



Internship Supervisor Handbook



Thank you for serving as an internship site supervisor!

A recent Gallup poll of college graduates uncovered two overwhelming factors that drive workplace engagement among young professionals entering their careers: (1) an internship and (2) a mentor.

Thank you for providing both to our interns through your participation in the CCS Internship Program.

CCS Internship Program Description

The CCS Internship Program works with the local business and nonprofit community to design meaningful professional positions for high school juniors and seniors. This valuable experience allows students to try out a career they think they want to do in the future. It also allows them the opportunity to learn from professionals in that field, gaining valuable insight into the skills, education, and experience needed to be successful in that industry. Students typically intern 6-8 hours per week at the site, earning high school credit for the unpaid experience.

Your Primary Role as an Internship Site Supervisor

1. Meet with the intern candidate at the beginning of the semester:
 - Share overview of business
 - Set two site-specific goals
 - Set weekly schedule for the semester
 - Set start date
2. Provide guidance to intern throughout the semester by mentoring the intern in your field of expertise as well as reinforcing the importance of attendance, workplace etiquette, and professional communication.
3. Complete the Mid-Experience Evaluation and share with your intern:
 - Intern should also complete a Self-Evaluation.
 - Discuss recommendations for growth and revise site-specific goals if necessary.
4. Complete End-of-Experience Evaluation and share with intern (intern should also complete a Self-Evaluation).

**If you or your intern are struggling in any way during the internship,
please contact the CCS internship coordinator
for additional support:**

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Please see our website for up-to-date student calendars.

It Takes a Mentor

The New York Times

The Opinion Pages | OP-ED COLUMNIST

Sept. 9, 2014

Thomas L. Friedman

With millions of students returning to school — both K-12 and college — this is a good time to review the intriguing results of some research that Gallup did over the past year, exploring the linkages between education and long-term success in the workplace. That is: What are the things that happen at a college or technical school that, more than anything else, produce “engaged” employees on a fulfilling career track? According to Brandon Busteed, the executive director of Gallup’s education division, two things stand out. Successful students had one or more teachers who were mentors and took a real interest in their aspirations, and they had an internship related to what they were learning in school.

“We think it’s a big deal” where we go to college, Busteed explained to me. “But we found no difference in terms of type of institution you went to — public, private, selective or not — in long-term outcomes. How you got your college education mattered most.”

Graduates who told Gallup that they had a professor or professors “who cared about them as a person — or had a mentor who encouraged their goals and dreams and/or had an internship where they applied what they were learning — were twice as likely to be engaged with their work and thriving in their overall well-being,” Busteed said.

Alas, though, only 22 percent of college grads surveyed said they had such a mentor and 29 percent had an internship where they applied what they were learning. So less than a third were exposed to the things that mattered most.

Gallup’s data were compiled from polls of parents of 5th through 12th graders, business leaders and interviews with teachers, superintendents, college presidents, principals, college graduates, Americans ages 18 to 34, and students in grades 5 through 12. All told, “we collected the voices of close to one million Americans in the past year alone,” said Busteed, who added that he found the results “alarming” — not only because too few students are getting exposed to the most important drivers of workplace engagement, but because there is also a huge disconnect in perceptions of the problem.

Busteed said that 96 percent of the college provosts Gallup surveyed believed their schools were successfully preparing young people for the workplace. “When you ask recent college grads in the work force whether they felt prepared, only 14 percent say ‘yes,’” he added. And then when you ask business leaders whether they’re getting enough college grads with the skills they need, “only 11 percent strongly agree.” Concluded Busteed: “This is not just a skills gap. It is an understanding gap.”

This comes at a time when our country faces creative destruction on steroids thanks to the dynamism of technology and growing evidence that climbing the ladder of job success requires constant learning and relearning. Therefore, the need for schools to have a good grasp of what employers are looking for and for employers to be communicating with schools about those skills is greater than ever.

Some help may be on the way from Washington. Last year, President Obama quietly asked Vice President Joe Biden to oversee an overhaul of the government's education-to-work programs after hearing from one too many employers across the country that, as one White House official put it, "they were having trouble hiring workers for some of their fastest-growing jobs," such as operating sophisticated machine tools or software testing and debugging.

