part of a Work Experience or Career Exploration program. They may not work before 7:00 a.m. or after 7:00 p.m., except during the summer months when the evening hour is extended to 9:00 p.m. They may not work more than three hours a day on a school day and no more than 18 hours a week during a school week. They may not work more than eight hours a day on non-school days or more than 40 hours a week in non-school weeks.

Agricultural Employment is Different

A different set of laws applies to work performed on farms and ranches. Generally speaking, there are no restrictions on agricultural employment for anyone 16 or older.

Fourteen- and 15-year-olds can work on a farm or ranch outside of schools hours, as long as the job doesn't involve any hazardous work. Jobs considered hazardous would involve:

- Operating a tractor of over 20 PTO horsepower.
- Operating any harvesting or hay cutting equipment or feed grinders.
- Working around bulls, boars, stud horses, sows with suckling pigs or cows with newborn calves.
- Working inside grain storage bins, silos within two weeks after silage has been added, or in manure pits.
- Applying agricultural chemicals or anhydrous ammonia, or handling or using a blasting agent.

There are a couple exceptions to these laws. The prohibition does not apply to youths employed on farms owned or operated by their parents. In addition, a 14- or 15-year-old may perform some hazardous farm work if they are enrolled in a vocational agricultural program, if there is a written training agreement with the employer and the student is closely supervised. They may also operate machinery if they have completed a 4-H or other approved tractor or machine operation program.

There are some other exceptions to the agricultural employment laws. Youths 12 and 13 years old may work outside school hours on a farm with their parent's consent. In addition, local youth 10 and 11 years old may work outside school hours to hand harvest crops such as fruits and vegetables.

Youths of any age may work at any time in any job on a farm owned or operated by their parents.

Minimum Wage for Children

The federal minimum wage is \$5.85 per hour (as of July 24, 2007).

Summary

There are many regulations affecting the employment of children, and there are also a number of exceptions. Anyone who has a question about whether a particular job can be performed by someone under 18 should contact the South Dakota Division of Labor and Management at (605) 773-3682.

Source: SD Department of Labor (<http://www.state.sd.us/dol/dlm/kidswork.htm>)

9. LINKING YOUTH INTERNSHIPS WITH OTHER PROGRAMS

- a. Personal Learning Plan**
- b. Career Clusters**
- c. Career Portfolios**
- d. Senior Projects**

LINKING YOUTH INTERNSHIPS TO OTHER PROGRAMS

Have you investigated how Youth Internships fit with the student-based programs and services already existing within your school?

To what extent are there mentoring programs, peer tutoring, youth leadership opportunities, or career exploration? Internships could be where these efforts are initiated, or supported if they already exist.

Have you investigated how to include other programs such as career clusters, guidance central or senior projects into your Youth Internship program?

How can career clusters be implemented into your program? Teachers can use this time to inform students of the 16 clusters and to let students explore which areas they might fit into. Also, during classroom sessions teachers can help students in planning their five-year plans to match the cluster/clusters that suit them.

Guidance Central can be a useful tool for lesson plans, portfolios, exploration and much more. If you have the technical abilities within your school district, this program can be a great addition to your program.

There are numerous ways to include senior projects into the Youth Internship program. Examples include:

- The Youth Internship instructor could be the faculty advisor for his/her group.
- Youth Internship time would be allowed for student journaling, checking timelines, practicing presentations, reviewing the “yes” checklist for the research paper, etc.

THE PERSONAL LEARNING PLAN

The process of completing a personal learning plan helps students make informed decisions about their educational and future goals. Students learn both how to set goals that fit with their strengths, interests and needs and how to go about reaching them. They focus on their academic achievement and their participation in explorative and educational activities. What they learn in these areas will help them decide on and work toward their postsecondary goals. Students' personal learning plans are completed within the context of their learning more about themselves and the various opportunities in education and employment available to them. Teacher-advisors work with students to help them complete their annual education plans from middle school through high school. School counselors help students with their plans, focusing directly on the transitions from secondary to post secondary.

