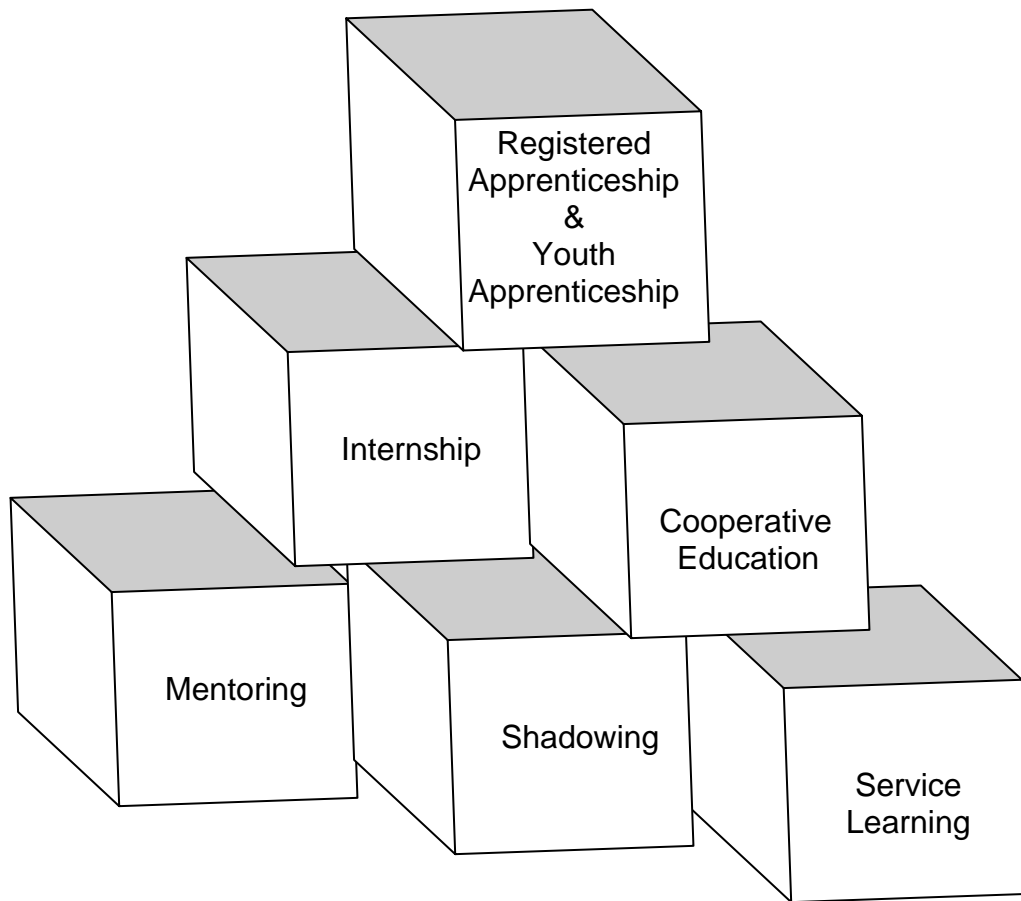


# Employers Handbook

## Extended Learning Opportunities



**Guidelines to Meet Employer Requirements of the  
Education and Economic Development Act (EEDA)**

***Midlands Education and Business Alliance***

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# A Vision for the Midlands

Imagine a community where all students graduate from high school because they understand why education is relevant to their future. Individuals use their talents and skills in enjoyable, profitable careers that offer a good salary and benefits such as health insurance. Employers have an educated, well-trained workforce from which to select employees. Imagine a community that prospers from high wage jobs, educated citizens, an increased tax base and fewer citizens needing public assistance.

Midlands Education and Business Alliance (MEBA) envisions this prosperity for the citizens of the Midlands. Everyday, MEBA works to establish connections in the community that can lead to achieving a higher quality of life and improved economic development. MEBA's strength is in its connections. Business, education and community leaders come together through MEBA to discuss career and workforce development and determine courses of action to move the community forward.

As business and industry expect employees to enter the workforce with higher skills, students must experience challenging classes with high expectations coupled with work site experiences that lead to successful and productive lives.

The Education and Economic Development Act of 2005 calls for legislation that mandates an overhaul of education in South Carolina in a way that demonstrates to students the connections between what they accomplish in school and their professional success in the future.

This Employer Handbook has been developed to assist employers in providing meaningful extended learning experiences such as job shadowing, internships, apprenticeships and service learning that occur outside of a class in an occupational setting for students.

This handbook is divided into four sections: (1) General Information to Employers; (2) Extended Learning Opportunities; (3) Sample Forms utilized by the schools; and (4) Website Resources.

# ***Definitions for Extended Learning Opportunities***

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In May 2005, Governor Mark Sanford signed the Education and Economic Development Act (EEDA), legislation designed to give South Carolina students the educational tools they need to build prosperous, successful futures.

Gaps between traditional academic preparation and requirements of the real-world economy have led to increasing challenges for students trying to achieve their post-graduation goals. The EEDA created Personal Pathways to Success, combining high academic standards with enhanced opportunities to build real-life skills. The result is a more skilled labor force for businesses and a bolstering of the South Carolina economy.

The Personal Pathways to Success Program maintains the state's established high school graduation requirements – 17 required academic core courses plus seven electives – but requires that all students declare a career major through a course of study in one of 16 career clusters. School partnerships with area businesses are charged with providing students an opportunity for hands-on, real-world work experience in the field, or cluster, of their choice.

## **What Constitutes A “Work-Based Educational Experience?”**

Definitions for each type of experience (mentoring, shadowing, service learning, internship, co-op, and apprenticeship) are included in this handbook.

A **Work-Based Mentoring** experience engages a student with an employee of a particular employer who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.

**Shadowing** is a short-term experience to introduce a student to a particular job by a one-on-one pairing of a student with an employee in a work environment. The student follows or “shadows” the worker for a specified time to better understand the requirements of a particular career.

**Service Learning** activities are structured experiences for one or more students at a work site or community agency. Students work on specific activities each week during or after school. Under close adult supervision, students develop work skills and learn how to conduct themselves in work situations. Service learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA) covering the four stages of preparation, action, reflection, and celebration. [www.nationalservice.gov/](http://www.nationalservice.gov/)

An **Internship** is a one-on-one relationship that provides “hands-on” learning in an area of student interest. A learning contract outlines the expectations of and responsibilities of both parties. The protégé works regularly during or after school for three or four hours a week in exchange for the mentor's time in teaching and demonstrating. The internship generally lasts from three to six months and may or may not include financial compensation.