As they dove into the problem, said Byron Auguste, a White House deputy national economic adviser, they found that the success stories shared a lot of the same attributes that Gallup found to be differentiating. In successful programs, said Auguste, "students got as much applied, hands-on experience as possible, whether in a classroom or on a job site. Schools, colleges and training centers had close partnerships with regional employers, industry groups and skilled trade unions to stay up to date on job-relevant skills. And students or working learners got a lot of coaching and guidance to understand how to trace a direct path between their training today and careers tomorrow."

The key now is to scale those insights. The Labor Department has awarded \$1.5 billion in the last three years to more than 700 community colleges to develop employer-validated training programs for new careers like natural gas fieldwork and cybersecurity. Later this month, another \$500 million is set to be awarded as part of a kind of race-to-the-top for whoever can build the best community college-industry group partnership anywhere in the country where new industries are finding gaps in the kind of workers they need.

Employers used to take generalists and train them into specialists for their industry. But fewer employers want to do that today or can afford to in a globally competitive economy, especially when they fear they'll train someone who will then leave for a competitor. So, everyone wants employees out of college or technical schools who are as ready to plug and play as possible. That's why government has a role in fostering more and more employer-educator partnerships — this is the new, new thing — which businesses, small and large, can benefit from, as well as all would-be employees.

Source: http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html?_r=0, last accessed 1/25/2022

Program Timeline



The CCS Internship Program provides high school juniors and seniors the opportunity to explore a career they are passionate about, build their employability skills, and make meaningful connections to professionals in the community. After completing the College & Career Readiness course, students are eligible to participate in an unpaid, credited internship experience in the community.

1st Semester – College & Career Readiness Course (.5 credit)	
Students participate in a College & Career Readiness preparatory course.	
April-May	Student candidates apply to the CCS Internship Program.
September-January	Students engage in professional development activities (resume and cover letterwriting, interviewing, job readiness, professional communication).
December-January	Internship student candidates are matched with intern hosts. Matches are made on the basis of student career interests, job descriptions, student and site host schedule availability, transportation considerations, and personality fit.
Mid-January	Students schedule initial interview with site supervisor.

2nd Semester - Internship 1 (.5 - 2.0 credits)	
Students participate in a community-based internship.	
Early February	Internship experience begins.
February 15	Last day for student internship schedule changes. Any concerns regarding intern or schedule should be communicated to CCS internship coordinator by this date.
Mid-March-Mid-April	Site supervisors complete Mid-Experience Evaluations.
Early April	Spring break.
Early June	Final intern evaluations are completed, end-of-program celebration occurs, and internships end.

Program Expectations: An Overview for Supervisors

Initial Interview with Site Supervisor

Interns are asked to schedule an initial meeting with their supervisors before their first day on the job. This is an opportunity to ensure both the student and the site host feel the internship placement will be a good fit. Interns share their interests, supervisor gives a brief overview of the organization, and both discuss schedules and work together to set at least two site-specific goals.

Weekly Schedule

CCS internship students are attending regular high school classes in addition to the internship. While we strive for students to fit the internship experience into their school schedule, weekday evening and weekend work is acceptable when mutually agreeable.

Attendance at Site

The CCS internship team takes attendance very seriously. Interns are expected to attend their site as close to 100% of the time as pre-committed at the initial meeting. We expect all students to notify their CCS internship coordinator and their site supervisor of an absence by phone or email before their internship shift begins. In the event of an uncommunicated absence, supervisors, please notify the internship coordinator immediately.

Uncommunicated Absences

1st uncommunicated no-show: intern is put on probation, conference with CCS internship coordinator occurs.

2nd uncommunicated no-show: intern may be pulled from internship opportunity.

Prearranged Absences

After 2 prearranged absences, the student is put on probation, conference with CCS internship coordinator occurs. After 3 prearranged absences, the intern may be pulled from internship opportunity.

*Attendance interventions are individualized for each intern and site.

Professional Dress

As a representative of your business and their school, all students are expected to maintain a neat, clean, and professional appearance while at their internship site. Intern hosts are asked to share their professional dress expectations with their intern and contact the CCS internship coordinator if they have any concerns.