During teacher-advisor time the students are introduced to the personal learning plan process and given the materials needed to complete their plan. The plan should be at least a six-year plan and provides the students the opportunity to see their growth and progress over time. Advisors work directly with students to explain and develop the personal learning plans and the educational planning process. They guide students in explorative activities and annually have them complete the following steps:

1. Set goals and a plan for action.
2. Review their progress and revise their plan.
3. Prepare for next year.
4. Do a year-end review.

At the beginning of the year students will work on setting goals for the year and making an action plan which details steps they will take to reach their goals. Throughout the year, they will review their progress and evaluate their situation then if necessary revise their plan. In early spring semester, students will begin the process of preparing for the next school year. They will select courses that will best meet their strengths, interests and goals and that meet both their graduation requirements for high school and their entrance requirements for their postsecondary destination. At the end of the year, they will evaluate how they did following their action plan and successfully meeting their goals. They will also identify what they learned during this process and what they can work on for the next school year.

The focus of planning changes from year to year, as does the needs of students as they progress through school. The following outlines an example of what to work on in teacher-advisor time each year:

Grade 7	Learning to plan
Grade 8	Prepare for high school
Grade 9	Transitioning to high school
Grade 10	Considering postsecondary options
Grade 11	Selection process for post high school
Grade 12	Prepare for transition to post secondary plan

The process of identifying, planning, reviewing, and revising goals and identifying steps to reach those goals is new to students. Parents, teachers, and other adult role models should encourage students to research their strengths and interests, as well as support the decisions they make. This process becomes more meaningful to students when they can take ownership of it along with the support of teachers, advisors, parents and other members of the school community. The goal is that by grade 12 students are comfortable with the process and should be able to monitor it closely independently with the guidance of the school counselor.

An important component of the personal learning plan process is to help students recognize the relevance of their learning both in school and outside the classroom. From there it is encouraged that they set goals and aspirations related to these experiences. As they grow, experience new opportunities and the world changes they will be able to focus on themselves and review their goals to meet any change or growth they reach personally. Eventually, through a solid base and support, the student will recognize that this is an approach that will serve them well throughout their lives.

Advisors will spend several sessions each year helping students prepare or revise their personal learning plans. They will help them with identifying and developing the learning and planning skills necessary for success in school and to assess their levels of achievement as they set goals. They will also support the process through career exploration activities, extracurricular activities and community involvement activities. Throughout this time the advisor will rely on the assistance of experts within the school and community to help deliver the information.

It is recommended that during the year the personal learning plan is reviewed between the advisor, student and parent. During this time the goals are discussed and parents are required to sign off on the plan.

In South Dakota, as we move forward with development of the personal learning plan, students will be utilizing Guidance Central as a resource. By using this program they will be able to create a portfolio outlining their goals and achievements. They will also be able to use this program to help with career exploration and planning.

Personal Learning Plans will also be aligned to the career clusters that students choose and that lead to the career pathway they are planning to pursue. With this process, students will be able to get advanced skills training in an area of interest before they leave the secondary level. Students will be given a plan of study for the cluster/pathway they are considering based on their goals and skills. This information will help in the planning process of their 6-year plan, which in turn is their Personal Learning Plan.

CAREER CLUSTERS BACKGROUND

The U.S. Department of Education, working with numerous education and business partners, has designated 16 different career clusters. These 16 broad career clusters will help students focus on an area of interest and enhance the link between the knowledge they acquire in school and the skills they need to pursue their career.

The models of each of these broad career clusters show the core knowledge and skills needed for the cluster as well as the career pathways that each include. They are an excellent resource as students identify an area of interest and begin to chart their future. Beginning with their high school academic courses and their current career and technical program, certain skill sets are being added to your students' portfolio. It is imperative to help students understand that education today is a life-long process, and by creating a personal learning plan, career goals are attainable. For more information concerning career clusters, visit www.careerclusters.org. For additional resources or implementation strategies, visit www.okcareertech.org/iis and click on career clusters.

