

Work-Based Learning: Types of Work-Based Learning Models and Delivery Systems

Internship

CTE Internships

- Are the final course in the sequence of courses of an approved CTE program.
- Provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of technical skills learned during the CTE Program in the classroom.
- Provide the experience for the student to demonstrate practical application of program standards, skills, and theory through a combination of coursework and part-time experience for which school credit is awarded.
- Must be directly related to the CTE program in which the credit is earned.
- May be paid or unpaid work experiences. Students who are at least 16 years of age are eligible to participate. Students must be enrolled in a CTE program prior to enrolling in a CTE internship. (removed “12th grade senior” verbiage as it is not in Board rule.)

Purpose of Training Agreements and Plans

- The experience uses training agreements and training plans to outline what students are expected to learn and demonstrate at the worksite.
- The training agreements and training plans emphasize what training partners are expected to provide along, and outlines the coordination of, and integration between, the worksite and the classroom.
- Every contract/agreement used for WBL student participation must state that there is a safe working environment including protection from discrimination and sexual harassment.
- The contract/agreement must also contain a statement that the school has the right to immediately terminate the student in WBL if there is a breach of stipulated obligations.
- All parties MUST become knowledgeable about laws governing students between the ages of 16 and 17 in the workplace.
- See these links for more information on Labor Laws and Minimum Wage:
 - <https://www.minimum-wage.org/arizona>
 - <https://www.youthrules.gov/>
 - DOL Department of Labor Wage and Hour Division - <https://www.dol.gov/whd/>
 - Labor laws - <https://www.azica.gov/labor-youth-employment-hours-restrictions>

Tips for Setting Up an Internship

Identification of Potential Worksites

- The first step in setting up an internship experience is finding individuals and organizations willing to take on the responsibility of working with a student.

- Many districts establish a pool of possible worksites via their advisory committees or other community connections.
- Students may also identify possible internship sites.
- Successful worksites are a valuable resource that can be utilized repeatedly.

Preparation of Students for Internship

Students need to be thoroughly prepared before embarking on an internship experience. Preparation includes classwork that focuses on research, career exploration, and skills that will be applied at the worksite. Practical concerns must be addressed as well.

Many districts provide students with an internship handbook that includes the following:

- **Internship agreements:** These agreements should include the purpose of the internship experience and an outline of the worksite supervisor's and the student's responsibilities.
- **Dress and behavior expectations:** Remind students that they are representing the program, the school, and themselves at a worksite. The teacher/coordinator should be aware of the dress code at each worksite and discuss appropriate attire with the student. Students must be informed about sexual harassment issues.
- **Checklist:** Give students a checklist that includes everything they need to do to prepare for the internship experience. These may include preparing a résumé, developing objectives, contacting employers, arranging schedules and transportation, and doing background research.
- **Evaluation materials:** Students will be evaluated by their worksite supervisors throughout the internship experience. Students should be provided with a copy of evaluation forms and encouraged to become familiar with it to enable them to understand how they are being appraised. Ask students to evaluate their internship experience, as well. Student evaluations of the program are helpful to ongoing program improvement.

Overview of Legal Responsibilities

Worksite supervisors need to be aware of **legal issues** related to a work-based learning experience.

These include **safety, child labor, discrimination, and sexual harassment laws**.

The **WBL coordinator must ensure** that worksite supervisors understand their legal responsibilities and potential liabilities in advance.

For unpaid work experiences, all parties must be aware of federal guidelines related to unpaid work experience. Please see the resources button on the Internship page.

Suggestions for Industry Instructions and Activities

Worksite supervisors may be unaccustomed to the unique challenges of communicating and working with young people.

They may be faced with student attitudes and expectations that may seem unrealistic in the workplace.

Discuss possible scenarios with worksite supervisors and encourage them to provide as many active learning experiences as possible.

Activity suggestions

- The purpose of an internship is to provide students with an environment where learning can take place.
- Encourage supervisors to allow students to participate in as many learning activities as possible; especially those activities that offer an opportunity to develop workplace skills.

Develop a Checklist

Checklist items beneficial to setting up a successful internship might include:

- arranging meeting times
- planning with program coordinator to ensure that academic requirements are met
- signing structured training agreements and training plans
- arranging student work space
- informing students about company policies and procedures

Evaluation Materials

Employer Evaluations: Employers' responses to an internship program is essential for maintaining a successful operation. Provide employers with forms to evaluate the student's participation and to evaluate the program.

Training Agreements: Includes a list of responsibilities of the employer, the teacher/coordinator, the parent/guardian, and the student. This document must be signed by all parties.

Training Plans: A list of specific and general tasks the student will be involved in in the internship. This document must be signed by school/district officials, parent/guardian, and employer.

Journals: An accurate daily log of detailed tasks completed during work hours describing specific job duties and time frames for individual tasks. This log shall be signed by the employer and student.

Record Keeping: Accurate and up-to-date documentation of signed required forms, journals, and evaluations, specific to the work experience of the student must be maintained. Records an employer may keep on file include a student's job application, attendance record, self-evaluations, resume, and parent's contact information.