Professional Verbal and Written Communication

Switching from personal to professional communication is a new and important skill for many students. We encourage students to be conscious of both verbal and written communication, aiming always to be concise and professional. Written weekly email reports to their site supervisor, with a cc to their school coordinator, helps all parties track progress and offer support as needed.

Work Site Monitoring

The CCS internship coordinator assigned to your intern will regularly monitor the site and should be consulted whenever questions or concerns arise. Should any area of concern be identified, the intern host should contact the CCS internship coordinator immediately to decide together how best to address the situation.

Intern Personal/Site-Specific Goals

In addition to learning general work site skills at their site, interns are also working on three personal growth goals and two site-specific goals. Interns set the personal goals independently. We ask that site supervisors support interns in identifying two site-specific goals to work toward over the course of the semester. Interns are asked to regularly reflect on their goal progress, collect evidence for their professional portfolio, and self-assess their personal growth.

Internship Evaluations

Site supervisors will complete two evaluations of their Interns, once for the mid-experience review and once for the end-of-experience review. Please take time to review your completed evaluation with your intern and discuss areas for improvement. We also ask that interns complete a self-evaluation at each of those times as well, using the same evaluation form.

Intern Hour Tracking

The intern's work hours and other approved training activities must be recorded daily on the Intern Timesheet. We recommend keeping the current copy of the Intern Timesheet in a location that is convenient for both parties.

Initial Meeting with Intern Checklist

In order to help your intern transition effectively into your organization, we ask that you provide a general orientation to your department and how the intern's position fits into the overall organization. This should occur the first day of their internship.

Checklist - Orientation topics you may want to cover include the following:

- Share a brief overview of the business or organization and the intern's role/primary duties.
- Review a job description with the intern.
- Review intern's personal goals; develop two site-specific goals.
- Address procedures for reporting to work and for receiving work assignments each day.
- Review department rules and regulations, especially those that pertain to the intern.
- Review schedules of breaks and break areas as well as procedures for taking a break.
- Review dress code (we expect interns to dress professionally while at their site).
- Give intern the work site telephone number to call in the event the intern will be late or absent from work.
- Confirm contact information for the intern and CCS internship coordinator to maintain ongoing communication with the CCS internship coordinator.
- Conduct a work site tour and introduction to coworkers.

Nine Tips That Create a Successful Internship Relationship

1. Assign the intern a single manager who enjoys working with students. This is huge! Students can accomplish big goals when given the right amount of guidance. But they are new to the work world and to your industry, and so if “thrown out to sea and told to start paddling,” they won’t know what your expectations are or where to start. Ultimately, you want to find someone on your staff who enjoys sharing his or her expertise with young people and is going to be committed to helping the interns.
2. Make sure the intern has a dedicated project. How many projects have you had sitting on the back burner without the proper bandwidth to do the job right? Assigning an intern an overarching internship project helps them learn more quickly, keeps them focused, and means that they can provide a culminating final project that adds a lot of value to your company. One expert tip we advise is to assign a smaller, more manageable project at the onset of the internship to help you gauge the intern’s strengths and weaknesses.
3. Meet for “coffee” at least once every two weeks. This is a simple task that can make managing your interns much more efficient. By meeting for a casual 15-minute to one-hour conversation regularly, you can assign objectives, answer questions, and help your interns move forward in their projects with confidence.
4. Set quantifiable weekly goals for the intern. This is a management best practice and extra important for interns. Interns need to have clear project goals, and you need regular benchmarks to see how they are performing, to help them improve.
5. Break assignments into small tasks, and review drafts early. Don’t assign an intern a project that is due in a month. Interns are new to the professional world, so having them complete drafts lets you point them in new directions before going down a wrong road.
6. Share the big picture of how the company is doing and how they are contributing. Interns are curious about the industry they are working in and want to know how the company is doing. By your sharing some insight on the bigger picture and how their projects fit in, they can bridge this knowledge gap and will be more motivated to deliver great results.
7. Encourage your interns to ask questions. Interns may not know proper question-asking etiquette. If you are the intern’s supervisor, let them know that they can ask you questions, as this can save a lot of time in the long run.
8. Offer educational compensation in the form of software training, introductions to coworkers, and education about the field. Teach your interns the tools of your trade, whether that is Microsoft Excel, Salesforce, HootSuite, or nuanced email tactics. These are invaluable skills that you have accumulated and that can’t be learned in school. This knowledge is worth its weight in gold to ambitious students. Another simple value add you can offer is to recommend books, bloggers, or other information sources that students can read up on to become more versed in the field and become a stronger applicant in the future.
9. Have fun! Having great interns at your office can and should be a lot of fun. These students come into the office for the first time with big ideas and big goals, and they will grow a tremendous amount during the course of your internship. They also come with new ways of thinking and will add an exciting dynamic to your office for however long you are there.