The 16 Career Clusters are:

- Agriculture, Foods and Natural Resources
- Architecture and Construction
- Arts, A/V Technology and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing, Sales and Service
- Science, Technology, Engineering and Math
- Transportation, Distribution and Logistics

Assist your students in choosing the most appropriate career cluster. The career opportunities within these clusters range from entry-level positions to professional degrees. Many career and technical education programs will have an appropriate fit with one or more of the pathways. For example, whether a student is interested in Health Science Technology, Health Careers Certification, Practical Nursing, or a Respiratory Therapy program, each of these would align with the Health Science Career Cluster model. Some career and Technical

programs or courses could have an alignment with more than one cluster; for example, some students currently enrolled in a Business Information Technology Education (BITE) program could have options within the Arts, A/V Technology and Communications Cluster, the Business Management and Administration Cluster, or the Information Technology Cluster. The key is to use the career cluster that best fits with an individual student’s career goals!

Each career cluster model identifies common cluster knowledge and skills. These knowledge and skills cut across each pathway found within the career cluster. All sixteen clusters use common core cluster knowledge and skill headings, but the actual knowledge and skill statement, as well as the performance elements and measurement criteria, are unique to that particular cluster. The major headings within each cluster are Academic Foundation; Communication, Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environment; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.

The next level within the model identifies the career pathways designated within the cluster. For example, the Health Science Cluster has five different pathways: Therapeutic Services; Diagnostic Services; Health Informatics; Support Services; and Biotechnology Research and Development. Within each of these pathways are multiple occupations.

Career Cluster Model

Sample Career Specialties / Occupations		
PATHWAYS		
Cluster Knowledge and Skills		
<ul style="list-style-type: none"> * Academic Foundation * Communications * Problem Solving and Critical Thinking * Information Technology Applications * Systems * Safety, Health, and Environment <li style="padding-left: 40px;">* Leadership and Teamwork * Ethics and Legal Responsibilities <li style="padding-left: 40px;">* Employability and Career Development * Technical Skills 		

Remember, as students progress through the cluster model (i.e., their education and training), the core cluster knowledge and skills reach across all pathways within the cluster and coursework. Training and degree programs will become more focused as students choose a pathway and finally an occupation. Students need to understand their ability to move from occupation to occupation or to a different pathway within the cluster model, but they also need to realize that mobility could require additional technical training, an apprenticeship, or completion of a degree.

Traditionally, we haven’t always approached preparation for a career field in this broad approach. We have thought in terms of a specific occupational program or a specific occupation. In today’s world, it is very important for students to

understand the broader concept of a career cluster. It is also very important for them to understand that the foundation, knowledge, and skills that they learn will help them transition to several different career pathways and multiple occupations within that pathway. The addition of skill sets and other forms of education will help students transition from entry-level careers up the career ladder.

Career clusters bring additional benefits to career and technical education programs, such as the latest knowledge and skills, a tool for curriculum alignment, and meeting regional demands. In addition, the model of foundation skills is recognized nationally and supports certification and degree advancement.

Source: Teachers As Advisors, Oklahoma

CAREER PORTFOLIOS

Definition: A lifelong, student-managed collection of accomplishments and progress toward career goals. Development of the portfolio should be supported by the teacher or student services staff. All students are eligible to prepare a portfolio.

Possible Components

Job-Related Skills

- Internships or shadowing experiences
- Documentation of skills demonstrated on the job
- Class projects
- Competency certificates
- Photographs or videos of work/projects
- Instructor or mentor evaluations
- Progress reports

Educational Skills

- Technical skills – documentation of competencies achieved
- Appropriate academic skills
- Transcripts
- Photographs, videos, and artwork of class projects
- Test scores, ACT results, or SAT results
- Writing or research projects

Employability Skills

- Teamwork/interpersonal skills
- Attendance/punctuality
- Initiative/dependability
- Written and verbal communication skills
- Critical thinking and problem-solving skills

Career Development Plan

- Resume
- Letters of application/letters of reference
- Career assessments
- Aptitude, interest, and ability inventories
- Career and educational goals
- Six-year personal learning plan or locally-developed student plan

Activities, Awards, and Volunteer Service

- Leadership activities
- Sports, clubs, hobbies, extracurricular activities
- Awards
- Volunteer or service-learning experiences

Criteria

The Career Portfolio must be:

- School-endorsed
- Teacher or student services staff-supported
- Student-managed
- Representative of lifelong learning

Source: Teachers As Advisors, Oklahoma

Note: The South Dakota Department of Education, Office of Career and Technical Education, provides the Career and Life Planning Portfolio to school districts for \$3.00/student. An online version is available free of charge. Contact Steven Rounds at the Department of Education (605-773-7006) for further information.