**Cooperative Education** programs coordinate high school or post-secondary studies with a job in a field related to academic or technical education objectives. Students and participating businesses develop written training and evaluation plans to guide workplace activities in coordination with classroom instruction. Students receive course credit for both their classroom and work experiences. Academic credit, compensation, and activities vary with the course of study.

A **Youth Apprenticeship** begins in the eleventh grade for students who are age 16 and older. This activity combines classroom instruction (at both secondary and post-secondary levels) with one to two years of on-the-job learning and results in a “certification of mastery” of specific technical skills. A youth apprentice may matriculate to a registered apprenticeship program after high school. These types of apprenticeships may or may not include financial compensation.

**Registered Apprenticeship** is an adult educational program that is registered with the US Department of Labor’s Bureau of Apprenticeship and Training. The traditional apprenticeship program is designed for adults, but may be linked to an approved youth apprenticeship program in grades 11-12. Apprenticeships are formal relationships between an employer and employee during which the worker, or apprentice, is paid while learning a specific occupation in a structured program.

# Extended Learning Opportunities

## *Benefits for the Employer*

- ◆ Enhances partnerships with schools
- ◆ Influences and contributes to the educational growth of students
- ◆ Provides opportunities to share experiences, insights and knowledge with students
- ◆ Prepares a higher skilled and motivated workforce
- ◆ Improves supervisory and motivational skills for employees by working with students; re-energizes current employees
- ◆ Assists young people in understanding what employers expect of employees
- ◆ Involves employees as mentors
- ◆ Facilitates recruitment of qualified prospective employees with less training costs and turnover
- ◆ Builds a positive community image

## *Benefits to the Community*

- ◆ Enhances the continuing pattern of school-community relationships
- ◆ Improves the chances of attracting new industries when effective partnerships are established between schools and industry
- ◆ Facilitates students' transition from school to careers
- ◆ Improves the recruitment pool of qualified employees
- ◆ Enhances economic quality of life through a competently trained workforce
- ◆ Enhances community awareness through public relations and recognition of school and employer involvement.
- ◆ Assists young people in understanding what employers expect of employees

### ***Benefits for the Student***

- ◆ Gains specific workplace skills and knowledge
- ◆ Receives hands-on learning experience “soft skills” such as teamwork, etc.
- ◆ Becomes aware of expectations of the workplace
- ◆ Sees relevance between school subjects and the workplace
- ◆ Receives guidance in forming an information base to assist in career decisions that are compatible with personal interests and skills
- ◆ Acquires increased motivation to excel in school
- ◆ Builds self-confidence in work with adults
- ◆ Develops positive self-image, peer recognition and leadership skills
- ◆ Develops abilities to work as a team member
- ◆ Develops network of career contacts for the future
- ◆ Receives opportunity for elective credit and enhances career portfolio
- ◆ Explores career options
- ◆ Applies and reinforces knowledge and skills learned in academic and occupational courses
- ◆ Facilitates transition from school to the workplace and/or post-secondary education/training
- ◆ Explores selected major – skills needed, salary, working conditions

### ***Benefits for the School***

- ◆ Creates a stronger bond with businesses and the community
- ◆ Provides opportunities to connect academics to careers learning experiences
- ◆ Provides opportunities to motivate students, increase academic achievement, reduce dropout rates and improve attendance
- ◆ Keeps education current with employer needs
- ◆ Utilizes employers’ up-to-date workplaces for training
- ◆ Obtains possible opportunities for full-time placement

# **Employer / Organization Responsibilities**

- ◆ Reads and reviews all extended learning opportunities materials, educates employees and signs all appropriate forms
- ◆ Selects an employee to directly supervise a student and to serve as mentor to the student
- ◆ Interviews and hires students for positions, if applicable
- ◆ Assists the school's coordinator in planning each student's work site experiences
- ◆ Provides a variety of work site experiences for the student which will contribute to the exploration of the student's career goals
- ◆ Adheres to all federal and state regulations regarding child labor, safety, and other applicable laws and regulations
- ◆ Follows school district procedures for handling student work site injuries/accidents
- ◆ Promotes a strong work ethic
- ◆ Provides non-paid and/or paid experiences for the student
- ◆ Cooperates with program coordinator in setting up paid student's work schedules
  - A. It is recommended that students should work an average of 20 hours per week
  - B. Students may work weekends or holidays
- ◆ Provides students with proper uniform attire, tools, safety equipment, etc., if applicable
- ◆ Provides feedback of the student's participation and overall performance
- ◆ Consults with teacher/coordinator before dismissing the student

# **Insurance Coverage**

## *Non-paid Students*

- ◆ **Property damage** due to an unintentional negligent act is covered by the school district's general liability insurance.
- ◆ Students injured while involved in an activity at work sites are covered by the **school district's Workers' Compensation plan**.
- ◆ Employers who transport students in private vehicles or company vehicles are responsible for insurance coverage through their policy. The district's automobile liability insurance will serve as excess coverage.

## *Paid Students*

- ◆ **Property damage** due to an unintentional negligent act is covered by the school district's general liability insurance.
- ◆ **Personal injury** arising out of and in the course and scope of extended learning opportunity is covered by the employer through **Workers' Compensation**. If the employer does not provide coverage, the school district's Workers' Compensation will cover the student.
- ◆ Employers who transport students in private vehicles or company vehicles are responsible for insurance coverage through their policy. The district's automobile liability insurance will serve as excess coverage.

**Note:** School districts are responsible for providing information on insurance coverage for the individual student.

# **How Can An Employer Ensure Confidentiality?**

Although it is not to be minimized, confidentiality should not be a barrier to work-based learning. Across the country, agencies and individuals deal with confidential or client-privileged information – physicians, lawyers, psychiatrists, counselors, ministers, banks, and credit unions – have identified meaningful learning activities for students while at the same time protecting client confidentiality.

Employers interested in working with students, but concerned about protecting confidentiality, should consider the following:

## *Train to Build Awareness*

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

## *Gauge Maturity Level*

No matter how clearly confidentiality is explained, not all students will have the maturity to grasp it. After observing and talking to the student, employers should use their best judgment to gauge if he or she is mature enough to understand and apply appropriate behavior regarding confidential information and procedures.

## *Educate Customers*

Customers may not be comfortable with the idea that a student is exposed to confidential information unless they understand that the student has received the necessary training. Employers should explain to customers that the student is in a learning situation and has been properly trained to handle confidential matters.

## *Respect the Student's Confidentiality*

Just as the student has a responsibility to the employer, the employer has a responsibility to the student. Through conversations with school staff for the student, an employer may learn personal information about the student. It is important that this information be kept in confidence and not shared with others at the school or the workplace.