Source: adapted from <https://looksharp.com/guides/ten-tips-to-effectively-manage-interns>

Quick Intern Assignments

1. Have your intern Interview other employees using the Work Site Interview Form.
2. Ask your intern to research your business/organization and to write ten things they learned and two questions they have.
3. Have your intern research other businesses/organizations that produce the same product or do similar work. Have them use a Venn diagram to record similarities and differences.
4. Have your intern review your website and suggest ways to improve. (Do all links work? Is it engaging? Is it easy to navigate?)
5. Have your intern write ten interview questions that could be used to interview a future intern.
6. Have your intern write five pieces of advice for a supervisor.
7. Have your intern make a list of tips for writing a good email.
8. Have your intern watch videos that pertain to the work your business/organization does.
9. Have your intern organize, restock, and clean equipment or materials needed for the job.
10. Have your intern read safety procedures and make an informative poster.
11. Have your intern reflect on the internship and come up with ways to make improvements.
12. Have your intern help plan an agenda for a meeting with other staff members or clients.
13. Ask your intern to (a) observe workflow, (b) draw a spaghetti diagram of flow (maybe by watching one or two employees for an hour), and (c) then reflect on how it can be improved.
14. Have your intern watch videos on continuous improvement.
15. Have your intern make a flow chart of work or services offered by your business/organization.
16. Have your intern lead a brainstorming session on a pertinent topic.
17. Have your intern research and make a list of icebreakers or team-building exercises.
18. *Have your intern investigate a simple problem (such as a better place to store office supplies). Have them write a simple charter with a problem statement, scope, etc. (Research charters and continuous improvement ideas.) Have them use continuous improvement tools (e.g., root problem analysis) and solve the problem.

*Longer, semester-long project

ADDENDUMS

L&I Letter of Support



STATE OF WASHINGTON

DEPARTMENT OF LABOR AND INDUSTRIES

Employment Standards Program

PO Box 44510 • Olympia, Washington 98504-4510 Phone: (360) 902-5316 Fax : (360) 902-5300

November 2015

Welcome!

Washington State Labor and Industries would like to thank you for your interest in hosting valuable Work Site Learning Opportunities for students. You join a network of corporations, businesses, non-profit organizations, and government agencies that have benefited from hosting Work Site Learning opportunities. We value quality experiences and recognize their importance in preparing students for future careers.

Washington State Public Schools has many, highly motivated students and potential interns ready to make an impact with your organization. Students comprise a community of young talent looking to start or explore careers. These students are enrolled in preparatory courses that align with your specific business focus. As such, they bring a high level of maturity and motivation to their Work Site Learning Experiences.

We welcome you into the fast-growing group of employers who are enjoying the rich benefits of high school internship and Work Site Learning programs.

Under certain conditions, individuals may – without any expressed or implied compensation agreement – work for their own advantage on the premises of another and are not necessarily employees. Whether trainees are employees depends upon all of the circumstances surrounding their activities on the employer's premises. If all six of the following criteria are met, the trainees are not considered employees:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in an educational environment or vocational school.
2. The training is for the benefit of the trainee.
3. The trainees do not displace regular employees, but work under their close supervision.
4. The business that provides the training derives no immediate advantage from the activities of the trainees, and may in fact be impeded.
5. The trainees are not necessarily entitled to a job at the conclusion of the training period.
6. The trainees understand they are not entitled to wages for the time spent in the training.

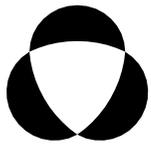
Additionally, should you choose to participate in an unpaid internship program, you may opt to provide workers compensation coverage for student volunteers enrolled in a public school, who work as a volunteer under a program authorized by the public school. The coverage rate for 2015 is .0725 costs per hour. More information is available from the school program coordinator and the Washington State Department of Labor & Industries Worker Compensation Services at:

<http://www.lni.wa.gov/FormPub/Detail.asp?DocID=1560>

Thank you for your support in developing the next generation of workers in Washington State. We wish you success in your participation.