SENIOR PROJECT OVERVIEW *

The Senior Project is a high school capstone experience that requires students to demonstrate not only what they know, but what they can do. States, school districts, and high schools focusing on restructuring, raising high school standards, and actively engaging all Seniors in a challenging and relevant educational process incorporate the Senior Project.

The Senior Project consists of four phases. The first phase includes the preparation of a research paper by each student. The research paper contains a thesis that the writer proves (supports) or disproves through research evidence. A student should carefully consider a possible product before selecting a research topic. Selection of a topic takes considerable thought. The paper exhibits the acquisition of knowledge through researching, writing, interviewing, and synthesizing an application of the real-world skills of time management, organization, self-discipline, persistence, and problem solving.

The second phase includes the creation of a product that is an appropriate and logical extension of the research paper. The product must demonstrate the application of acquired knowledge through a reflective, physical, and/or intellectual stretch. It is recommended that Projects be completed during the school year. However, certain exceptions may be considered. For example, agriculturally related projects may need to begin the summer prior to the Senior year.

The third phase is the portfolio, which includes specific writing throughout the project period. These writings will include reflective and informative journals, business letters, brochure, overviews, and a final Senior Project reflection.

The fourth phase is a presentation before a Senior Project panel with a ten to fifteen minute formal speech on the paper, the project, and personal growth. A question and answer period will follow the presentation. The portfolio will be provided to the panel of judges for review. The Senior Project panel can be composed of teachers, mentors, parents, and community members, preferably with knowledge or background of the project area. The panel and portfolio experiences provide the student with an opportunity to synthesize the paper, project, and self-growth journey using communication skills related to fluency, knowledge depth, listening, explaining, defending, comprehending, and applying real world skills.

Throughout this process, students will benefit greatly from the expertise of a carefully selected project mentor and faculty advisor. They will serve as resources to the student during all phases of the Senior Project.

*Note: Junior students could also complete this capstone project.

SENIOR PROJECT – ROLE OF THE FACULTY ADVISOR

All professional staff members (teachers, counselors, and administrators) are available as advisors. Advisors should limit their advisees to no more than five to be able to work effectively with each one.

1. Act as a consultant to the student, providing assistance with selection of the Project topic and final approval of Project scope.
2. Assist and advise the student in the technical portion of the Project.
3. Serve as the liaison with the student and the Mentor. The Mentor should be contacted during the first week of the Project and any other time that may become necessary.
4. Oversee student work in accordance with Project guidelines.
5. Review the rough draft of the research paper and advise the student about needed revisions.
6. Evaluate the final draft of the research paper.
7. Allocate related class time to work with students regarding their Senior Project.
8. Evaluate the product/process according to the Project guidelines.
9. Coach the student in preparation for the oral presentation and verify technical accuracy of the presented materials.
10. Administer an end-of-project student evaluation survey form for the purpose of Project improvement.
11. Serve as the liaison with the Mentor and Senior Project Committee, providing them with information such as individual student abilities and appropriateness of goals and activities.
12. Assist the English teacher with such duties as instructing students about the proper form of the research paper, evaluating documentation pertaining to the Senior Project, reviewing the rough draft of the research paper, evaluating the final draft of the research paper, and coaching students in appropriate methods of giving an oral presentation.

APPENDIX

- a. Frequently Asked Questions**
- b. Definitions**

FREQUENTLY ASKED QUESTIONS ABOUT INTERNSHIPS

What Is an Internship?

Youth Internships place qualified students as interns in community businesses, non-profit organizations and government agencies to gain valuable on-the-job experience. High school juniors and seniors spend a semester learning all aspects of a community business that is related to their chosen career cluster/pathway. Youth Internships are a way to help students understand the relevance of academics in relation to skills needed in the workplace.

What Are the Benefits of Doing an Internship?