## ***Additional Opportunities for Business Involvement***

While a valuable teaching and learning tool, career fairs, community service, field studies, guest speakers, and virtual career shadowing are not necessarily linked to coursework and are not considered an extended learning opportunity. Definitions for each of these activities are listed below.

**Career Fairs** provide a short-term experience for a large group of students. Students proceed in groups to areas where career information is provided by educators or business people. Students are given the opportunity to interact with the community resource persons.

**Community Service** is a volunteer activity performed by a student related to a community-sponsored event or need. Students are encouraged to accumulate and document community service or volunteer hours to list on their resumes, college applications and scholarship applications.

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

**Guest Speakers** come to the school to speak with small or large groups of students to provide educational and career information. Some schools provide large numbers of career speakers on a day designated as Career Day. Guest/career speakers include parents, business/community leaders and school alumni.

**Virtual Career Shadowing** is an online learning experience accessible to all students. Students will view careers in various business settings via the Internet. The website location for this experience is [www.virtualjobshadow.com](http://www.virtualjobshadow.com).

# ***Definitions Found in Personal Pathways to Success***

## **Key Acronyms**

ACAP	Advisory Committee on Academic Programs
CHE	Commission on Higher Education
EEDA	Education and Economic Development Act
HSTW	High Schools That Work
IGP	Individual Graduation Plan
REC	Regional Education Center
SDE	South Carolina Department of Education

## **Key Terminology**

Advisory Committee on Academic Programs	the committee responsible for addressing agreements among schools, districts, and public institutions of higher education in South Carolina
Area of academic focus	a specific area of high school study within a larger cluster of study related to students' professional plans
Articulation agreements	formal agreements between or among educational organizations that align courses and majors from one educational institution to another in a way that allows a systematic, seamless, student transition without loss of course credit or time
Clusters of study	a way of organizing and tailoring high school course work and work experience around specific occupational groups that offers students core academics, coursework related to specific occupations, and out-of-classroom learning experiences that match their skills and interest
Dual credit	credit given at the college level for courses taken while in high school

Education and Economic Development Act of 2005	legislation that mandates an overhaul of education in South Carolina in a way that demonstrates to students the connections between what they accomplish in school and their professional success in the future
<i>High Schools That Work</i>	successful national initiative that stresses high academic standards based on 10 key practices, including high expectations for students, extra help, and out-of-classroom learning
Individual Graduation Plan	an educational plan detailing the courses necessary for a high school student to prepare successfully for graduation and transition into a profession or post-secondary educational experience
Major	designed to enable the student to focus on an area of interest that will motivate the student to stay in school, to be better prepared for post-secondary choices and/or the workplace and to make a smooth transition to post-secondary education and/or the workplace.
Out-of-classroom learning	learning experiences such as job shadowing, internships, apprenticeships and service learning that occur outside of a classroom on work site settings
Personal Pathways to Success	the name given for the program executing the EEDA (see EEDA definition)
Regional Education Careers	centers mandated by the EEDA that will be established across South Carolina to provide occupational information, resources, and training to students, educators, and adults in the community

### **Key Agencies**

South Carolina Chamber of Commerce  
 South Carolina Commission on Higher Education  
 South Carolina Commission for Minority Affairs  
 South Carolina Council on Competitiveness  
 South Carolina Department of Commerce  
 South Carolina Department of Education  
 South Carolina Employment Security Commission  
 State Board for Technical & Comprehensive Education

# ***General Tips for Working with Adolescents***

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## **ENVIRONMENTAL FACTORS**

Environmental circumstances often include a single parent in the home, limited financial resources and limited parental supervision. Thus, many young people must assume responsibilities that make them appear more emotionally independent than they actually are. For example, teens from these environments are often responsible for youngsters in the family. This added responsibility could conflict with school attendance and grades. Without adult supervision, young people must take more responsibility for themselves before they are ready.

Growing up in depressed economic conditions will often affect a young person's developing sense of identity and goals. Youth from these environments may have few role models for success. They see parents and grandparents struggling with the same problems, with little change or progress from generation to generation. This affects the young person's ability to picture his/her own life or future in a positive way. Some skills that can enhance your ability to communicate are discussed below:

### **Non-reinforcing**

Why are you always so late?

Where have you been?

You have done nothing all afternoon.

Don't talk back to me.

You're not even trying.

You'll go nowhere with that attitude.

You did that wrong. Do it again.

### **Reinforcing**

How can I help you be on time?

We've missed you. Are you okay?

Are you having difficulty with this task? Let me go over it with you.

You seem angry about something. Why don't you try to talk calmly?

I know you can do this.

I think you'd feel better about yourself if you tried to adopt a more positive attitude. How can I help you do that?

Everyone make mistakes. Let's go over the problems you had with this so you'll do it perfectly next time.

# ***Getting Started – Topics to Discuss***

Here are some topics to consider sharing with students about yourself and your job.

## **Career Majors**

### *Job*

- ◆ Job tasks, subtasks
- ◆ Description of your typical day
- ◆ Equipment, tools or office technology that you use
- ◆ Working hours
- ◆ Salary range for this type of occupation
- ◆ Fringe benefits (e.g. health insurance, retirement, credit unions, child care, health and fitness opportunities)
- ◆ Working environment (e.g. noise, travel, hazards, lighting, indoor/outdoor conditions, special clothing)
- ◆ History of this type of work
- ◆ What you produce (goods, services)
- ◆ Interdependence of your job and other jobs/products/industries

### *Future Outlook*

- ◆ Diversity on your worksite
- ◆ Opportunities for advancement
- ◆ Personal qualities needed
- ◆ Job market outlook
- ◆ Effects of technology within the industry
- ◆ Effects of the country's economic condition on your job
- ◆ Hints you would give someone applying for your job
- ◆ Other jobs you could do with the same skills

### *Job Entry*

- ◆ Work experience needed
- ◆ Education needed
- ◆ How you got started in this job
- ◆ Other jobs you have held
- ◆ Skills you already had that you use now and how you acquired them
- ◆ Your recommendations to others for acquiring these skills
- ◆ Your job as a lifetime career or a stepping stone
- ◆ Related jobs for which you are now prepared

### *Personal Opinion*

- ◆ What you like and dislike about the job
- ◆ What you would change about the work if you could
- ◆ Avenues available to you for making suggestions on the job
- ◆ Interpersonal skills you find most important and why
- ◆ Underlying attitudes and values important to your job
- ◆ Why you chose this type of work

### *How the Job Affects Your Personal Life*

- ◆ Family time
- ◆ Expanding interests
- ◆ Leisure time
- ◆ Adequate exercise
- ◆ Job-related skills you use elsewhere
- ◆ General health
- ◆ Tension-fatigue versus stimulation/fulfillment/increase in energy

# ***Mentoring***

## ***DEFINITION***

Mentoring is a relationship between a student and an adult (mentor) who guides and assists the student in preparing for a career, building a strong self-concept, planning for educational opportunities, and relying upon the mentor for support. This one-on-one relationship with a strong, caring adult may last for a few months to several years.