Sincerely,

Josie Bryan
Child Labor Specialist
Washington State Department of Labor & Industries
Employment Standards



Unpaid Internships 101

What is an internship?

An internship is work-related learning for individuals who wish to have hands-on work experience in a certain occupational field.

What determines an employment relationship with trainees or interns?*

As the state and federal definitions of “employ” are basically the same, the Department of Labor & Industries (L&I) looks to the U. S. Department of Labor (USDOL) Fair Labor Standards Act for certain training conditions exempted from the wage and hour laws.

Under certain conditions, individuals without an expressed or implied compensation agreement may work for their own advantage on the premises of another and not necessarily be employees. Whether trainees are employees depends on all the circumstances surrounding their activities on the employer’s premises.

If **all** six of the following criteria are met, the trainees are **not** considered employees:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in an educational environment or vocational school.
2. The training is for the benefit of the trainee.
3. The trainees do not displace regular employees, but work under their close supervision.
4. The business that provides the training derives no immediate advantage from the activities of the trainees, and may in fact be impeded.
5. The trainees are not necessarily entitled to a job at the conclusion of the training period.
6. The trainees understand they are not entitled to wages for the time spent in the training.

THE FOLLOWING QUESTIONS HELP CLARIFY ELEMENTS OF THE CRITERIA LISTED ABOVE:

What does it mean to be similar to an “educational environment”?*

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer’s actual operations, the more likely the internship will be viewed as an extension of the individual’s educational experience. For example, this often occurs when a college or university oversees the internship program and provides educational credit.

The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer’s operation, the more likely the intern would be viewed as receiving training.

Under these circumstances, the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern.

If the interns are engaged in the operations of the employer or are performing productive work that benefits the employer (for example, filing, performing other clerical work, or assisting customers), then interns may be entitled to the benefits provided under the wage and hour laws, even if they also derive other benefits from this type of placement.

What are the displacement and supervision criteria?*

The following examples provide guidance for when the requirements of the Minimum Wage Act, Chapter 49.46 RCW, applies:

- If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods; or
- If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled to compensation.

Job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but where the intern performs no or minimal work, are more likely to be viewed as a bona fide education experience.

What does the term job entitlement mean?*

The following conditions indicate an unpaid internship:

- The internship is of a fixed duration, established before the start of the internship.
- Unpaid internships are not used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period.

* The questions above were adapted from the USDOL Fact Sheet on Unpaid Internships, online at www.dol.gov/whd/regs/compliance/whdfs71.htm.

HIGH SCHOOL STUDENTS IN WORK-BASED LEARNING PROGRAMS

What constitutes paid or unpaid work for high school students in a school-to-work program?

Students may be placed in a school-to-work program on a paid or unpaid basis. If all of the following criteria are met, L&I will not require payment of minimum wage. If all five requirements are **not** met, the business must pay minimum wage, as required by the Minimum Wage Act:

1. The training program is a bona fide program certified and monitored by the school district or the Office of the Superintendent of Public Instruction.
2. A training plan exists that establishes a link to the academic work; for example, the training plan could be a detailed outline of the competencies to be demonstrated to achieve specific outcomes and gain specific skills. The worksite effectively becomes an extension of the classroom activity and credit is given to the student as part of the course.
3. The school has a designated district person as an agent/instructor for the worksite activity and monitors the program.
4. The worksite activity involves students observing, work shadowing, or watching demonstrations, with students doing no substantive production or benefit to the business. The business has an investment in the program and actually incurs a burden for the training, and supervision of the student offsets any productive work performed by the student. Students may not displace regular workers or cause regular workers to work fewer hours as a result of any functions performed by the student.

5. The student is not entitled to a job at the completion of the learning experience. The parent, student, and business all understand the student is not entitled to wages for the time spent in the learning experience.

If a minor student is placed in a **paid** position, all requirements of the Minimum Wage Act, the Industrial Welfare Act, and child labor regulations must be met.

WORKERS' COMPENSATION COVERAGE

When are employers allowed to have volunteers?