An internship can have many benefits, such as:

- Application of classroom learning to the workplace.
- Exploration of career options.
- A chance to “reality test” – try out one’s interests, values, and abilities in a work setting.
- Development and enhancement of professional skills.
- An increase of one’s self-confidence as a student and worker.
- An opportunity to practice job search skills and expand one’s network of professional contacts.
- Relevant work experience to add to one’s resume to demonstrate interest and commitment to a field.
- Academic credit.
- A chance to earn money to help pay for educational expenses.
- An opportunity for leadership and/or character development.

How Many Credits Can a Student Earn for an Internship?

Although some disciplines/faculty may have different guidelines, generally one semester of credit will equal approximately three hours of a combination of academic/field site work per week. This may vary slightly with internship settings and faculty requirements. Grading is on an S/N basis.

Students may earn one credit for completing an internship. The credits count as general electives towards graduation.

When Is the Best Time to Begin Planning an Internship?

Students should begin planning their internship as soon as possible, but no later than the beginning of the semester preceding the semester in which one plans to

do the internship. For example, students planning an internship for spring semester should begin planning no later than early fall semester of that academic year.

Are Internships Paid?

Some internships are paid; however, the majority are not paid. The amount and form of payment is usually established by the Internship site. Compensation for work undertaken as an intern can take a variety of forms. An intern may be paid a wage, be reimbursed for mileage and/or other expenses incurred as part of the internship experience or receive a stipend. Organizations not able to directly compensate an intern may offer indirect compensation in the form of discounts on services or products or the opportunity to participate in in-service and/or training workshops usually provided for employees.

DEFINITIONS

Apprenticeship is an instructional methodology that correlates concurrent formal career technical classroom instruction with regularly scheduled, paid on-the-job training. Apprenticeship is planned to meet the needs of a particular industry or occupation. The programs vary in length from one to five years. Apprentices are paid employees whose employment continues after completion of their program.

Competency means the prescribed performance level for a skill, knowledge, and attitude necessary to accomplish a job task.

Concurrent Classroom Instruction means classroom instruction and unpaid/paid on-the-job training experiences are being conducted together within the same time frame (quarter, semester, program year, etc.).

Formal Career Technical Education Instruction means instruction provided by a qualified teacher, utilizing a lesson plan, to a group of students in a classroom.

Individualized Training Plan is a written document that identifies those competencies the student will acquire through vocational classroom instruction and paid/unpaid on-the-job training experiences.

Related Classroom Instruction means formal career technical education instruction that is correlated with unpaid/paid on-the-job training experiences.

Supervision/Coordination are those activities performed by the career and technical education teacher, usually outside of the classroom, that include but are not limited to: advisory committee operation, program promotion/recruitment, selection of training stations, training plan development, relating in-school instruction to unpaid/paid on-the-job training, on-the-job student/employer visitations, and evaluation of student progress.

Training Agreement is a written document that describes the conditions and requirements to be met by the local educational agency and management of the community classroom in the utilization of business, industry, and public agency resources for vocational instruction.

Training Station is the business/industry or public agency location where the student receives his/her paid/unpaid on-the-job training experiences.

Youth Internship is an instructional methodology that utilizes paid or unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring those competencies (skills, knowledge, and attitudes) necessary to acquire entry-level employment. The intent of the youth internship methodology is to provide additional resources so concurrent, formalized classroom instruction can be extended and the acquisition of salable skills enhanced.

BIBLIOGRAPHY

- American Student Achievement Institute
Brandon Valley School District
Effective Presentation Skills: A Practical Guide for Better Speaking, by Steve Mandel. Menlo Park, CA: Crisp Publications, Inc., 1993.
- High Tech Learning, www.hightechlearning.org
- Lake Area Multi-District
Small Schools Project, <http://www.smallschoolsproject.org/>
- South Dakota Department of Labor, <http://www.state.sd.us/dol/dlm/kidswork.htm>
- South Dakota High School Graduation Requirements,
<http://www.doe.sd.gov/oatq/gradrequirements/index.asp>
- Sturgis School District
Teachers As Advisors, Oklahoma
The Advisory Guide
The Educational, Social and Economic Value of Informed and Considered Career Decisions, America's Career Resource Network Association, Fall 2003
- United States Department of Labor, <http://www.youthrules.dol.gov/>