Mentoring includes and extends from school, community, and work site. A mentor can serve as an adviser and role model to provide guidance to the student to explore new experiences and provide adult support and attention to encourage the student to plan for the future. Mentoring programs can be, and are, as varied and different as the needs of communities and the students living in them.

## ***THE ELEMENTS OF BEING A MENTOR***

Mentors are asked to focus on two main personal attributes:

### *Character*

Mentors themselves should model good character traits and work to develop these attributes in students.

### *Competence*

Mentors are experienced adults who can offer non-threatening advice to students by assisting them in developing realistic goals and inspiring them to achieve those goals.

## ***TYPES OF MENTORS***

### *Career*

An employee or other individual, who is approved by the employer at the work site; who possesses the skills and knowledge to be mastered by a student learner; who instructs, critiques the performance, challenges the student to perform well; and who works in consultation with educators and employers of the student.

### *Education*

A professional educator employed at a school who is designated as the mentor for a particular student and who works in consultation with other educators and possible employers for older students to provide support and monitor the progress of the student learner in school and at the work site.

### *Civic*

An adult or mature individual within the community who assumes a mentor or a role-model relationship of a particular child or youth; who works with educators, community-based agencies, and employers of older students to provide guidance and support; and who monitors the progress of the child and youth in the home, at school, and at the work site of older students, if needed.

# Work-Based Mentoring

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## DEFINITION

A work-based mentoring experience engages a student with an employee of a particular employer who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years. Work-based mentoring may lead to an internship, cooperative education, or youth apprenticeship.

The mentor will be devoting time and attention to the student during the experience. Actions will model behavior that will be picked up by the student. Attitude and work ethic will consciously and unconsciously be transferred as work habits are established in the student. The time commitment may diminish as the student learns, but the importance does not. Specific work-based assignments are recommended.

## OBJECTIVES

- ◆ Provide individualized career exploration based on the unique interests of each student beginning in middle school
- ◆ Encourage the development of students' personal traits: cooperation, courtesy, promptness, dependability, and respect in the workplace
- ◆ Promote a better understanding of the relationship between rigorous and relevant education and employment success
- ◆ Develop students' awareness of the educational and technical skills required for entry level and advancement in specific careers.
- ◆ Familiarize students with the work site environment over a period of time
- ◆ Connect work-based learning experiences to school-based learning
- ◆ Facilitate the transition from school to careers

## BEYOND THE NUTS AND BOLTS

In addition to training and answering job-specific questions, a work-based mentor will be responsible for one of the key areas of mentoring: the informal aspect of work. It is important that the mentor schedule time with the student to talk about workplace "culture" and the expectations and relationships surrounding these issues. Remember, the student has little, if any, exposure to the world of work. Knowing the unwritten expectations will build the student's confidence and expand his/her base of knowledge. These skills are as important to his/her success as knowing the company handbook or particulars of the job.

# ***Shadowing***

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## **DEFINITION**

Shadowing is a short-term experience to introduce a student in the 7<sup>th</sup> grade or above to a particular job by a one-on-one pairing of a student with an employee in a work environment. The student follows or “shadows” the worker for a specified time to better understand the requirements of a particular career. The student will follow or “shadow” the employee as he/she performs normal work activities and will observe, ask questions, and gain first-hand knowledge of the requirements of a career field and of the workplace.

## **OBJECTIVES**

- ◆ Provide individualized career exploration based on the unique interests of each student beginning in middle school
- ◆ Encourage the development of students’ personal traits: cooperation, courtesy, promptness, dependability, and respect in the workplace
- ◆ Promote a better understanding of the relationship between rigorous and relevant education and employment success
- ◆ Develop students’ awareness of the educational and technical skills required for entry level and advancement in specific careers
- ◆ Familiarize students with the work site environment
- ◆ Connect work-based learning experiences to school-based learning
- ◆ Facilitate the transition from school to careers

## **SHADOWING GUIDELINES**

- ◆ All students who meet the criteria are given the opportunity to participate; each school and business may establish specific selection criteria.
- ◆ The suggested time commitment is usually four to eight hours and includes grades 7-12 (business may specify desired grade level, schedule, etc.).
- ◆ Shadowing is a non-paid, work-based learning experience for the student.
- ◆ The shadowing experience is connected to students’ career interests and integrated into school subject(s).
- ◆ Appropriate forms and agreements must be signed by students, parents, school personnel and the employer.
- ◆ Students and parents are responsible for transportation (unless arranged by school).

- ◆ The program must be operated in compliance with federal, state and local regulations (including child labor laws).
- ◆ The employer will receive a brief orientation prior to having students at the work site.
- ◆ The student must comply with the dress code at the shadowing site (if applicable).
- ◆ No commitment of employment by the employer is expected.
- ◆ Employers may award certificates or recognition for students to provide increased motivation.
- ◆ Notify the student of lunch procedure (eat-out, bring lunch, etc.).

## **STUDENT RESPONSIBILITIES**

- ◆ Completes all necessary forms and have signed permission by parent/guardian/ representative
- ◆ Be responsible for transportation to and from the work site (unless arranged by the school)
- ◆ Calls the employer/mentor at least two days prior to the shadowing experience Note: if the student does not make the contact, please call the contact at the sending school
- ◆ Requests permission from parent/guardian to participate in shadowing
- ◆ Reads and completes appropriate forms before and after the shadowing experience
- ◆ Provides own lunch during shadowing experience, if applicable
- ◆ Works with the school contact to confirm appointment with the business contact by telephone at least two days prior to the shadowing experience and asks for directions, parking information and location of contact person
- ◆ Demonstrates punctuality, honesty, good grooming habits, appropriate dress, and willingness to learn
- ◆ Follows the rules and regulations of the shadowing site in addition to the school's Code of Conduct
- ◆ Serves as an observer, not a worker
- ◆ Contacts business/school immediately if unable to report to the shadowing site
- ◆ Completes shadowing assignment and any school assignments missed while shadowing
- ◆ Shares his/her shadowing experience as assigned by teacher or school coordinator
- ◆ Sends a thank-you note to the business

# ***Service Learning***

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## **DEFINITION**

Service learning activities are structured experiences for one or more students in any grade at a work site or community agency. Students work on specific activities each week during or after school. Under close adult supervision, students develop work skills and learn how to conduct themselves in work situations. Service learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA) covering the four stages of preparation, action, reflection, and celebration.

In some school districts a service learning course may be taken for one unit of credit. While in this course, students spend part of their course hours volunteering in nonprofit organizations that match their career goals and skills.

## **OBJECTIVES**

- ♦ Link volunteer service and academic learning
- ♦ Provide concrete opportunities for young people to learn new skills, think critically, and test new roles in an environment that encourages risk-taking and rewards competence
- ♦ Encourage students to perform service that makes a contribution to the community (in this context, the school may be defined as the community)
- ♦ Promote personal, intellectual, and social growth in students
- ♦ Develop civic responsibility
- ♦ Provide career awareness and exploration experiences
- ♦ Expand workplace basic skills

## **SERVICE LEARNING GUIDELINES**

- ♦ All students who meet the criteria are given the opportunity to participate; each school may establish specific selection criteria.
- ♦ Service learning projects may be individual or group.
- ♦ Service learning is a non-paid learning experience for the student.
- ♦ Appropriate forms and agreements must be signed by students, parents, school personnel and the organization.
- ♦ Students and parents are responsible for transportation unless arranged by the school.

- ◆ The program must be operated in compliance with federal, state, and local regulations (including child labor laws).

## **STUDENT RESPONSIBILITIES**

- ◆ Requests permission from parent/guardian to participate in the service learning program, if applicable
- ◆ Reads and complete appropriate forms before and after the service learning experience
- ◆ Demonstrates punctuality, honesty, good grooming habits, appropriate dress, and willingness to learn
- ◆ Follows the rules and regulations of the service learning site in addition to the school's Code of Conduct
- ◆ Notifies teacher when problems arise at service learning site
- ◆ Cannot report to site if absent from school
- ◆ Accepts no monetary compensation for the service learning experience
- ◆ Shows respect for clients, community members, and site sponsors involved in the service learning project

# ***Internship***

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## **DEFINITION**

An Internship is a one-on-one relationship that provides “hands-on” learning in an area of student interest. A learning contract outlines the expectations of and responsibilities of both parties. The protégé works regularly during or after school for three or four hours a week in exchange for the mentor’s time in teaching and demonstrating. The internship generally lasts from three to six months and may or may not include financial compensation.

## **OBJECTIVES**

- ◆ Encourage the development of students’ interpersonal skills: cooperation, courtesy, promptness, dependability, and respect in the workplace
- ◆ Provide individualized career exploration based on the unique interests of each student
- ◆ Improve students’ communication, problem-solving and team-building skills
- ◆ Promote a better understanding of the relationship between rigorous and relevant education and employment success
- ◆ Develop student’s awareness of the educational and technical skills required for entry level and advancement in specific careers
- ◆ Familiarize students with the work site environment
- ◆ Increase students’ level of competency based on the training plan
- ◆ Connect work-based learning experiences to school-based learning
- ◆ Facilitate the transition from school to careers

## **INTERNSHIP GUIDELINES**

- ◆ Internships generally last several months with an average of three to four hours per week.
- ◆ Internships may be paid or non-paid.
- ◆ Students receive no monetary compensation during school hours.
- ◆ Appropriate forms and agreements must be signed by students, parents, school personnel and the employer.
- ◆ Students and parents are responsible for transportation unless arranged by school.
- ◆ The internship experience must be operated in compliance with federal, state and local regulations (including child labor laws).
- ◆ The student must comply with the dress code at the internship site (if applicable).
- ◆ Students do not displace regular employees.

## **STUDENT RESPONSIBILITIES**

- ◆ Completes all necessary forms and have signed permission by parent/guardian
- ◆ Remains on the job throughout the agreed upon internship time
- ◆ Requests permission from parent/guardian to participate in the internship program
- ◆ Reads and complete appropriate forms before and after the internship experience
- ◆ Provides own lunch (if applicable)
- ◆ Works with the school coordinator to confirm the internship and ask for the location of the business, the contact person, the beginning date of the internship, directions and parking information
- ◆ Demonstrates punctuality, honesty, good grooming habits, appropriate dress, and willingness to learn
- ◆ Follows the rules and regulations of the school and the internship site
- ◆ Contacts the business/school immediately if unable to report to work
- ◆ Maintains regular attendance at school and at the internship site
- ◆ Notifies teacher/coordinator when problems arise at the internship site
- ◆ Keeps an accurate time card (signed by supervisor/mentor) and turns it in to teacher/coordinator
- ◆ Remains in the internship for the specified amount of time unless mutual agreement for dismissal has been reached
- ◆ Sends a thank-you note to the business
- ◆ Participates in preparation activities, having understanding of employability skills and agree to and sign the training agreement
- ◆ Be able to provide transportation to and from work site (unless arranged by the school)
- ◆ Have health insurance coverage or be encouraged to purchase 24-hour school student accident insurance

## **STUDENT PROFILE**

- ◆ Be at least 15 years of age and be in “good standing” (grades, attendance and discipline) with the school and allowed to participate at the discretion of the principal
- ◆ Have interests/abilities in the specific internship opportunity
- ◆ Possess the ability necessary to perform required tasks
- ◆ Participate in preparation activities, having understanding of employability skills and agree to and sign the training agreement

# ***Cooperative Education***

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## **DEFINITION**

Cooperative Education programs coordinate high school or post-secondary studies with a job in a field related to academic or technical education objectives for students during their junior or senior year. Students and participating businesses develop written training and evaluation plans to guide workplace activities in coordination with classroom instruction. Students receive course credit for both their classroom and work experiences. Academic credit, compensation, and activities vary with the course of study.

## **OBJECTIVES**

- ◆ Provide opportunities for students to receive work experience in business/industry related to their technology courses and career objectives
- ◆ Encourage the development of students' interpersonal skills: cooperation, courtesy, promptness, dependability, and respect in the workplace
- ◆ Improve students' communication, problem-solving and team-building skills
- ◆ Develop students' awareness of the educational and technical skills required for entry level and advancement in specific occupations
- ◆ Provide the coordination of school and work activities through job visitation by the teacher/coordinator
- ◆ Provide a systematic progression of skills and techniques through a definite pattern of learning experiences on the job
- ◆ Provide school credit for combined employment training and related classroom instruction
- ◆ Facilitate the transition from school to workplace and/or post-secondary training/education
- ◆ Provide opportunities for building a stronger relationship between business and education

## COOPERATIVE EDUCATION GUIDELINES

- ◆ Students must be enrolled in related technology education courses and meet participation criteria.
- ◆ A coordinator is designated by the principal to coordinate the cooperative education program.
- ◆ Students' work-based experiences must be related to the technology courses.
- ◆ The cooperative education program must be operated in compliance with the federal and state labor laws.
- ◆ Students must remain on the job throughout the designated training period unless the employer, coordinator, and student agree for dismissal.
- ◆ Appropriate forms and agreements must be signed by students, parents, school personnel and employers.
- ◆ A Training Agreement and Training Plan should be completed by the teacher and/or the coordinator before a student is placed in a cooperative education position.
- ◆ Supervision of training at the work site is performed by a supervisor designated by the employer.
- ◆ Safety instruction is given in class and at the work site.
- ◆ Students should work an average of 20 hours per week.
- ◆ The employer should employ and compensate the student in conformity with federal, state, and local regulations in a manner not resulting in exploitation of the students.
- ◆ Students should show proof of health insurance coverage through a family policy or be encouraged to purchase the 24-hour school accident insurance.
- ◆ Students are responsible of transportation to and from the work site as well as auto insurance.
- ◆ Personal injury arising out of and in the course and scope of work employment is covered by the employer through Workers' Compensation. If the employer does not provide coverage, the school district's Workers' Compensation will cover the student.
- ◆ Employers/supervisors evaluate students' work-based learning progress.
- ◆ Successful completion of the related class and other cooperative education program requirements.
- ◆ Property damage due to an unintentional negligent act is covered by the district's general liability insurance.

## STUDENT RESPONSIBILITIES

- ◆ Meets employment requirements and prepares for interview process
- ◆ Demonstrates honesty, punctuality, courtesy, a cooperative attitude, good grooming habits, appropriate dress, and a willingness to learn
- ◆ Notifies coordinator when problems arise on the job
- ◆ Contacts the employer/coordinator in a timely manner if unable to report to work or if late
- ◆ Keeps an accurate **monthly** Time Card and submits to coordinator with supervisor's signature
- ◆ Agrees to remain in a cooperative education training position throughout the designated training period unless mutual agreement for dismissal has been reached among employer, coordinator, and student
- ◆ Notifies coordinator of changes in work schedule
- ◆ Follows the rules and regulations of school and the work site
- ◆ Maintains a Worksite Training Journal (preferably in a three-ring notebook)
- ◆ Reads and completes necessary forms

## STUDENT PARTICIPATION CRITERIA

- ◆ Be at least 16 years of age
- ◆ Be enrolled in an eligible technology education course
- ◆ Provide transportation to and from the work site including auto insurance
- ◆ Show proof of health insurance coverage through family insurance or the 24-hour school student accident insurance, if applicable
- ◆ **Maintain a C average in all courses or a B average in the related technology course (If student is placed during the first nine weeks, use average of the preceding year.)**
- ◆ Agree to remain on the job throughout the designated training period
- ◆ Possess marketable skills necessary to perform required tasks
- ◆ Be in regular attendance at school and at the work site
- ◆ Have permission from parent/legal guardian to participate in the cooperative education program
- ◆ Have approval from teacher and coordinator to participate in cooperative education
- ◆ Be willing to go through the interview process
- ◆ Agree to complete all necessary forms and reports

# ***Apprenticeship***

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## **DEFINITION YOUTH APPRENTICESHIP**

A Youth Apprenticeship begins in the eleventh grade for students who are age 16 and older. This activity combines classroom instruction (at both secondary and post-secondary levels) with one to two years of on-the-job learning, and results in a “certification of mastery” of specific technical skills. A youth apprentice may matriculate to a registered apprenticeship program after high school. These types of apprenticeships may or may not include financial compensation.

The purpose of a youth apprenticeship experience is to provide students the opportunity to connect what they learn in the school setting with work site application to enable a smooth transition into the work force or post-secondary education upon high school graduation. Students may benefit in a number of ways to include:

- ◆ Developing a basic foundation of academics and mastery of technical skills
- ◆ Making a smooth transition from one level of education to the next
- ◆ Earning both secondary and post-secondary educational course credit
- ◆ Connecting to an adult apprenticeship upon high school graduation
- ◆ Preparing for the twenty-first century technical workforce, high wage jobs and lifelong learning

## **DEFINITION REGISTERED YOUTH APPRENTICESHIP**

Registered Youth Apprenticeship is an adult educational program that is registered with the US Department of Labor’s Bureau of Apprenticeship and Training. The traditional apprenticeship program is designed for adults, but may be linked to an approved youth apprenticeship program in grades 11-12. Apprenticeships are formal relationships between an employer and employee during which the worker, or apprentice, is paid while learning a specific occupation in a structured program.

The purpose of a Registered Youth Apprenticeship experience is to prepare workers to meet the workforce expectations of employers at high levels and earn a “journey-person’s” level of certification.

**SAMPLE**

**Parent/Guardian/Teacher Shadowing Permission Contract**

My child, \_\_\_\_\_, has my permission to participate  
in a job shadowing at \_\_\_\_\_  
\_\_\_\_\_ on \_\_\_\_\_,  
\_\_\_\_\_

I will be responsible for arranging transportation for my child to and from the job shadowing site. My permission is given for my child to receive emergency medical treatment in case of injury or illness. **I understand that school personnel will not be present when the student is at the work site.**

Student's Social Security # \_\_\_\_\_  
Last 4 digits only

Transportation arrangements: \_\_\_\_\_ Drive Self \_\_\_\_\_ Ride with Parent/Guardian  
Auto Insurance Policy # \_\_\_\_\_ Dates of Coverage (From) \_\_\_\_\_ (To) \_\_\_\_\_  
Insurance Company Name \_\_\_\_\_  
Emergency Contact Person \_\_\_\_\_  
Student's Home Phone \_\_\_\_\_ Parent's/Guardian's Work Phone \_\_\_\_\_  
Health Problems of Student \_\_\_\_\_  
Medications Presently Taking \_\_\_\_\_

I understand the importance of job shadowing to my education in \_\_\_\_\_ School District \_\_\_\_\_, and I know that it is a privilege to participate in this program. By signing this contract, I agree to make arrangements to complete **ALL** program requirements. It is my understanding that students receive a school-excused absence **ONLY** if they meet all deadlines prescribed for shadowing and submit all paperwork. Students agree to arrange with their teachers for make-up work prior to the job shadowing is treated as a field trip.

**I have read the above information and fully understand and agree with the content.**

_____ <i>Parent/Guardian Signature</i>	_____ <i>Date</i>
_____ <i>Student Signature</i>	_____ <i>Date</i>

**Teacher Notification**

Teachers, please sign below to indicate you have been notified of the above student's job shadowing assignment.

_____ <i>Teacher's Signature</i>	_____ <i>Teacher's Signature</i>	_____ <i>Teacher's Signature</i>
_____ <i>Teacher's Signature</i>	_____ <i>Teacher's Signature</i>	_____ <i>Teacher's Signature</i>
_____ <i>Teacher's Signature</i>	_____ <i>Teacher's Signature</i>	_____ <i>Teacher's Signature</i>

**SAMPLE**

**Work-Based Request**

PROGRAM TYPE:  Apprenticeship  Coop  Internship  Mentor  Service Learning

Complete the following form in ink (or type). Deadline for fall term is June 1. Deadline for spring term is December 1.

**Student Demographics:**

Name \_\_\_\_\_ SUNS # \_\_\_\_\_  
First, Middle, Last

High School \_\_\_\_\_ Grade \_\_\_\_\_

Birth Date \_\_\_\_\_ Driver's License \_\_\_\_\_  
Day, Month, Year

Home Email Address \_\_\_\_\_ Home Phone \_\_\_\_\_

Home Address \_\_\_\_\_  
\_\_\_\_\_

Parent's Name \_\_\_\_\_ Home Phone \_\_\_\_\_

**Program Information:**

Employer Information

Company Name \_\_\_\_\_ Supervisor Name \_\_\_\_\_

Supervisor Title \_\_\_\_\_ Work Phone \_\_\_\_\_

Email address \_\_\_\_\_ Fax Number \_\_\_\_\_

**Duration & Credits requested:**

_____ Term 1 (Fall)	_____ Term 2 (Spring)	_____ Both
Choose one:	Choose one:	_____ Credits Term 1
_____ 1 unit = 180 Work-Based hours	_____ 1 unit = 180 Work-Based hours	_____ Credits Term 2
_____ 2 units = 360 hours	_____ 2 units = 360 hours	_____ Total Credits
_____ 3 units = 540 hours	_____ 3 units = 540 hours	_____ Requested for Year

**For School-to-Career Office Only**

\_\_\_\_\_ Coop \_\_\_\_\_ Internship \_\_\_\_\_ Apprenticeship \_\_\_\_\_ SASI Course Number

\_\_\_\_\_ Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Credits \_\_\_\_\_ Term

\_\_\_\_\_  
*Appropriate School Coordinator's* Signature

\_\_\_\_\_  
Date

**SAMPLE**

**INSURANCE AND EMERGENCY INFORMATION**

PROGRAM TYPE:  Apprenticeship  Coop  Internship  Mentor  Service Learning

**1. PERSONAL DATA**

Student's Name \_\_\_\_\_ SUNS # \_\_\_\_\_

Parent's Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Mother's Work Phone \_\_\_\_\_ Father's Work Phone \_\_\_\_\_

Parent's Cell Phone \_\_\_\_\_

**Please indicate any other names and phone numbers which should be used in an emergency (beeper, cell, etc.)**

\_\_\_\_\_

**2. TRANSPORTATION INFORMATION**

Transportation Arrangements \_\_\_\_\_ Drive Self \_\_\_\_\_ Ride with Parent/Guardian \_\_\_\_\_

Auto Insurance Company Name \_\_\_\_\_

Policy Holder Name \_\_\_\_\_ Policy Number \_\_\_\_\_

Dates of Coverage \_\_\_\_\_ to \_\_\_\_\_

Agent \_\_\_\_\_ Agent's Phone Number: \_\_\_\_\_

**3. STUDENT MEDICAL INFORMATION**

Health/Accident Company \_\_\_\_\_ Policy Holder Name \_\_\_\_\_

Policy Number \_\_\_\_\_ Telephone \_\_\_\_\_

Emergency Contact Person \_\_\_\_\_ Emergency Phone Number \_\_\_\_\_

Physician's Name \_\_\_\_\_ Physician's Phone Number \_\_\_\_\_

Allergic to medications? ( ) Yes ( ) No If yes, what medications? \_\_\_\_\_

\_\_\_\_\_

List all medications presently taking \_\_\_\_\_

List any physical or medical limitations \_\_\_\_\_

**4. INSURANCE COVERAGE**

**(Note: Please identify who is providing coverage by placing an (X) in the appropriate space.) Answer for each category.**

<b>INSURANCE COVERAGE</b> Yes/No	<b>Family</b>	<b>District</b>	<b>Employer</b>
Liability and/or Bonding	_____	_____	_____
Workers' Compensation	_____	_____	_____
Health/Accident	_____	_____	_____

**SAMPLE**

**Parent/Guardian Permission**

Program Type:  Apprenticeship  Coop  Internship  Mentor  Service Learning

Student Name \_\_\_\_\_  
Student SUNS# \_\_\_\_\_  
Home School \_\_\_\_\_  
Grade \_\_\_\_\_

Name of Employer \_\_\_\_\_  
Address of Employer \_\_\_\_\_  
Nature of Work \_\_\_\_\_  
Employer Contact \_\_\_\_\_  
Phone \_\_\_\_\_ Cell \_\_\_\_\_

***Parent/Guardian Assurances***

1. I give permission for my child to participate in a work-based training program.
2. I have read the work-based training manual and agree to comply with the contents. My child agrees to comply with the training manual guidelines contents as a condition for participation in a work-based training program.
3. I understand that school personnel will not be present when my son/daughter is at the work site.
4. I will be responsible for arranging transportation for my son/daughter to and from the work site.
5. I agree to provide liability insurance coverage on the vehicle transporting my son/daughter to and from the work site.
6. I agree for my son/daughter to receive emergency medical treatment in case of injury or illness.
7. I understand my son/daughter must adhere to the school district's code of conduct and the program guidelines and procedures and the employer's work site rules and regulations.
8. The district shall not be liable for any injuries sustained by the student's participation in this program. I have read the above information and fully understand and agree with the content.

\_\_\_\_\_  
Parent/Guardian Name (Print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone Number (work, cell)

**Must be submitted by deadline date as a part of the work-based application.**

**SAMPLE**

**Student Agreement**

PROGRAM TYPE:  Apprenticeship  Coop  Internship  Mentor  Service Learning

1. I agree to comply with all procedures, guidelines and responsibilities as outlined in the work-based training manual.
2. I agree to adhere to the rules and regulations of the district and company while participating in the work-based training program.
3. I agree to keep company information confidential.
4. **I agree to complete a termination statement and submit to my teacher-of-record within 2 days of work site separation.**
5. I agree that all information I have submitted to participate in the work-based program is accurate.
6. I will notify the teacher-of-record of any and all information that changes during my work-based training.

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
SUNS#

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**SAMPLE**

**Student Observation Report**

PROGRAM TYPE:  Apprenticeship  Coop  Internship  Mentor  Service Learning

Student Name \_\_\_\_\_

Employer/Business Site \_\_\_\_\_

School \_\_\_\_\_ Telephone Number \_\_\_\_\_

Address \_\_\_\_\_

Required safety items (if applicable) \_\_\_\_\_

Required tools/equipment (if applicable) \_\_\_\_\_

Date \_\_\_\_\_ Time Arrived \_\_\_\_\_ Time Left \_\_\_\_\_

**Please answer the following questions:**

1. Describe the mentor/supervisor/employee's occupation and duties.
2. Describe the working conditions associated with the mentor/supervisor/employee's position (i.e., physical working conditions, amount of overtime required, stress level, amount of responsibility, amount of travel required, etc.).
3. What is the mentor/supervisor/employee's educational background? What school subjects does he/she feel would be most helpful to prepare for this position?
4. What does the employee find most difficult, stressful, etc., about the position?
5. What recommendations did the mentor/supervisor/employee offer to someone who is interested in entering a similar position?
6. What does the mentor/supervisor/employee enjoy most about this position?
7. In the mentor/supervisor/employee's opinion, what types of attitude and personality traits are important in order to be successful in his/her career field?
8. What opportunities are there for advancement in this career field?
9. Describe this mentor/supervisor/employee's role in supervision. (Does he/she supervise other people? What is involved in supervision? Who supervised his/her position?)
10. What are the starting salaries and educational requirements for people who hold positions similar to the one you are observing?
11. What does this company do to encourage its employees to continue their education?
12. What are some good ways of students to find out more about this career?

**Note:** Return to school coordinator

**SAMPLE**

**Work-Based Agreement Form**

PROGRAM TYPE:  Apprenticeship  Coop  Internship  Mentor  Service Learning

Student Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_ SUNS# \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_

Employer / Work Site \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_ Cell \_\_\_\_\_

School \_\_\_\_\_

Coordinator \_\_\_\_\_ Telephone Number \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Telephone Number \_\_\_\_\_

**All parties jointly agree to the following:**

1. A monetary wage  will  will not be paid. If paid, students must receive fair compensation for their work (at least minimum wage). Hourly Rate of Pay \_\_\_\_\_
2. The experience shall be at a business/industry site directly related to the occupational interest expressed by the student.
3. The parent/guardian shall be responsible to the school for the conduct of the student who is participating in the experience.
4. Safety instructions will be provided by the business/industry.
5. Adequate insurance coverage for the student will be provided by:  
\_\_\_\_\_  
(List who has coverage: school, parents, business, etc.)
6. This agreement may be terminated after consultation with the coordinator, for due cause, or for unforeseen business conditions.
7. The training site shall conform to all federal, state, and local labor laws while providing the student with a variety of observation/work-site experiences.
8. The site shall provide an evaluation of the student after the experience.
9. The student will remain at the site for an agreed upon time period.
10. The student will report to the site on:

*Date* \_\_\_\_\_ *from* \_\_\_\_\_ *a.m. until* \_\_\_\_\_ *p.m.*

**SAMPLE**

- 11. The parent/guardian will provide transportation for the student to and from the site.
- 12. Students will be accepted and assigned to site without regard to race, color, national origin, sex, handicap, or disadvantage.

\_\_\_\_\_  
School Administrator

\_\_\_\_\_  
Employer/Business/Industry

\_\_\_\_\_  
Coordinator

\_\_\_\_\_  
Student

Copy to:   Employer/Business/Industry  
              Parent  
              Coordinator  
              Student's File

**SCHEDULE**

**A SCHEDULE**

**B SCHEDULE**

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**SAMPLE**

**Employer Intent**

PROGRAM TYPE:  Apprenticeship  Coop  Internship  Mentor  Service Learning

**Program Overview**

Work-Based training programs include cooperative education, internship, and apprenticeship opportunities. These structured, supervised experiences are designed to provide the student with (1) broad-based instruction in workplace expectations, and (2) expansion of identified competencies related to a specific career.

**Intent**

Name of Business \_\_\_\_\_

Address \_\_\_\_\_

Supervisor \_\_\_\_\_

Phone \_\_\_\_\_ FAX \_\_\_\_\_ E-mail \_\_\_\_\_

Student Name \_\_\_\_\_

Student Job Description/Responsibilities \_\_\_\_\_

I have been given a copy of the work-based training manual outlining the program's policies and responsibilities. I have discussed the work-based training program with the student listed above. I agree to provide training as outlined in a training plan and document the student's progress. I understand that an official work-based training contract must be completed before the student may be released to go to the work site.

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**SAMPLE**

**Employer Evaluation Report**

PROGRAM TYPE: \_\_ Apprenticeship \_\_ Coop \_\_ Internship \_\_ Mentor \_\_ Service Learning

Student \_\_\_\_\_

Employer/Mentor/Supervisor \_\_\_\_\_

Business Site \_\_\_\_\_

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

	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Cooperation				
Enthusiasm/Interest				
Courtesy				
Proper Attire				
Willingness to accept guidance				
Willingness to conform to rules and regulations				
How would you rate the experience?				

List competencies for the experience or an explanation of work-based competencies.

How could this program be improved?

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Comments

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**Note:** Individual schools may require additional evaluations for students who are participating in internships, cooperative education, and apprenticeships.

Return this form to coordinator

## Website Resources:

[www.mebasc.com/business/resources](http://www.mebasc.com/business/resources)

Career Fair Booklet - A guide developed by MEBA to provide information on how to host a career fair.

Speakers Guide - The Speakers Guide is a listing of business partners who are available to speak to students and educators on their career and area of interest.

Volunteer Booklet - The Health Sciences and Human Services Alliance produced the guide to increase student awareness and understanding of the various volunteer activities available in health careers in the Midlands area.



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Greater Columbia Chamber of Commerce by a grant from the SC Department of Commerce  
Post Office Box 1360  
Columbia, South Carolina 29201

[www.mebasc.com](http://www.mebasc.com)

*All students and employers are encouraged to participate without regard to race, color, sex, religion, national origin, marital status, disability or other areas of unlawful discrimination.*

Fall 2006