Volunteers are permitted for non-profit, governmental, charitable or educational organizations.

For-profit businesses don't have volunteers. Instead, they may have:

- Qualified student volunteers in a school-sponsored program (grades K-12 or institutions of higher education)
- Unpaid students participating in a work-based learning program in an institution of higher education, for which the student receives credit (not wages) toward completing a program, certification, or degree in return for services.

For more details about criteria for a qualified student volunteer or unpaid student, go to Volunteers and Workers' Comp Coverage (www.Lni.wa.gov/Claims/Insurance/Learn/Volunteers).

What type of workers' compensation coverage is available for student volunteers or unpaid students?

Medical aid only benefits are available to businesses and organizations utilizing qualifying student volunteers and unpaid students. The elective coverage does not include the other usual benefits of workers' compensation, such as wage replacement, vocational and retraining costs, permanent partial disability payments, or death benefits. The business or organization electing the coverage is not protected from civil liability.

For more information, see Student Volunteers and Workers' Compensation Coverage (www.Lni.wa.gov/IPUB/213-023-000.pdf).

To obtain this coverage for student volunteers and unpaid students, complete the Application for Elective Coverage of Excluded Employments, which is available at Application for Elective Coverage of Excluded Employments (www.Lni.wa.gov/FormPub/Detail.asp?DocID=1562).

Upon request, foreign language support and formats for persons with disabilities are available. Call 1-800-547-8367. TDD users, call 360-902-5797. L&I is an equal opportunity employer.

Work Site Learning Agreement

Student Name: _____ Date of Birth: _____

Career Goal: _____ Work Site: _____

Start Date ____/____/____ Non-Paid Experience Paid Experience

Student Responsibilities (failure to comply with any of the following may result in termination from the program):

1. Keep regular attendance at any school and on the job, notifying the employer of any anticipated absences. If the intern is absent from school, he/she must be absent from work unless other arrangements have been made with the CCS internship coordinator.
2. Abide by all state, federal, business site, and school rules and regulations.
3. Demonstrate honesty, punctuality, cooperation, confidentiality, and respect for others.
4. Submit verified documentation of hours at the work site to the school internship coordinator and complete the necessary forms for school credit purposes as required.
5. Inform the work site supervisor and school internship coordinator of any problems, concerns, accidents/injuries immediately.
6. Abide by the dress code of the work site.

Parent/Guardian Responsibilities:

1. Provide support for the student's active participation, punctuality, and personal growth in the program.
2. Assume responsibility and liability for student's travel to and from work experience.
3. Provide transportation when necessary.
4. Assume liability for student during a non-paid work experience.

Work Site Supervisor Responsibilities:

1. Comply with federal and state and local labor and industry regulations.
2. Provide orientation that identifies safety, workers' rights and responsibilities, harassment, policies, procedures, and expectations.
3. Conform to federal, state, and local laws prohibiting discrimination on the basis of race, color, national origin, sexual orientation, religion or disability.
4. Provide a safe working environment and report any student accidents and injuries.
5. Consult with the school internship coordinator concerning the student's learning plan.
6. Verify attendance and/or time records.
7. Maintain liability insurance.
8. Supervise students while they are on business premises, and monitor employees who have direct contact with students.
9. Ensure student's work site learning experience will not violate any collective bargaining agreement between the business and regularly scheduled employees.
10. Provide feedback regarding performance of student's training plan.

School Internship Coordinator Responsibilities:

1. Supervise student placement in an appropriate work site.
2. Secure all paperwork, including a training plan, before credit and /or grades are issued.
3. Inform students of basic work site safety and minor work laws.
4. Consult with the work site to develop a training plan and evaluate student performance.
5. Document all accidents and injuries.
6. Ensure work site orientation has occurred.

Each party shall defend, indemnify and hold the other party, its officers, officials, employees, and volunteers harmless from any and all claims, injuries, damages, losses or suits including attorney fees, arising out of injuries and damages caused by each party's own negligence. The School District and the work site do not discriminate on the basis of race, religion, national origin, age, disability, gender sexual orientation, marital or veteran status. This is a commitment made by the parties in accordance with federal, state, and local laws and regulations.

