

# Student Internship Program Manual



For Career & Technical Education  
Pathways

# **CAREER AND TECHNICAL EDUCATION PATHWAYS**

Animal Science

Ag-Biotechnology

Business Management & Administration

Health Occupations/C.N.A.

Computer Connectivity

Connectivity/Repair

Construction

Culinary Arts

Database Management

Desktop Publishing & Web Design

Early Childhood

Electricity/Electronics

EMT

Entrepreneurship

Health Informatics

Horticulture

Hospitality

Marketing

Multimedia

Precision Machining

Respiratory Therapy

Sports Medicine/Rehabilitation Therapy

Television Production

## INTRODUCTION

This handbook will assist the internship sites, parents, students and other individuals participating in a Career and Technical Education (CTE) internship program. Enclosed are details regarding the program design, school curricula, competencies, evaluation processes and various other internship requirements. State Competencies are furnished upon request or by visiting [www.DESE.mo.gov](http://www.DESE.mo.gov).

Each CTE Pathway is unique and not all of the participating Internship Partners/Sites will be involved to the same degree within each program. Internship supervisors should discuss all rules and regulations pertinent to their site with the CTE Instructors prior to the acceptance of a student intern. This communication should be an on-going process throughout the internship experience.

The magnitude of the contributions and commitments provided by each individual and site participating in the internship program is greatly appreciated. Internship experiences allow students the opportunity to be better trained and prepared to enter the world of work, continue their education or enlist in the military services.

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St. Louis Public Schools District Calendar

## **ADVISORY COMMITTEES**

An Advisory Committee is a group of persons selected to collectively provide recommendations and advice regarding the Career and Technical Education and/or workforce development at the secondary, post-secondary and adult levels.

Advisory Committee members are predominantly from outside the field of education and are selected because of their expertise and experience in business, industry and labor. Their purpose is to collectively act as consultants and provide service to schools, students and educators regarding current job skills, program delivery needs, and the relevancy of the program's content.

Members are selected to serve on the committees because of their expertise, contacts, and commitment to workforce development, education and training. Each member provides support for local education and training efforts, and advocacy of the program and site.

The Advisory Committee for each CTE pathway strengthens cooperation and linkages between the school and the community. Members of each committee advise on curriculum content, equipment, facilities, and placement of interns and graduates.

Serving on an Advisory Committee would be greatly appreciated by the school, student, and instructor. Therefore, if you are interested in serving on a committee, please contact your CTE pathway instructor.

## **GUIDELINES**

The Career and Technical Education Internship Program provides qualified students with practical, on the job experience in local business and industry.

The following policies shall govern the implementation of internships sponsored by the St. Louis Public Schools Career and Technical Education Division.

1. Qualifications:
  - A. Students currently enrolled in the senior year of a two-year Career & Technical Education Pathway.
  - B. Students with a minimum of 16 credit hours of the 24 credit hours required for graduation.
  - C. Students recommended by the appropriate CTE Instructor on the basis of demonstrated knowledge, skills, attitudes, and behaviors.
2. A Training Plan for each internship placement will be established by the CTE Instructor for the Internship Site to utilize during the internship.
3. Supervision of students will be conducted by the site supervisor and the CTE Instructor as stated in the Internship Program Manual. Guidelines for internship supervision are provided by the Career Education Office of the Department of Elementary and Secondary Education.
4. The site supervisor shall apprise the instructor in a timely manner of any problems regarding student performance, attendance, dependability, promptness, loyalty, integrity, attitude, behavior. Intervention strategies will be implemented by the CTE Instructor.
5. Evaluation of skill competencies performed during internships will be completed by site supervisors on the appropriate forms provided in this manual. Intern evaluations from site supervisors will be considered by the CTE Instructors to constitute the student's internship grade.
6. All interns in this Career and Technical Internship Program Manual including Policies and Procedures, Internship Agreement, Training Plan, Student Journal, Internship Site Visit Summary must be agreed upon and signed by the student, student's parent/guardian, site supervisor, CTE Instructor and the principals.
7. All interns in a medical occupation internship are required to strictly adhere to the patient privacy policy outlined in Health Insurance Portability and Accountability Act (HIPAA).

# **POLICIES AND PROCEDURES**

## **PROFESSIONAL BEHAVIOR POLICY**

- Appropriate and professional behavior is expected at school and the internship site.
- Students are obligated by the St. Louis Public School's Uniform Code of Student Rights and Responsibilities Related to Conduct, including the Student Acceptable Use Policy and Regulation regarding technology.
- Students should adhere to ALL internship site rules, regulations and policies.
- Students failing to conduct themselves in an appropriate manner will be suspended or removed from the Career & Technical Internship Program. Being removed or quitting the internship site will likely result in failure of the course for the semester and prevent the student from participating in the graduation ceremony.

## **ATTENDANCE/ABSENTEE POLICY**

- Students are required to report to their internship sites every Monday and Wednesday OR Tuesday and Thursday and in some cases every other Friday. On these internship days, the student should not go to school unless he/she has a first period class or specifically directed by his/her CTE Instructor.
- In the event of an absence and on each day of an absence, students must call their Career & Technical Instructor and site supervisor by 8:30 a.m. or other time designated by their CTE Instructor. If the instructor is not available, students must contact their school and leave their instructor a message with school personnel. Absence notes from parent/guardian should be presented to the site supervisor or CTE Instructor.
- If students become ill during the internship visit and are too ill to remain onsite, the site supervisor can send the student home and should immediately notify the CTE Instructor.
- Students are not required to report to the internship site on St. Louis Public School (SLPS) "no school" days unless other arrangements are approved by the CTE Instructor. A school calendar is included in this manual noting "no school" days for students.
- Failure to follow procedure regarding absence, tardy, or illness may result in loss of internship placement.

Two (2) unexcused absences: students' academic grade will be lowered by one letter grade.

Three (3) unexcused absences: results in a probationary contract and requires a conference with the student, parent/guardian, CTE Instructor and principal. The status of the student will be determined.

- Punctuality is expected.

## **POLICIES AND PROCEDURES (CONTINUED)**

- FAILURE TO SUCCESSFULLY COMPLETE THE CAREER & TECHNICAL INTERNSHIP PROGRAM WILL PREVENT THE STUDENT FROM PARTICIPATING IN THE GRADUATION CEREMONY.

### **DRESS POLICY**

Failure to adhere to the dress policy will affect your grade and/or internship placement.

1. School uniforms or business-casual attire is required unless a specific uniform for that internship is mandated.

#### **Examples of Business-Casual Tops**

- Plain white or navy polo shirts. No emblems/logos.
- Plain white or navy sweaters or sweatshirts. No emblems/logos.
- Shirts must be tucked-in at all times.
- Shirts visible under school uniforms must be solid navy or white.

#### **Examples of Business-Casual Bottoms**

- Tan or khaki pants, shorts, or skirts.

#### **Shoes**

- Tennis shoes or dress shoes only.

#### **Items Not Permitted**

- Sagging pants.
- Jeans or denims.
- Sweat pants.
- Cut-offs or cut up clothing.
- Micro or mini skirts or pants (shorts and skirts must fall below fingertips in length).
- Flip-flops or sandals.

2. Hair should be nicely groomed.

3. No excessive perfumes or colognes.

4. Recommend only 1 earring per lobe; no large looped earrings or excessive jewelry.

5. A watch is recommended.



# INTERNSHIP AGREEMENT

## INTERNSHIP SITE INFORMATION

Name of Firm: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State: \_\_\_\_\_  
Date Internship Begins: \_\_\_\_\_

Contact Person/Supervisor: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Zip: \_\_\_\_\_  
Date Internship Ends: \_\_\_\_\_

## THE INTERNSHIP SITE AGREES TO:

1. Enhance the students training and experiences in the following area of:  
\_\_\_\_\_.
2. Provide a work schedule of sufficient length to develop competencies for the occupation.
3. Work with school staff to provide quality on-the-job work experiences as outlined in the Training Plan.
4. Evaluate students' skill competencies and complete a progress report for each marking period.
5. Not terminate the student without consultation with the CTE Instructor.

## THE STUDENT AGREES TO:

6. Follow the policies and procedures of the internship site and the school (St. Louis Public School's Uniform Code of Student Rights and Responsibilities Related to Conduct, including the Student Acceptable Use Policy and Regulation regarding technology).
7. Refrain from the use of any type of messenger system (e-mail) and the abuse of site's computers (games, etc.), or telephone.
8. Complete the assignments of the Site Supervisor and the CTE Instructor.
9. Maintain required attendance and complete the internship program.

**FAILURE TO SUCCESSFULLY COMPLETE THE CAREER & TECHNICAL INTERNSHIP PROGRAM WILL PREVENT THE STUDENT FROM PARTICIPATING IN THE GRADUATION CEREMONY.**

- ✓ Student will have a 90% daily attendance rate to participate in the CTE Internship: \_\_\_\_\_
- ✓ Student will complete Senior Internship to participate in the Graduation Ceremony: \_\_\_\_\_

## THE PARENTS AGREE TO:

10. Provide consent for their son/daughter to participate in the internship program.
11. Direct any and all internship concerns to the CTE Instructor and not the internship site supervisor.
12. Support the guidelines, policies and procedures established by the school or the good conduct and responsible behavior of their son/daughter.

## THE INSTRUCTOR:

13. Ascertain students' experience and demonstrated knowledge, performance skills and classroom citizenship.
14. Visit the internship site, assist in student supervision, and document site visits on a weekly basis.
15. Provide related instruction and supervision as detailed in the training plan.

## INTERNSHIP AGREEMENT (CONTINUED)

**THE SCHOOL AND ITS REPRESENTATIVE AGREES TO:**

16. Identify internship sites to enhancement the skills and training of each participating student.

**I HEREBY AGREE TO ALL POLICIES AND PROCEDURES OF THE INTERNSHIP AGREEMENT AS DELINEATED THROUGHOUT THE SENIOR INTERNSHIP PROGRAM MANUAL.**

\_\_\_\_\_  
Student /Date

\_\_\_\_\_  
Internship Site Contact Person /Date

\_\_\_\_\_  
Principal /Date

\_\_\_\_\_  
Parent /Date

\_\_\_\_\_  
CTE Instructor /Date

## TRAINING PLAN AGREEMENT

STUDENT \_\_\_\_\_

PATHWAY \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_ PHONE \_\_\_\_\_

INTERNSHIP SITE \_\_\_\_\_

SITE SUPERVISOR \_\_\_\_\_ PHONE \_\_\_\_\_

The following Training Plan details the training experiences provided to the student during his/her internship experience and the responsibilities of interested parties.

### CTE INSTRUCTOR:

- Certifies student is qualified for the internship as demonstrated by students' knowledge, skills and attitude.
- Conducts weekly visits to the internship site to assist in student supervision.
- Maintain written records and notations of all site visits.

### STUDENT:

- Will diligently perform all tasks assigned by his/her training site supervisor.
- Will comply with all SLPS and internship site policies and procedures.
- Will consult with his/her school CTE Instructor regarding any concerns with the internship.
- Acknowledges that **FAILURE TO SUCCESSFULLY COMPLETE THE CAREER & TECHNICAL INTERNSHIP PROGRAM WILL ELIMINATE THE STUDENT FROM PARTICIPATION IN THE GRADUATION CEREMONY.**

### PARENTS:

- Agrees to share responsibility with the school for the good conduct and responsible behavior of their son/daughter at the training site.
- Provide their unqualified consent for their son/daughter participation in the internship program.

### INTERNSHIP SITE/ SUPERVISOR:

- Provide ongoing supervision of the student and various internship experiences as listed in the Training Plan.
- Will consult with the CTE Instructor concerning the performance of the student and indicate areas of strength and weakness for the purpose of facilitating growth.

### SCHEDULE REQUIREMENTS:

- Minimum 10 hours per week.
- Every Monday & Wednesday OR Every Tuesday & Thursday and in some cases every other Friday.

# TRAINING PLAN

STUDENT \_\_\_\_\_

INTERNSHIP SITE \_\_\_\_\_

ARRIVAL TIME: \_\_\_\_\_ DEPARTURE TIME: \_\_\_\_\_

REQUIREMENTS: Every Monday and Wednesday OR Every Tuesday and Thursday and in some cases every other Friday/Minimum 10 hours per week.

Please note any specific arrangements regarding schedule: \_\_\_\_\_

## Training Plan Details:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

**ST. LOUIS PUBLIC SCHOOLS  
FIELD TRIP PERMISSION SLIP**

SCHOOL: \_\_\_\_\_ TRIP DATE: \_\_\_\_\_

GRADE/CLASS: \_\_\_\_\_

PLEASE NOTE THE FOLLOWING REGARDING THE FIELD TRIP:

Where: \_\_\_\_\_

Activity: **Internship**

Departure From School (Time): **N/A**

Return To School (Time): **N/A**

Person(s) in Charge: Internship Site Supervisor

1. I have been informed of the details of this educational field experience.
2. My child has my permission to participate in this supervised field experience.
3. I agree to instruct my child to obey all rules, regulations and instructions given by teachers and/or authorized school personnel. I further agree that no teacher or authorized personnel shall be held responsible or liable for injuries or other mishaps caused by my child's deliberate disobedience of rules, regulations or instructions.
4. This field experience is considered as school work and will be conducted as a regular class.

I GIVE PERMISSION FOR \_\_\_\_\_ TO TAKE THE FIELD TRIP TO:  
(Student's Name)

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THIS TRIP IS PLANNED TO EXTEND A UNIT OF STUDY WITHIN THE SCHOOL CURRICULUM.

YOUR SIGNATURE INDICATES THAT YOU HAVE READ AND AGREED TO THE ABOVE AND THAT WE HAVE YOUR PERMISSION TO TAKE YOUR CHILD ON THIS FIELD EXPERIENCE.

\_\_\_\_\_  
(Parent or Guardian Signature)

Home Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Person to contact in an Emergency: \_\_\_\_\_

Emergency Phone # \_\_\_\_\_



**St. Louis Public Schools  
Career and Technical Education  
Internship Program**

**Student Transportation Permission Form**

My son/daughter \_\_\_\_\_ has permission to participate in the Career and Technical Education Student Internship Program and use the public transportation provided by St. Louis Public Schools. Public transportation includes METRO buses. Bus passes will be provided each day for round trip transportation.

Date: \_\_\_\_\_

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

Relationship to Student: \_\_\_\_\_ Best Phone Number for Contact: \_\_\_\_\_

**OR**

My son/daughter \_\_\_\_\_ has permission to participate in the Career and Technical Education Student Internship Program and will provide his/her own transportation to and from the Internship Site. Students will not transport other students unless there is a parent permission form on file.

Date: \_\_\_\_\_

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

Relationship to Student: \_\_\_\_\_ Best Phone Number for Contact: \_\_\_\_\_



# STUDENT JOURNAL & REFLECTION FORM

STUDENT \_\_\_\_\_

INTERNSHIP SITE \_\_\_\_\_

- The journal is a day-by-day listing of the internship experiences documenting what the student learned or experienced.
- Copies of journal & reflection form should be submitted to the internship Site Supervisor and CTE Instructor.
- Students should keep a copy for their portfolio.

Date	Hours	Competencies	Activity

Daily Reflection:

Total Hours for this Log: \_\_\_\_\_



## INTERNSHIP SITE VISIT SUMMARY

*Copies each Friday to:*  
CTE Specialist

Instructor _____	Goal(s) for Visit	Achieved
Career Pathway _____	1. _____	Y or N
	2. _____	_____
Student(s) on Site _____	3. _____	_____
	4. _____	_____
	5. _____	_____
Date Appointment Scheduled _____		
Person(s) Scheduled to Visit _____		
_____	<u>Notes</u>	
_____		
Time In _____		
Time Out _____		
Location _____		
Address _____		
Phone Number _____		

Instructor _____	Goal(s) for Visit	Achieved
Career Pathway _____	1. _____	Y or N
	2. _____	_____
Student(s) on Site _____	3. _____	_____
	4. _____	_____
	5. _____	_____
Date Appointment Scheduled _____		
Person(s) Scheduled to Visit _____		
_____	<u>Notes</u>	
_____		
Time In _____		
Time Out _____		
Location _____		
Address _____		
Phone Number _____		

## INTERN EVALUATION

The information provided on this form will be considered in determining a quarter grade for your student intern. The student will not see this form; however, the CTE Instructor or Site Supervisor may share general comments for improvement purposes. Please return this completed form at the end of each quarter to the CTE Instructor.

Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Internship Site Address: \_\_\_\_\_

Please place one check in the appropriate space in each section. Provide comments if applicable.

### **Initiative – Tendency to go Ahead**

- Is resourceful; Looks for things to learn and do
- Is fairly resourceful; Does well by himself/herself
- Does routine work acceptably?
- Takes very little initiative; requires urging
- Takes no initiative; Has to be instructed repeatedly

### **Courtesy – Part of the Team**

- Is very courteous and very considerate of others
- Is considerate and courteous
- Usually polite and considerate of others
- Is not particularly courteous in action or speech
- Has been discourteous to the public and staff

### **Attitude Toward Constructive Criticism**

- Accepts criticism and improves greatly
- Accepts criticism and improvement noted
- Accepts criticism and tries to do better
- Doesn't pay much to criticism
- Doesn't profit by criticism; resents it

### **Knowledge of Job**

- Knows job well and shows desire to learn more
- Understand work; needs little supervision
- Has learned necessary routine; but needs supervision
- Pays little attention to learning job
- Has not tried to learn

## INTERN EVALUATION (CONTINUED)

### Accuracy of Work

- Very seldom make errors; does work of very good quality
- Makes few errors; Is careful, thorough, and neat
- Makes errors; Shows average care
- Is frequently inaccurate and careless
- Is extremely careless

### Work Accomplished

- Is fast and efficient; production is well above average
- Work rapidly; Output is above average
- Works with ordinary speed; work is generally satisfactory
- Is slower than average
- Is very slow; output is unsatisfactory

### Work Habits

- Is industrious; Concentrates very well
- Seldom wastes time; Is reliable
- Wastes time occasionally; Is usually reliable
- Frequently wastes time; Needs close supervision
- Habitually wastes time; Has to be watched and prodded along

### Adaptability

- Learns quickly; Is adept at meeting changing conditions
- Adjust readily
- Makes necessary adjustments after considerate instruction
- Is slow in grasping ideas; Has difficulty adapting to new situations
- Can't adjust to changing situations

### Personal Appearance – Neatness and Personal Care

- Is excellent in appearance; Looks very well all of the time, proper uniform
- Is very good in appearance; Looks neat most of the time in uniform
- Is passable in appearance; But should make effort to improve
- Often neglects appearance; Wears uniform some of the time
- Is extremely careless in appearance; No uniform

### Attendance

- 1<sup>st</sup> absence= no reduction of letter grade
- 2<sup>nd</sup> absence= reduction of one letter grade in the Career & Technical Pathway educational course
- 3<sup>rd</sup> absence= reduction of one letter grade in the Career & Technical Pathway educational course and a probationary letter
- 4<sup>th</sup> absence= removal from the Career & Technical Pathway Internship Program

## INTERN EVALUATION (CONTINUED)

### Promptness/ Punctuality

- 1st tardy= no reduction of the letter grade
- 2<sup>nd</sup> tardy= reduction of one letter grade in the Career & Technical Pathway educational course
- 3<sup>rd</sup> tardy= reduction of one letter grade in the Career & Technical Pathway educational course and a probationary letter
- 4<sup>th</sup> tardy= removal from the Career & Technical Pathway Internship Program

Any Additional Comments:

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Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PROGRAM EVALUATION

We value your feedback! Please take the opportunity to send us your comments & evaluation. At the conclusion of the internship program, please return this completed form to:

St. Louis Public Schools  
Career & Technical Education Division  
801 N. 11<sup>th</sup> Street  
St. Louis, MO 63101

Internship Site: \_\_\_\_\_

Site Address: \_\_\_\_\_

Site Phone Number: \_\_\_\_\_

Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD**-Strongly Disagree. Provide comments if applicable.

1. The objective and expectations of the program were clearly explained.

SA                      A                      D                      SD

2. Your expectations were met during this experience regarding.

School:              SA                      A                      D                      SD

Instruction:        SA                      A                      D                      SD

Student:            SA                      A                      D                      SD

3. The student(s) were prepared for this internship. (knowledge, skills, professionalism).

SA                      A                      D                      SD

4. The internship program was implemented in an effective and professional manner.

SA                      A                      D                      SD

5. The internship program was a quality and worthy experience.

SA                      A                      D                      SD

6. Are you willing to participate in this internship program next year? \_\_\_\_\_Yes    \_\_\_\_\_No.

SA                      A                      D                      SD

If no, please explain \_\_\_\_\_

7. Please list other business who might be interested to host a student intern:

\_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Career & Technical Education Internship Program Questions & Answers Sheet**

**\_\_\_\_\_ Q: How useful are internships at helping students get a job after graduation?**

A: Internships are critical to landing a position after graduation. Students who have completed an internship are more likely to find a permanent position because employers seek out students who have prior experience in the workplace. Maybe the most important benefit is that these future leaders gain decision making skills, critical thinking skills, increased confidence, and self-esteem.

**\_\_\_\_\_ Q: What are some other benefits of internships?**

A: Besides helping them gain experience, the student learns more about the workplace in general. They have a clearer understanding of what they are looking for in a job. The few months of work experience gives insight and direction to the intern as it relates to future endeavors. This window of opportunity is extremely valuable. The experience of searching for a position, submitting application materials, and interviewing is also valuable.

**\_\_\_\_\_ Q: Are the semester long internships paid?**

A: No. The internship experience is “an extension of the classroom learning environment”. It is designed to help students acquire the competencies needed to obtain and maintain future employment opportunities. However, some students, upon successful completion of their internship, are offered full- or part-time employment with their respective worksites. The interns will be compensated. The distinction between the paid and compensated is financial. Students may be compensated with school credit, industry credentialing, or some other compensation that rewards them for their efforts.

**\_\_\_\_\_ Q: What should a "good internship" look like?**

A: A "good internship" has intentional learning goals and may be any monitored work or service. Learning goals include helping students to apply the knowledge learned in the classroom to the workplace, gain knowledge of qualifications and duties of a position, and explore interest in their career field.

**\_\_\_\_\_ Q: How can my organization become an Internship Program Community Partner?**

A: Employers may contact St. Louis Public Schools Career & Technical Education Division. Consideration will be given to match your organization with the CTE Educators in the respective career field. A meeting with the respective CTE Instructor would follow to discuss career goals and curriculum alignment. Students would be placed in the spring semester.

**\_\_\_\_\_ Q: How are students transported to their internships worksites?**

A: Students are required to make arrangements for transportation to, and from, their respective internship worksite. If circumstances arise that impede or limit student access to their internship worksite, it is the responsibility of the student to immediately contact the CTE Instructor for guidance in determining an appropriate remedy.

**\_\_\_\_\_ Q: What educational and performance expectations are students required to meet before and during the internship experience?**

A: Students are required to complete all course-work and assigned competencies required of their respective program. Students will be asked during their interview to show evidence of attainment of pre-requisite competencies. For successful internship worksite placement and retention, students should be prepared to demonstrate competencies required by the site.

**\_\_\_\_\_Q: How will students and parents/guardians know if all the requirements of the internship experience are being met?**

A: Students are required to document, in a daily journal, all activities occurring during the time spent at their respective internship worksite. Students submit journals for review by the internship site supervisor and pathway instructor. Also, the CTE Instructor makes regular visits to all internship sites. Additionally, observations, conversations, and evaluations of student performance, in consultation with internship site supervisor, are documented and placed in student records.

**\_\_\_\_\_Q: Is there anything else that needs to be considered?**

A: The internship starts in January and ends in May. Students report to work every Monday and Wednesday or every Tuesday and Thursday. They are expected to work for a minimum of 10 hours per school week. They are expected to learn about the business while practicing good work ethic, soft skills, and professional behavior. The start and end times are regulated by the organization. Regularly scheduled visits and contact from the CTE Instructor are an integral part of the learning experience.

**\_\_\_\_\_Question: What are the consequences for student non-compliance during the internship experience? \***

A: All requirements and expectations are thoroughly reviewed and signatures are obtained by all parties at the onset of the internship. Therefore, student non-compliance during the internship may result in: dismissal from the internship worksite; a failing semester grade being assigned for the student; and the student not being allowed to participate in the senior graduation ceremony. Depending on the severity of student non-compliance, appropriate actions will be taken to assure the student returns and remains in-compliance.

**\* Examples of non-compliance**

Excessive Absenteeism/Tardiness  
Unapproved workplace visitors  
Inability to accept correction/criticism  
Difficulty in following directions  
Lack of cooperation between student and /or work worksite supervisor  
Unacceptable worksite practices  
Misuse of breaks  
Unacceptable use of cell phone or personal electronic equipment  
Any form of harassment by student  
Inadequate or poor quality work  
Irresponsibility or immaturity  
Lack of interest in Internship  
Theft or careless damage to worksite equipment

## DEFINITIONS

**Career & Technical Education (Vocational Education):** A public education program providing educational experiences that enhance the vocational development processes of exploring, establishing and maintaining oneself in worker, family member and citizen roles. One of its unique contributions is the development of occupational competencies.

**Career development:** A comprehensive, competency-based developmental program designed to assist students in making and implementing informed educational and occupational choices. The basic skills and abilities the individual should master in order to deal successfully with daily life and career development tasks in a technological society are introduced and developed. This includes, but is not limited to, problem solving, decision making, balancing work and life, evaluation of one's uniqueness, and acquiring basic knowledge of different occupations.

**Career portfolio:** A carefully selected collection of information that demonstrates a student's talents, interests, abilities, achievements and experiences. It documents the development of education/career goals and one's successful transition from school-to-work.

**Competency:** A skill, an attitude, and or new knowledge needed by an individual to master a career-specific occupation.

**Competency List:** The list of applied knowledge, skills, and attitudes acquired by students.

**Employability Skills/Competencies:** Those "non-academic", "non-technical" skills and competencies that are favored by most employers for hiring purposes and include such skills as reporting to work on time, time management, teamwork, following directions, politeness, customer service, etc.

**Industry Skill Standards:** National voluntary industry skill standards which include content from multiple disciplines which define what productive workers in an occupational cluster or industry sector need to know and be able to do.

**Industry-Based Certification:** A portable, recognized credential (tangible evidence) that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas.

**Internship:** An internship is an unpaid learning experience in a workplace in which structured learning occurs related to the student's program of study. The internship is graded, part of a credit granting course or program, and has an evaluation component.

**Professional Development:** Providing training and/or orientation to students, teachers, counselors, administrators, workplace mentors, work based learning coordinators, and others on any or all aspects of the work-based learning system in order to provide skills and knowledge necessary to successfully implement the system components.

**Rubric:** A rubric is a scoring guide that describes criteria for student performance and differentiates among different levels of performance within those criteria.



**Skill Certificate:** A portable, industry-recognized credential that certifies that a student has mastered skills at levels that are at least as challenging as skill standards endorsed by the National Skill Standards Board established under the National Skill Standards Act of 1994. Except that until such skill standards are developed, the term “skill certificate” means a credential issued under a process described in the approved Carl Perkins State plan.

**Standard:** A statement of workplace expectations or duties within a broad area of understanding. Standards are derived from performance indicators. Standards define the curriculum content. Specific instructional objectives are based on standards.

**Training Agreement:** The training agreement is a written statement of commitment from the work worksite supervisor, teacher/coordinator, student, and parent/guardian. Each party involved must sign the training agreement and each should keep a copy. Training agreements must be signed before the student begins employment.

**Training Plan:** The purpose of the training plan is to support classroom learning with on-the-job instruction and to serve as an evaluation tool. The student, teacher/coordinator and employer jointly prepare and regularly update the training plan to ensure student growth. The training plan includes learning experiences and performance competencies necessary to meet each student’s chosen career cluster/pathway. Completion of the training plan is required before student is placed on Internship worksite. Training plans are signed and copies are given to employers, students, and the teacher/coordinator. During weekly visits, and at the end of the Internship, the work worksite supervisor and the teacher/coordinator will review the plan and evaluate student success/performance. Student grades will be assigned based on progress towards and completion of all components of the Training Plan.

**Training sponsor:** An experienced employee, supervisor, or manager who is directly responsible for the occupational learning experiences of the student-learner on the job.

**Weekly Journal:** The student will maintain a journal documenting hours worked, activities, and accomplishments. The teacher/coordinator will verify continued student compliance by checking student’s journal entries and verifying entries with worksite supervisor. The teacher/coordinator will verify work hours and document that the student is meeting the minimum 10 hours per week at the work worksite.

**Work-Readiness Assessment:** The process of assessing a student’s readiness for a workplace assignment and/or a paid job may include an assessment of any work experiences to date, ability to work with others, knowledge of job application and interviewing techniques, ability to accept work-related supervision, and any other basic work skills deemed necessary to be successful in a job setting.

**Workplace/ Worksite:** The organization which employs the student in a Cooperative Career Education program. The place where training of employment. In this document the term is used to indicate the student’s training station as part of the cooperative career education program.