Student

Student Signature Date

Student Address and Zip Code

Student Phone Number

Work Site Supervisor

Work Site Supervisor (Print Name) Title Signature

Name of Business

Business Address and Zip Code

Business Phone Number

Parent/Guardian

Parent/Guardian (Print Name) Signature

Address and Zip Code

Phone Number

School Internship Coordinator

School Coordinator (Print Name) Title Signature

Name of School

Phone Number

Program Expectations



I have read and understand the program expectations listed below and am prepared to make a commitment to an internship placement.

Attendance	Attendance is by far the most important expectation for me as an intern. It is essential that I am at my site every day that I am scheduled. I will record my total hours worked each week using the Intern Timesheet and will turn it in at the end of the semester for credit.
Emergencies, Excuses, and Sick Leave	<p>If a situation arises in which I am unable to attend, I will:</p> <ul style="list-style-type: none"> • Call my site supervisor the morning of initial onset of illness (or preferably 24 hours before my scheduled start time), ensuring that I leave a voicemail message if my supervisor does not answer. • Email site supervisor and school coordinator before my scheduled start time to confirm my absence and communicate when I anticipate returning to my internship. • Include the absence in my weekly email report.
Learning Goals	In order to guide my learning and contributions, I will set three personal/professional goals as well as two site-specific goals, for a total of five goals. The three personal/ professional goals will be set on my own, with the support of the internship coordinator, before I begin my internship. I will then work with my site supervisor to set my two site-specific goals during our initial meeting or during the first week of my internship. I will be assessed on my goal progress throughout my internship experience.
Weekly Email Reflection	Every week I will send a professional email reflection to my site supervisor and cc my internship coordinator. My email should be between 200-300 words in length. I will use the guiding prompts given to me by my internship coordinator when writing my weekly email reflection.
Work Site Learning Evaluation	My site supervisor will complete two formal evaluations of me during my internship experience: (1) mid-experience evaluation and (2) end-of-experience evaluation. I will also be expected to complete two self-evaluations of myself using the same form. This will be my opportunity to receive feedback and identify areas for my personal growth. I will be expected to turn in both evaluations to my internship coordinator.
Summative Performance Review	Twice during the internship experience I will meet with my internship coordinator for a performance review. At this review I will share specific details about my experience using my five goals and provide evidence of my learning and growth organized into my professional portfolio.
Thank You Letter	At the end of my experience, I will write a professional thank you letter to my site supervisor and will turn it in to my internship coordinator so it can be mailed on my behalf. I understand that I will not receive credit for this course until I submit my thank you letter to the CCS internship coordinator.

Additional commitments outlined in my intern contract:

- I understand that as an intern I represent both myself and the CCS Internship Program and that my performance and attitude will determine whether my assigned site will continue to host interns.
- I understand that I will maintain workplace-appropriate attire and excellent physical appearance every day of my internship.
- I understand that my school's rules and policies always pertain to me while at my site.
- I understand that this is a credited experience, and my grade will be entered on my transcript.
- I will commit to this internship for the entire semester.
- I will not schedule any conflicts during my designated internship time.
- I understand that only interns are to contact site supervisors.
- If I or my parents/guardians have any questions or concerns about my internship, I will contact the CCS internship coordinator immediately.
- I understand that I will be required to communicate electronically with the CCS internship coordinator and my site supervisor.

Student Signature

Date

Parent Signature

Date

Internship Evaluation

Student Name: _____ **School:** _____

Site: _____ **Site Supervisor:** _____

- Mid-Experience Evaluation** **End-of-Experience Evaluation**
 Intern Self-Evaluation

4=Exceeds Expectation 3=Meets Expectation 2=Approaching Expectation 1=Beginning NE=No Evidence

Essential Skills	Evaluation	Comments
Representing a Professional Self		
Writes in a Professional Manner		
Speaks in a Professional Manner		
Demonstrates Punctuality		
Meets Attendance Standards		
Gives Timely Notice of Absences		
Maintains Appropriate Personal Hygiene & Dress		
Meets Deadlines		
Growth Mindset		
Shows Initiative (Self-starter)		
Looks for Opportunities to Grow		
Asks for Feedback		
Reacts Appropriately to Constructive Criticism		
Demonstrates Enthusiasm & Positive Attitude		
Situational Awareness		
Demonstrates Appropriate Work Site Behavior		
Follows Direction and Asks for Clarification		
Cooperates with Colleagues/Coworkers		
Responds Appropriately to Supervisors		
Demonstrates Problem-Solving & Critical Thinking		
Demonstrates Active Listening		
Site-Specific Goal #1		
Site-Specific Goal #2		

Work Site Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Comments:

Setting the 5 Learning Goals

In order to guide learning at the site, interns set five goals to work on over the course of the internship. The first three personal/professional goals are set independently; the last two site-specific goals will be set with the site supervisor during the initial meeting or by the end of the first week. The sample goals below can be used as a guide.

SAMPLE LEARNING GOALS FOR INTERNS

REPRESENTING MY PROFESSIONAL SELF

- I will use my professional email to communicate weekly with my site supervisor and internship coordinator.
- I will arrive five minutes early each day of my internship and will work beyond my scheduled time, if necessary.
- I will meet all deadlines set by my supervisor and update them after each shift.
- I will attend my internship professionally dressed every day and follow the program expectations.
- I will collect business cards from other professionals for networking purposes.

MAINTAINING A GROWTH MINDSET

- I will ask for feedback regularly (weekly) from my site supervisor and colleagues both in person and by email.
- I will reflect weekly on my goals and identify tangible steps I can take each week to reach my goal(s).
- I will demonstrate enthusiasm and positivity for every task I am given and express this with a smile on my face and thankfulness to my supervisor, always asking if there is more I can do.
- I will demonstrate initiative (1) by emailing my supervisor in advance to remind my supervisor of my availability for supporting projects each week, and then (2) by beginning work immediately when I arrive on-site.
- I will look for opportunities to grow by asking at least two questions each shift to gain deeper learning.

DEMONSTRATING SITUATIONAL AWARENESS

- I will create a welcoming and fun environment for customers/clients by greeting them with positivity.
- I will anticipate the needs of my internship site and supervisor before being asked and will seek to find things to do on my own.
- I will actively try to solve problems before enlisting my supervisor and colleagues for support.
- I will demonstrate active listening by taking notes every time I am given instructions while at my site.

SITE-SPECIFIC LEARNING GOAL EXAMPLES

- I will learn to write, revise, and implement at least two lesson plans successfully this semester.
- I will identify struggling students and at least two ways that I can help them be more successful.
- I will develop a comprehensive marketing plan that includes five different approaches.
- I will present a design concept to a group of team members or clients using visual aids.
- I will develop the customer service skills needed for a small retail business.
- I will learn to use a database to access and record information.
- I will be able to make at least three menu items from start to finish.

Internship Goal Sheet



INTERN NAME:
SITE PLACEMENT:
DATE:

GOAL #1: REPRESENTING MY PROFESSIONAL SELF

INTERN STRATEGIES:

- _____
- _____

GOAL #2: MAINTAINING A GROWTH MINDSET

INTERN STRATEGIES:

- _____
- _____

GOAL #3: DEMONSTRATING SITUATIONAL AWARENESS

INTERN STRATEGIES:

- _____
- _____

GOAL #4: SITE-SPECIFIC LEARNING GOAL (SET BY INTERN AND SITE SUPERVISOR)

INTERN STRATEGIES:

- _____
- _____

GOAL #5: SITE-SPECIFIC LEARNING GOAL (SET BY INTERN AND SITE SUPERVISOR)

INTERN STRATEGIES:

- _____
- _____



Work Site Interview Form

Intern Name: _____ Date: _____

Person Shadowed/Interviewed: _____

1. What is the main purpose of your role/team?

2. What are your main responsibilities?

3. What is your weekly schedule? _____

4. What type of training, education, or experience is needed for this position?

5. How did you decide this career would be a good fit for you?

6. What do you like most about your job?

7. What do you like least about your job?

8. What is the average starting salary for this job or field?

9. What types of jobs are typical entry levels if I would like to pursue this field of interest?

10. How is technology used in this job or field?

11. How has your job changed due to new technologies?

12. How is your job important to the overall company or the greater community?

13. In what ways are the following work habits important for this job?

Customer service _____

Precision _____

Team work _____

Independent work _____

14. What is one personality trait that is important to this job? Why?

15. How do you think this job will change in the next five years? Ten years?

16. Write and ask two of your own questions:
