

Massachusetts Elements of Model Internship Programs

Resource Guide 1.0



Massachusetts Department of Elementary and Secondary Education
Office for College, Career, and Technical Education



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INTRODUCTION: CONTEXT FOR INTERNSHIP PROGRAM DEVELOPMENT IN MASSACHUSETTS

The Massachusetts Department of Elementary and Secondary Education (DESE) has developed this set of materials about elements of model internship programs as a part of its larger effort to support college and career readiness for all.

DESE's overarching mission for all students is Success After High School. To address that mission, it has developed a definition of College and Career Readiness and Civic Preparation that links three important domains: academic, work readiness and personal social skills. The Massachusetts Definition of College and Career Readiness and Civic Preparation diagram represents the importance of an integrated approach to these, with knowledge, skills and experience in the three domains of academic, personal/social development and workplace readiness.

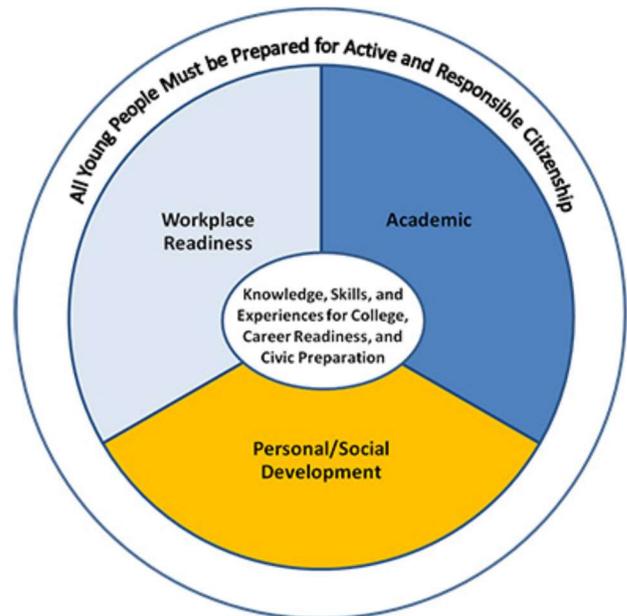
Preparing all students for both college and career presents a challenge for our districts and schools. College and career readiness depends in part on a continuum of experiences in school, community and workplace settings, and requires systems for facilitating these experiences for students. The good news is that there are many supports available to help schools interested in this work, and there are exceptional programs across our state to serve as models.

Connecting Activities: The state's School to Career Connecting Activities (CA or Connecting Activities) initiative is a leading source of support for the workplace readiness aspect of student preparation. Active in all regions of the state and in over half of the state's high schools, CA is a leading method for developing internships and related work-based learning experiences for students. Connecting Activities (CA) funding is annually appropriated by the state legislature, and dispersed to the state's 16 MassHire Workforce Boards. They then provide the intermediary role needed to broker the relationships required to place students at work sites for an internship or work experience, between schools, employers and other support organizations. CA has been in existence since 1998. In recent years, an average of well over 10,000 students have been supported annually in work experiences through CA, at over 3,500 businesses and organizations. Often, these are the first jobs of the participating students. Through the CA initiative, thousands of students have improved their workplace skills and generally have advanced their career readiness. The CA website, <http://massconnecting.org> provides an introduction to the work of the initiative, along with a collection of resources, including this guide, that provide support for career readiness work in districts and schools.

We refer to Connecting Activities as an "initiative" rather than a "program," because the CA network does not just provide direct services to students, but also develops the infrastructure for systems of career readiness programming in schools and communities. This guide, for example, is designed as a resource for a wide range of youth employment experiences, including experiences through summer jobs programs, Career Vocational Technical Education programs, Secondary Transition Services, Pre-Employment Transition Services, Summer Jobs Programs and a range of other work experience programming. The CA initiative helps schools build other kinds of career-related programming, and it offers technical support and professional development to staff to assist that program development.

Career Vocational Technical Education / Non Co-op Placements: The state's well-established Career Vocational Technical Education programs offered in many schools across the state offer a range of work-based learning opportunities, from cooperative experiences (governed by a detailed set of expectations, see link below), to clinical experiences for student in health assisting programs to practicums for early childhood programs to STEM internship initiatives for developing linkages

Massachusetts Definition of College and Career Readiness and Civic Preparation



to science, technology, engineering and math. This resource guide can be helpful for developing internship experiences for those WBL placements that are not “coop” placements.

Career Vocational Education / Co-op Placements: While many of the resources in this guide can also be used in Co-operative Education placements, the design of these placements is guided by the Chapter 74 Cooperative Education Manual found at <http://www.doe.mass.edu/cte/programs/>. Cooperative education is defined as: “A program of vocational technical education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational technical instruction, by the alternation of study in school with a job in any occupational field. Such instruction shall be planned and supervised by the school and the employer so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half-days, full days, weeks or other coordinated periods of time.”

Secondary Transition Services: Many students with Individualized Education Programs (IEPs) experience internships and other types of work-based learning as part of coordinated [secondary transition services](#). Work-based learning experiences can be documented in the Action Plan section of the Transition Planning Form (TPF) and in the IEP. Work-based learning skills can be addressed as Goal Focus areas in the IEP and supported through transition services. Special educators, school counselors, related service providers, and others who work with students who have disabilities will find helpful tools in this guide to structure these opportunities.

Pre-Employment Transition Services: In addition, the [Massachusetts Rehabilitation Commission \(MRC\)](#) and [Massachusetts Commission for the Blind \(MCB\)](#) collaborate with school districts to provide Pre-Employment Transition Services to students with disabilities aged 14-22, under the federal Workforce Innovation Opportunity Act. These services include job exploration counseling, workplace readiness and self-advocacy training, and work-based learning experiences such as internships. This guide can be a resource to establish shared understanding and common language in such school-agency partnerships.

Summer Jobs and other Youth Employment Programs: The resources and approaches in this guide are applicable to summer jobs programming as well as a variety of targeted school year based internships. Through the network of Connecting Activities programs and through the youth councils of the sixteen workforce boards, youth program providers seek to create a seamless network of programs, using common approaches and resources to tie this work together.

This **Elements of Model Internship Programs Guide** has been designed to help school leaders launch or improve internship programs. It describes the key elements of high quality internship programs; the exemplars have been compiled from materials submitted by about 25 high schools from around the state (see the map in “About this Guide”), supported by the Connecting Activities initiative. We are grateful for the contributions offered by these high schools. We note that there are many other high schools in addition to these that offer internship experiences to students as part of their high school education, and that list is growing.

The model materials presented here were developed by educators and workforce professionals from the leadership network for Connecting Activities.

The forms and documents described in this manual are available for download at <http://massconnecting.org>

Schools that offer a strong internship program give their students an extraordinary opportunity. Educators from around the state often observe that this kind of experience has a powerful impact on student learning, both inside and

MA Office of College, Career, and Technical Education (OCCTE) Resource Guides

- ◇ College and Career Advising Framework
- ◇ Career Development Education Guide
- ◇ Work-Based Learning Plan Resource Guide
- ◇ Massachusetts Guide for Individual Learning Plans (ILP), now referred to as My Career and Academic Plan (MyCAP)
- ◇ A Primer about Labor Market Information
- ◇ Elements of Model Internship Programs

Available from <http://massconnecting.org/career-development-education>

Video: “Preparing Massachusetts Students for Successful Careers”

Available from <http://massconnecting.org/videos>

outside the classroom. Students often express that they appreciate the chance to apply what they know in an active, hands-on setting. Students struggling in English, math or science often discover the relevancy of those subjects in these experiences. An internship experience brings together and re-energizes all domains of learning – academic, personal/social and workplace readiness. Internship programs serve as optimal vehicles for student skill building in employability skills, as well as important technical skills specific to an occupation and industry sector. They also offer opportunities for mentorship and support for students from caring adults outside of school. These experiences provide social capital to students who may otherwise have little or none, and open doors previously inaccessible to them. Internships give students a sense of personal pride resulting from active involvement in the mission of an organization or enterprise outside the classroom. For students, these experiences are often transformational, and they can deeply influence student decision-making about postsecondary education and other life choices.

Internships are understood to be so valuable for career readiness that they have been embedded as a requirement in the Commonwealth's new Innovation Pathway, a college and career readiness structure which is one of several types of "High Quality College and Career Pathways" with mechanisms for state designation. To learn more about Innovation Pathways, follow this link: <http://www.doe.mass.edu/ccte/ccr/hqccp/>

DESE's **Career Development Education Guide**, available at <http://massconnecting.org/career-development-education> provides a strong framework for methods to provide career preparation in our middle and high schools. As the Guide shows, there are many ways to address the subject of Career Development Education (CDE), which in a high quality model consists of a thoughtful and progressive sequence of activities and learning opportunities that starts with career awareness, and then proceeds to career exploration and then immersion. An internship is an optimal method for providing a student with a career immersion experience, and ideally it serves as a culminating experience after a student's participation in that progressive sequence of activities that have set the stage, and often guide the choice of setting. The CDE guide is available on the <http://massconnecting.org> website. Watch for an updated version to be released in FY19-20.

To watch a video about career preparation that starts with a vivid portrayal of the power of internships, see the DESE video "Preparing Massachusetts Students for Successful Careers," which you can find at <http://massconnecting.org/videos>.

This Resource Guide 1.0 was published in Spring, 2019. DESE intends to update these materials from time to time in the future, and will post any later versions at its website.

This guide brings together materials from a sample of programs around the state, providing a view of the elements that make up successful programs.

Sources of the Effective Practices Presented in This Guide

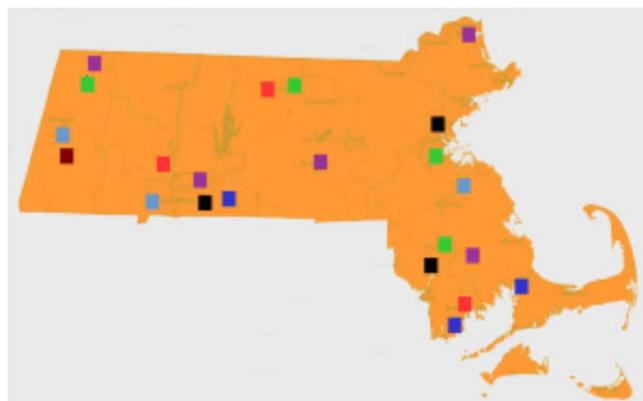
Connecting Activities brings together a network of staff from workforce regions and schools in a professional learning community that shares tools, resources and best practices in support of student career development. A centerpiece of the work is the development of high quality work-based learning experiences for students. Programs across Massachusetts use consistent elements – the Massachusetts Work-Based Learning Plan, the Massachusetts Career Ready Database — along with many common approaches to employer engagement, student preparation for the internship program, and reflection and enrichment activities connected to the internship experience.

Each program is also different. Each time a new program is launched, local staff gather ideas from others, and also put their own “spin” on program design and materials.

This guide brings together sample materials from a number of impressive internship and youth employment programs around the state, which, taken together, provide the elements that make up successful programs. They are listed on the next page, and their contributions are gratefully acknowledged.

CONTRIBUTING HIGH SCHOOLS

- | | |
|---------------------------------------|-------------------------------------|
| Berkshire Arts and Technology Charter | Malden HS |
| Boston Tech Apprentice | Middleboro HS |
| Bristol County Agricultural Tech HS | Minnechaug Regional HS |
| Dartmouth HS | Monson HS |
| Bourne HS | Narrangansett Regional HS |
| Drury HS | New Bedford HS |
| Easthampton HS | Newburyport HS |
| Lee HS | Oakmont Regional |
| Lenox HS | Southwick-Tolland Regional HS |
| Ludlow HS | Taunton HS |
| | Women in Technology (North Central) |
| | Worcester Work Plus |



Readers are invited to connect with the Connecting Activities work. On the Connecting Activities website, visit the “Join the Network” page to connect with the network Join the Network page at <http://www.massconnecting.org/join-the-network>. Go to the “Share Your Story” page to share information about how your school or community is supporting career development for students. To become a Partner School, reach out to the MassHire Board in your region to learn more.

What are the key factors to consider when designing a new internship program, or seeking to improve an existing program?

How to Start: Planning an Internship Program

There are several steps in planning and starting an internship program:

1. **Vision and Purpose:** Defining the vision and purpose of the program;
2. **Student Participation:** Determining which students will participate, ensuring equity and inclusiveness; planning for equitable student access, including consideration of family engagement, cultural diversity, gender diversity, and disability supports or accommodations;
3. **Employer Participation:** Developing a method for finding worksites;
4. **Worksite Safety:** Ensuring the safety of worksites;
5. **Quality of Experience:** Determining steps for creating a quality work experience, from student preparation before the program to development of high-quality job descriptions to development of opportunities for reflection;
6. **Staffing:** Having an effective staff plan, including oversight, coordination and worksite liaison;
7. **Program Design and Logistics:** Addressing logistics including scheduling, grading, transportation and other considerations; identifying forms, letters, agreements and other materials to manage the flow of information; evaluating the program design and program outcomes based on a checklist of key considerations for internship programs.

Connect with the statewide and regional School to Career Connecting Activities network. As you will see in this guide, the Connecting Activities network provides a wealth of tools and resources, including the Work-Based Learning Plan (WBLP), the Massachusetts Career Ready Database, and a variety of professional development events and publications. For access to these, visit: <https://massconnecting.org>

[SECTION 1.]
VISION AND
PURPOSE



QUESTIONS TO ASK:

* How does the intended internship program fit into the overall flow of the students' four years of high school, and the structure of the high school? What other educational and career development activities complement this experience? Is it the culminating activity of an overall career development education (CDE) program? Is it embedded in a student's individual college and career planning process, referred to in Massachusetts as "My Career and Academic Plan" or MyCAP?

* Will the internship program be targeted to provide student experiences in specific industries or career areas, such as a STEM initiative or regional targeted industries or a career area defined by a program of study such as the arts, business, early childhood education, engineering, healthcare or other career pathway areas?

* What are the benefits that you hope students will gain from the internship experience? Will the experience help them to clarify career goals or learn more about the local community? Will the experience provide a foundation of professional and employability skills that will help the students in future jobs? Will students gain motivation and understanding for their coursework in related subjects?

* What types of worksites and projects do you want to make available for students?

* Who do you want to invite to participate in a local planning/implementation team in support of the internship program?

IN THIS GUIDE:

- About Innovation Pathway Internships
- About STEM Internships and Regional Blueprint Targeted Internships

In some schools, internship programs are aligned with an Innovation Pathway program.

Innovation Pathways, an initiative launched in 2017, connect student learning to a broadly- defined industry sector that is in demand in the regional and state economy, and guide students to relevant post-secondary education and training. Participation in this kind of pathway contextualizes student learning, engages students in their high school experience, and can lead students to opportunities for meaningful careers in the relevant industry sector upon their completion of needed postsecondary education and training.

About Innovation Pathway Internships

Massachusetts High Quality College and Career Pathway’s Innovation Pathway programs are required to offer 100 hours of career immersion in either an internship or capstone class. Innovation Pathways are new structures in the Commonwealth, developed as an aspect of the state’s “High Quality College and Career Pathway” initiative. They are designed to offer participating high school students a structured learning experience that provides skill building and a deep exposure to a high demand industry in the state. To learn more about them, visit DESE’s website here: <http://www.doe.mass.edu/ccte/ccr/hqccp/>

The immersive experience required for an Innovation pathway must be established as a local course at the participating high school, with a local course code, so that it is a part of a student’s transcript and is available for state data monitoring. This immersive experience is intended to be the culminating phase of a well-designed, individualized college and career planning process, and the students should have had a range of “lighter touch” exposures to businesses and organizations that are part of the industry with which the Innovation Pathway is aligned. Note that paid internships are encouraged, and there is no barrier to treating a paid experience as a creditable learning experience. On the contrary, paid experiences often are more learning-rich, and even more credit worthy, than unpaid experiences.

For an INTERNSHIP PROGRAM within the HQCCP Innovation Pathway program the following elements are required:

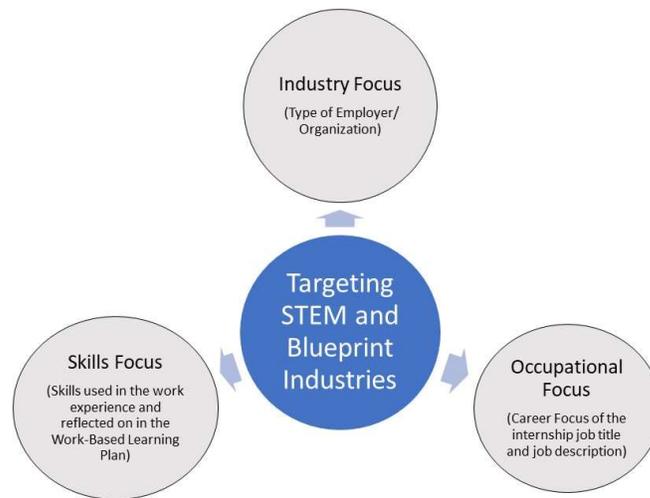
- At least 100 hours at a work site, which may be paid or unpaid, with a preference for paid experiences
- Work readiness training of students before they begin their experience
- Use of the MA Work-Based Learning Plan as a structured assessment tool, with a pre and post review of the student’s performance in the internship
- A staff liaison who supports the student at the work site, and provides a connection between the school and the worksite
- Regular and ongoing journal-writing that is reviewed by staff, that provides the student with the opportunity for reflection; where possible, class time during the week when students in work-based learning experiences can share their reflections
- An end of internship culminating product created by the student, such as a written report, oral presentation, video, or other product

Many internship programs are designed to provide students with experiences in specific industries and career areas, such as Science, Technology, Engineering and Mathematics (STEM) sites or industries targeted by regional blueprints.

About STEM and Regional Blueprint Industries

Several Massachusetts initiatives provide support to encourage the creation of work-based learning experiences in Science, Technology, Engineering and Math (STEM) and in a variety of industries targeted by regional workforce development blueprints, such as Advanced Manufacturing, Health Care, Transportation, Hospitality and other industries.

As an example, the Cape and Islands region has a “Blue Economy” initiative, seeking to support continued growth in the marine-related environmental sector, and seeking to make students and workers aware of local opportunities in this sector. Strong environmental education programs in area high schools make students aware of opportunities in this sector. And so, for example, students placed in internships in an aquaculture company, an elementary-school environmental education program, a sporting goods store, or a museum-based oceanography program, can all be described as placed in this regionally-targeted industry. Internship program staff know that they can develop related internship opportunities in a variety of settings (science, education, retail, museum, etc.) and utilizing a variety of skills.



Similarly, schools and youth programs across Massachusetts are highlighting the importance of STEM knowledge and skills as tools to support students in future employment, education and civic engagement. Internship program staff know that students are interested in internships that explore STEM-related areas and seek opportunities for students in a variety of STEM settings ...

- Manufacturing
- Health Care
- Environment, Natural Resources and Agriculture
- Information Technology
- Finance

... and in a variety of occupational focus areas and using a variety of skills.

Within the Massachusetts Career Ready Database, internship program staff can browse to look at STEM-related employers and to read job descriptions and skills/tasks for STEM-related internship placements.

[SECTION 2.] STUDENT PARTICIPATION



ITEMS TO CONSIDER:

Having defined the vision and purpose of an internship program, a next step is to consider which students will participate, ensuring equity and inclusiveness:

- An internship program may be designed for a particular cohort of students, such as those enrolled in an Innovation Pathway or those enrolled in specific courses, such as a childcare practicum for students enrolled in an early childhood education course or an arts internship for students enrolled in an arts program.
- An internship program may be intended just for a specific year, such as juniors or seniors.
- An internship may be a graduation requirement, or part of a menu of choices required for graduation, or an elective.
- It may be open to all students or open to those who meet specified prerequisites. Because of the value of internships for all students, it is important to ensure that any prerequisites or entry requirements are not excluding students unfairly, especially in light of the fact that for some students, the opportunity to participate may be an optimal learning experience.

The needs of students with disabilities must be considered in the process of developing the program, and the need for accommodations or other disability-related supports should not be an excluding factor. Note that while in some cases, students with disabilities participate in internships that are coordinated through specific secondary transition services, in other cases, students with disabilities are participants in schoolwide internship and summer jobs programs. Also note that many students have unidentified disabilities or related challenges, and that program design features that benefit students with disabilities also benefit all students.

IN THIS GUIDE:

- Internship Course Description (Sample)
- Equitable Student Access
- Internship Application
- Internship Application – Self-Assessment

Students typically register for an internship at the same time that they register for other courses. In an optimal model, the student begins to prepare before the internship starts, and even before the semester in which the experience will take place, as students explore career ideas and internship site selection begins.

This sample course description comes from Lenox Middle and High School.

Plan for equitable student access, including consideration of family engagement, cultural diversity, gender diversity, and disability accommodation:

Internship Course Description (Sample)

“This course is designed for students looking for professional opportunities to explore career options and build on employability skills. Students may apply for an internship in order to gain practical knowledge and skills in a career area of interest. Students are mentored by professionals in particular areas of expertise. Internships may take place in school or off campus, during or after school hours. A few examples of internship opportunities include: art and design, veterinary work, banking, law enforcement, culinary, healthcare, elder services, education, information technology, architecture, public relations, and business. Many other job sites are available, and new opportunities can be designed specifically with each student in mind.”

The program requires an internship application, a signed contract, and a learning plan which includes goals and objectives. Students work in collaboration with their mentors and the Internship and Guidance Counselor. A letter grade is awarded based on internship attendance, weekly journals, quarterly papers, written evaluations, and attendance in quarterly seminars. Credits are determined by the number of hours completed (or competencies mastered). Seminar topics may include: professional behavior, decision making, financial management, stress management, communication skills, and solving ethical dilemmas.

For more information on any of these programs, see ___ in the Guidance Office.”

Equitable Student Access

Plan for equitable student access, including consideration of family engagement, cultural diversity, gender diversity, and disability accommodation:

- Develop a plan to partner with families. Establish two-way communication about issues such as student learning goals, cultural considerations, schedule, curriculum linkages, transportation, and safety.
- Develop strategies to ensure that all career opportunities are open to all students regardless of gender.
- Coordinate system-wide and individual planning for internships with secondary transition planning for students with IEPs.

Develop a plan to assess students’ need for disability-related workplace accommodations and supports (including natural supports such as other students or workplace colleagues), provide support for student disability disclosure to employers, and deliver accommodations and supports in partnership with the student, family, and employer. Supports and accommodations may include additional or modified job training and coaching, a person to “go to” as challenges arise, and/or assistive technology.

Many schools ask students to submit an application or proposal in order to participate in their internship program.

Here is a sample from Easthampton High School.

Internship Application

Some programs invite students to submit an application to initiate the process of participating in an Internship Program. Among topics that can be addressed: student motivation and reliability, sometimes evidenced by school attendance; evidence that the student has developed career goals to be supported by the internship experience, and, more generally evidence that the student has participated in the school's career planning process. Using academic performance as a barrier is discouraged; lower performing students often have the most to gain from the internship experience, as it can give them new motivation to strive for better academic skills.

For example, the **Quest Internship Program** invites students to explore interests through working with a mentor in support of developing their career goals and future plans. One of its requirements in its application is that the student have completed 80% of the school's career planning process to be ready for an internship experience, and must identify possible internship sites. Community placements are highly encouraged. Examples include but are not limited to the following: local businesses, restaurants, veterinarian, parks and recreation, city offices, and community centers. All internships must be sequentially related and connected to career pathways. The School-to-Work Coordinator will provide assistance. All contracts include the use of the Massachusetts Work-Based Learning Plan.

Quest Internship Program

Students submit a written proposal, including:

Selected area(s) of concentration:

Reasons for selecting the internship site:

80% of Career Cruising is completed?

Yes..... No

Do you have transportation for a community placement?

Yes..... No

Student and Advisor collaboration on learning objectives, projects, and goals. This should describe what you will be doing everyday.

Easthampton High School's application process and this self-assessment checklist provide a good approach to assessing readiness for an internship. Students assess their own readiness for an internship experience, and demonstrate their readiness through milestones such as completing at least 80% of the school's online career exploration program.

Internship Application – Self-Assessment

One of the important questions to consider when planning an internship: what pre-requisites should be established for participation?

On one hand, some internship programs serve students who have already demonstrated success at school. On the other hand, programs can be powerful opportunities for those students who may have been struggling in school, with the idea that the internship experience will help those students find career direction, learn about career applications for academic work and provide a boost in confidence and motivation. Easthampton High School's application process and this self-assessment checklist provide a good approach to assessing readiness for an internship. Students assess their own readiness for an internship experience, and demonstrate their readiness through milestones such as completing at least 80% of the school's online career exploration program.

	Career Readiness	Excellent	Good	Fair	Poor
1	Attendance at school				
2	Willingness to learn new skills				
3	Receptiveness to take on additional responsibilities when asked				
4	Ability to accept constructive criticism and feedback				
5	Ability to interact well with other people				
6	Ability to interact well with fellow students				
7	Demonstration of a mature attitude				
8	High school grades are passing				
9	High school grades accurately demonstrate your ability				
10	Reliable				
11	Professional appearance and habits				
12	Dependability in fulfilling assigned duties				
13	Ability to make good use of time				
14	Oral communication skills				
15	Written communication skills				
16	Ability to accept direction				
17	Ability to learn in a community setting				
18	Demonstration of initiative				
19	Overall performance at EHS				
20	Computer skills				

[SECTION 3.]
EMPLOYER
PARTICIPATION



QUESTIONS TO ASK:

How the placements will be identified? Who will be responsible for finding placements? How will employers participate in the process? How will they be guided from initial interest through to student supervision?

Develop employer outreach strategies:

- In many internship programs, high school staff, students, and parents collaborate to identify worksite placements. To achieve many placements, it is advisable to work with a large network of stakeholders to find the sites. Developing sites is often a matter of “who you know,” and the social networks of parents and teachers are valuable assets for this work.
- In many of the programs within the Connecting Activities network, a regional career specialist or employer outreach specialist assists in identifying worksite placements and supports the student preparation phase, before placement.
- A local business group, such as a Chamber of Commerce or business alliance, may also provide a network for identifying placements.
- The task of identifying sites may be staff-led, student-led (with internship placement developed based on student interests) or employer-led (with employers from a variety of industry clusters offering internship opportunities for interested students) or a combination. Parents can play an active role as well.
- Model programs use combinations of “external” placements in the community and “internal” internships within the school building (e.g. technology, facilities management, library, school nurse, sports management, classroom assistant).

Develop management and employer outreach routines:

- What routines help you to keep track of employers as they move from initial interest to placement? Do you use database screens to track employer interest and participation in career development and internship programs? Note the benefit here of joining the Connecting Activities network, and using its database.
- Do you offer an array of opportunities for employers to support career development in your schools, such as career days, guest speaker series, and field trips as well as internships?
- Do you reach out to participating employers for future placements?

Determine approaches for employer orientation:

- What print, video or online materials can you use for employer orientation?
- Consider using the WBLP video for an easy orientation to the Work-Based Learning Plan. A series of PowerPoint presentations about using the WBLP is also available for programs to use and adapt.

IN THIS GUIDE:

- Identifying Internship Sites
- Overview of Employer Expectations
- Internship Agreement: Employer
- Employer Orientation & Training

Who finds the internship sites? Site selection is often a shared responsibility of the student with the program coordinator, teacher or guidance counselor.

Identifying Internship Sites

Who finds the internship sites? Site selection is often a shared responsibility of the student with the program coordinator, teacher, or guidance counselor. The Connecting Activities initiative plays a key intermediary role in many high schools, finding placement sites. Placement identification is also great role for parents, who may be able to place students at their own work site, or reach into their network to identify other organizations that may be willing to serve as host site.

Among the programs profiled in this guide:

- Over nine out of ten indicated that a program coordinator, teacher, guidance counselor or workforce partner helps to find the placement site
- Two-thirds indicated that students also help find the placement site;
- About three in ten indicated that parents also help to find the placement site.

Berkshire Arts and Technology Charter Public School describes “community mapping” as an approach students use to identify potential internship sites.

Students participate in an advisory class throughout their high school years that provides a time for career exploration and planning. In the semester before the internship experience, students identify a potential career area and then begin brainstorming potential sites. The process is called community mapping – suggesting a structured approach to looking at businesses and organizations in the community and brainstorming possibilities.

Many schools have a partnership with a local business group, such as a Chamber of Commerce or Business-Education Partnership that supports the internship program. For example, in **Newburyport**, the Newburyport Educational Foundation and the Newburyport Chamber of Commerce support the high school’s internship program.

Malden High School’s Pathways Coordinator describes the program’s approach to developing internship and community service sites, focusing on the benefits to all participating organizations. She describes, for example, a community service project in culinary arts, with support from a local restaurant. Students used the local cable TV station to film the project, providing good publicity for the restaurant. Food was provided to a local non-profit. She suggests that each of the organizations involved in the community service project may become internship sites as well, having had a good experience with the students and the program.

Minnechaug Regional High School’s School to Career Internship Coordinator describes the networking that contributes to a strong local internship program. For example, a local newspaper publishes features highlighting student internship placements and projects. Articles are based on the write-up from the coordinator’s site visits, with photos, quotes and stories from the internship site.

She also describes the informal networking that goes on throughout the year – whether she is visiting a new business and letting them know about the internship program or informally helping local businesses to connect to other town programs and resources.

Model internship programs provide orientation for employers.

Employer Orientation & Training

Model internship programs provide orientation and training for employers through small group sessions or one-on-one coaching (in-person and by phone and email) and through the use of a variety of resources designed by the statewide Connecting Activities initiative.

Employers sponsoring internships receive training about the school's internship program, their supervisory role, and ways to enhance the experience for both student and sponsoring organization. They are trained in use of the MA Work-Based Learning Plan, and in model programs, supervisors of students complete the WBLP's pre and post assessment of student performance on the job. Employer contacts are offered methods for communicating with an adult staff member who serves as the liaison between the school and site, and who addresses employer's questions and concerns.

- The WBLP video is available from <http://massconnecting.org/employers> (the employer page).
- The series of PowerPoint presentations, about the Work-Based Learning Plan and about developing job descriptions and a list of skills and tasks, is available from <http://massconnecting.org/videos>.
- Advice and Information on possible workplace accommodations can be found on the federal Job Accommodation Network website, <https://askjan.org>. Other disability-related resources:
 - The Employer Assistance and Resource Network on Disability Inclusion, <http://www.askearn.org/>.
 - Work Without Limits, <http://www.workwithoutlimits.org/>.

When Bourne High School launched a School to Career Internship Program in 2014, the coordinator developed a package of employer and student marketing, outreach and orientation materials after studying model internship programs around Massachusetts and elsewhere. All materials are available online (see link below).

Here is an updated excerpt from the website, describing employer expectations.

Special acknowledgement to the Greater New Bedford Area School to Career Connecting Activities program, whose Employer Internship Guide provide much of this material.

Overview of Employer Expectations

Employer Role

It is important for the intern to feel like a member of a professional team and have a sense of belonging to the organization. There should be communication between the employer, the student and the student's faculty liaison regarding goals and identifying activities to achieve them. Employers can use the MA Work-Based Learning Plan to structure student learning experience and complete evaluations.

Responsibilities

- Provide orientation and training at beginning of the internship
- Provide a safe workplace
- Create projects and provide training that leads to increased knowledge, skills and problem-solving capabilities
- Communicate with the student and school personnel about any disability-related workplace accommodations or supports that the student may need, including accommodations that will allow the student to communicate effectively with the employer and workplace colleagues
- Meet with the intern on a regular basis (weekly or biweekly) to discuss their progress
- Provide the intern with direction, resources, and support necessary to successfully meet or exceed the goals of the internship
- Evaluate the intern's work using the MA WBLP, an online tool designed to structure work-based learning experiences. Formal evaluations will be conducted at the beginning and end of the internship to communicate objectives and track progress. Connecting Activities program staff will provide training on use of the MA WBLP.
- Make the intern feel a part of the workplace

Orientation Checklist

- Office/building Tour: restrooms, mail and supply rooms, break room, office culture, desk space and location, phone access, , parking and food suggestions
- Work Info: confirm work schedule, weekly or bi-weekly meetings, clear expectations, pre-post internship evaluations and necessary training, clear goals for the intern and the employer
- Human Resource items: staff introductions, written policies & procedures, appropriate dress & behavior, safety and confidentiality policies
- Organization information: History, mission, values and objectives, office hierarchy and overview of departments & industry jargon, etc

Help design a student project or planned set of activities: The first step is to work with the student and teacher to identify the possible outcomes for the experience and how to achieve them. Everyone should agree on goals, activities, and the various ways the student can demonstrate learning throughout the internship experience.

While completing their project should be a top priority, employer supervisors should allow the interns to interact with and observe people and situations that are everyday happenings in an organization. Occasions for the intern to witness professionals at work with encouragement for them to participate and contribute when appropriate are great learning opportunities.

Help develop the Work-Based Learning Plan: Once it has been decided what the student will be doing for the internship, the information should be documented on a Work-Based Learning Plan, and signed by the employer, student and internship coordinator.

Instruct and supervise the student: Part of the purpose of an internship is for the student to assume real responsibilities in the work world. During the onset of the internship, it is important to explain what activities/tasks the student should do, specifically teach the steps involved in completing each activity/task and carefully supervise the student.

Over time, as the student becomes increasingly familiar with the business and confident with the work, give the student greater independence and encourage him or her to accomplish the intended goals of the learning agreement. As the student becomes comfortable working independently on one set of tasks, the employer should provide instruction and mentorship in new skills and tasks that build on what has already been learned.

Provide feedback: When the employer is pleased with the work a student has done, they are expected to provide the student with that feedback. On occasion the employer may not be happy with the student's work performance. This may result from the student's breaking a rule, not performing a task correctly, or using bad judgment. In all cases, the student should be told immediately and carefully, in a private conversation. The employer should express their opinion without being judgmental and give the student a chance to express his or her thoughts on the issue. Sharing the concerns with the school liaison is important

Listen between the lines: Throughout the internship, the employer will be teaching, explaining, and demonstrating new processes and procedures to the student. Do not interpret a lack of questions as a sign that the student necessarily understands everything that is going on. The student may be too shy to speak up at a particular moment or may not know what questions to ask. If it seems the student is not following something, ask if you should go over it again. Emphasize that it is important to understand how and why something is done. When teaching or demonstrating a new task or skill, do not assume something is too obvious. The simple things you take for granted may be completely unfamiliar to the student.

Evaluate student performance: The method of evaluating the student's performance will depend in part on the project or objectives used to define the internship. In general, the employer's evaluation will be based on how well the student is able to demonstrate the skills articulated in the internship learning agreement, especially the "Employability skills" found on the first page of the MA Work-Based Learning Plan.

This sample agreement is based on a blend of agreements from several different high school internship programs.

Internship Agreement: Employer

Name of Company/Organization:	_____
Company/Organization Address:	_____
Primary Contact Person:	_____
Contact Person Phone:	_____
Contact Person Email:	_____
Internship Focus (Career Area):	_____
Approximate Hours Per Week:	_____
	<input type="checkbox"/> Unpaid
	<input type="checkbox"/> Paid by worksite
Type of Pay:	<input type="checkbox"/> Paid by other agency or organization
Hourly Pay (if applicable):	_____
Start Date	_____ End Date: _____
I / we agree to:	
<input type="checkbox"/> Communicate with the intern and program coordinator to design an internship experience that provides a high-quality learning experience.	
<input type="checkbox"/> Provide the intern(s) with clear job site expectations and train them to do any work and projects that they will be asked to do. Work tasks will be selected in accordance with applicable child labor laws and workplace safety laws.	
<input type="checkbox"/> Communicate with the designated school liaison regarding any issues with the intern's work, attendance or other issues.	
<input type="checkbox"/> Complete and sign a Work-Based Learning Plan review (provided by intern) each quarter, and assess their skills through the review process provided by the Plan.	
In the case of unpaid internships:	
<input type="checkbox"/> Verify the intern's hours worked by signing a timesheet (provided by the intern) each quarter.	
Workers Compensation / Insurance: I/We have received information from the program coordinator with regard to workers compensation and/or insurance with respect to this placement, and acknowledge that the intern is covered by our organization's workers compensation program.	
Non-Discrimination Policy: I/We hereby certify that _____ is an equal opportunity employer and does not discriminate against any person on the basis of race, color, creed, national or ethnic origin, age, sex, sexual orientation, disability, status as a Vietnam era veteran or homeless disposition in access to services in or employment in its programs and activities.	
Signature:	_____ Date: _____

[SECTION 4.]
WORKSITE SAFETY



QUESTIONS TO ASK:

How do we communicate with worksites and students to ensure a safe worksite experience?

- Use checklists to systematically review worksites.
- Use site visits by program staff to new worksites proposed for an internship in advance of finalizing any student placement, and use the visit as an opportunity to discuss safety issues with the organization offering the site.

IN THIS GUIDE:

- Worksite Safety Review for Internship Sites and Summer Jobs
- Essential Elements of Any Work Experience Program
- In Appendix 1: Employer Liability FAQ

In a well-designed internship program, program staff, participants and families feel confident that workplace safety planning has been integrated into all aspects of site selection, employer and student orientation and training.

This safety review page provides one possible approach for implementing a workplace safety review.

Workplace Safety Review for Internship Sites and Summer Jobs

[Step 1.] Review Child Labor Laws to determine if the job or internship placement is appropriate for the intern's age.

[Step 2.] Review the job description and make a site visit to view the physical worksite to determine what training, guidelines and coaching will be provided to promote safe work practices. Determine whether the worksite has met NIOSH standards for basic workplace safety, through the organization's own workplace health and safety program or an independent review.

[Step 3.] Through the Work-Based Learning Plan and through internship orientation, review safe work practices with the intern. Note that skills like teamwork, communication, critical thinking, problem solving and time management contribute to workplace safety.

[1.] What workplace safety issues should be addressed in training and in a worksite review?

- Food / Food service
- Office
- Art studio
- Medical/science lab
- Retail
- Ladders, step ladders, high shelving, working at heights
- Computer equipment / Electronic equipment
- Electrical safety
- Chemicals
- Paints
- Fertilizers
- Plants
- Dust
- Soil
- Animals
- Trash or recycling
- Hot sun/weather
- Using tools/equipment
- Personal protective equipment (gloves, goggles)
- Working with the public
- Working with children
- Working with patients (healthcare)
- Directing sports activities
- Directing arts & crafts activities
- Directing classroom activities

[2.] How will workplace safety information will be provided to the intern? Check all that apply.

- Safety guidelines from the organization/company (Specify format: _____)
- Safety Booklet (Safety Checklist and Safe Work Habits)
- Through the Employability Skills highlighted on the Work-Based Learning Plan
- Through industry-specific safety skills highlighted on the Work-Based Learning Plan

[3.] Will the intern be working in a group? Alone with a supervisor? Independently? Alone with members of the public, patients, children, or clients/customers? Who provides supervision and oversight of safe work practices?

[4.] Does the organization have a Workplace Health and Safety Program? Does the Workplace Health and Safety Program insure basic safety compliance, such as inspection of doors and exits, fire safety, chemical safety / right-to-know, emergency policies, sexual harassment policies? Is safety information posted in the workplace? In cases of smaller or informal work settings, who will perform a basic safety review of the work setting?

Please review the safety requirements of your school system and your organization as you develop safety guidelines, parent permission slips, or other safety-related practices and policies.

Essential Elements of any Work Experience Program

[] Establishing Safety Policies and Practices. Things to consider include: compliance with best practices in maintaining workplace safety * workplace safety training * compliance with child labor laws * compliance with workplace safety laws * understanding workers compensation * policies regarding CORI reviews * company-specific policies and procedures * other safety policies.

Please review the safety requirements of your school system and your organization as you develop safety guidelines, parent permission slips, or other safety-related practices and policies.

Understanding Youth Employment Laws: View “Youth Employment Laws” at <http://www.mass.gov/ago/doing-business-in-massachusetts/workplace-rights/child-labor/> from the Office of the Attorney General.

ESE Advisory on CORI Law / Mandatory Criminal Record (CORI) Checks on CORI: <http://www.doe.mass.edu/lawsregs/advisory/cori.html>. See #7b in the question and answer section for a discussion of school-to-work and vocational placements.

Workers Compensation Information: Employers are required by law to provide workers’ compensation insurance coverage for all of their employees. The Department of Industrial Accidents (DIA) is the agency responsible for administering the workers’ compensation law in Massachusetts. **See M.G.L. Chapter 152, section 1, subsection 4 for information specific to work-based learning experiences.** Under the law, high school students participating in a work-based experience as part of a school-to-work program are deemed employees and therefore covered under the employer’s workers’ comp policy (see M.G.L. chapter 152, section 1, subsection 4).

The Connecting Activities network convened a study group to develop informational materials about employer liability and the Massachusetts workers’ compensation system for internship programs. See the “Frequently-Asked Questions” document on the <http://massconnecting.org> website. It is also included in the Appendix here.

[] Understanding Expectations About Paid or Unpaid Internships. Are all experiences – paid and unpaid – designed as learning experiences, for the benefit of the intern’s career development and skill development? Have you reviewed applicable guidelines for the use of unpaid internships? How do you share these guidelines with internship sites?

[] Ensuring Equal Access and Non-Discrimination. Do you have policies and practices that ensure that all students have equal access to career-related learning, regardless of gender, race, ethnicity, disability, sexual orientation, family status, household income or other factors?

[] Ensuring Privacy and Confidentiality. Do your program routines respect the privacy and confidentiality of student information and employer information?

[] Understanding Use of Grant Funds (if grant funded). Do your program practices comply with appropriate use of any applicable grant funds? Does your program comply with all of the assurances that were specified in the program’s response to any applicable RFR or RFP from your funding sources?

**[SECTION 5.]
QUALITY OF THE
INTERNSHIP
EXPERIENCE**



ITEMS TO CONSIDER TO ENSURE THE QUALITY OF THE PLACEMENT:

Develop a plan for effective student preparation for the internship:

- Providing a series of lessons, each the length of a class period, ahead of the start date for preparation (Recommended: at least 10 lessons, to ensure time for key topics)
- Select materials to be used in a workshop series or other preparation, such as the Signal Success workshop materials available from DESE, designed in collaboration with Commonwealth Corporation, or other workshop materials
- Use an INTERNSHIP AGREEMENT FORM and the MA WORK-BASED LEARNING PLAN (WBLP) to clearly communicate expectations of the internship
- Review the expectations of employers relating to job performance
- Integrate safety
- Address the Employability skills relevant to all workplaces, reflected in the WBLP
- Help students practice team work, communication, initiative-taking, etc., being responsive to individual, cultural, and disability-related differences

Decide when students will do the internship, and the number of hours:

- A double-block or double-period
- Single block or single period
- Release time
- After school or summer
- For internship programs within the High Quality College and Career Pathway Innovation Pathway internship programs, 100 hours are required (the equivalent of a full semester course)

In this section of the Guide, you will find the following model forms for many of these elements of a high quality program:

- Internship Agreement
- Parent Letter
- Career Assessments – Part I – Reflection on Assessment Results
- Career Assessments – Part II – Career Research
- Assignments and Activities During the Internship
- Reflection Essays / Reflection Questions
- Setting Up the Online Work-Based Learning Plan
- Focus On Skills: Work-Based Learning Plans
- Sample WBLP - Childcare Intern
- Sample WBLP - Physical Therapy Intern
- Presentations at the End of the Internship
- Portfolios
- Grading
- Thank You Letters
- My Career And Academic Plan (MyCAP)

Students and parents sign an internship agreement, and parents sign a permission form.

This example is from Drury High School.

Note that text of permission forms or any other legal text should be developed by the local school district.

Internship Agreement

Student Name _____
Address _____ Telephone Number _____
Career Objective _____
Internship Site _____
Address _____
Internship Supervisor _____ Telephone Number _____

Student Responsibilities

- Student will maintain passing grades in all academic classes.
- Student will report work related issues to Internship Supervisor and the Internship Coordinator at school.
- Student is responsible for his/her own transportation and is personally responsible and liable for their actions en route to and from the internship site. While at internship students will maintain good manners, behavior and politeness at all times.
- In keeping with the school's attendance policy, and because attendance is considered a factor for successful employment, students must adhere to current established attendance policy at the school and the internship site.
- Attendance at school is a prerequisite for attendance at the worksite.
- If a student is going to be absent, for whatever reason, it is his/her responsibility to notify the employer and the Internship Coordinator.
- If a student wishes to terminate his/her internship, they must notify the Internship Coordinator and give the employer two weeks notice. Every effort will be made to resolve the problem to the employer's/student's satisfaction. If this is not possible, student is expected to return to a full seven period a day schedule on the day as determined by the school.
- A violation of any of the above responsibilities may result in dismissal from the program and loss of credit

Journals

- Must be done on a daily basis using the school's provided form.
- Students are responsible to hand in or email them every Monday to the Internship Coordinator.
- Failure to do so may result in a failing grade.

Grading and Evaluations

- Will be done jointly with Internship Coordinator and worksite supervisor.
- A Work-Based Learning Plan will also be implemented within the first 2 weeks of the student's internship and goals will be established with the input of worksite supervisor and student.
- A pass/fail grade will be given based on attendance, journal writing and goal setting.
- A final reflective paper will be required at the completion of your internship.

By signing this, we accept the conditions and statements of this agreement.

Student _____ Date _____
Parent/Guardian _____ Date _____
Internship Coordinator _____ Date _____

Drury High School's Parent Letter describes the goals and expectations of the College and Career Internship Program.

Parent Letter

College and Career Internship Program

Dear Parent(s)/Guardian(s):

Your son/daughter is currently scheduled to participate in the College and Career Internship Program. This program has been developed through our College and Career Center and School-to-Career Team to expose high school students to their chosen career and our local business community. It will also help them make the connections between what is learned in class and what is needed in the working world outside of school.

Students will earn academic credit for the internship, which will count toward their high school diploma. Students will be required to keep a daily journal, set goals based on the Work-Based Learning Plan and at the conclusion of their internship, each student will also be required to write a reflective paper. Students will receive a pass/fail grade. Evaluations and the WBLP will be done jointly with the worksite supervisor and the internship coordinator.

The Internship Coordinator will act as a liaison between the employer and the student to assist in any problems that may arise during the course of the internship. The coordinator will visit or call the worksite on a regular basis to insure that both the student and worksite are benefiting from the program.

With your permission, he/she will spend one to two hours a day at their selected worksite. Please read the attached rules and sign the permission forms.

We look forward to an exciting and rewarding year. If you have any questions, concerns and or suggestions, please feel free to contact or email me at _____.

Sincerely,

Internship Coordinator

Career Assessments – Part II – Career Research

After completing the assessments, research at least three careers you are interested in exploring through an internship. Keep in mind what you have learned about yourself, the career clusters you might like to work in, and your personality traits. Also be thinking where in the greater Hampden-Wilbraham area you can travel to in order to explore these career options.

Be prepared to discuss your career interests at your interview.

Career Information is available using the Career Tab on your Naviance homepage.

MassHire Career Information System – <http://masscis.intocareers.org> – is another very good site for researching career options. Here you will find Education requirements for the career, and Employment and Outlook statistics predicting the number of jobs available per state and/or county for your chosen career.

Career: _____

Skills needed:

Education required:

Employment and Outlook:

(# of jobs currently + the percentage of growth = new jobs available)

Why it is a good choice for me:

For most internship programs, students complete a series of activities, including:

- regular journal entries
- reflection essays
- career self-assessments and career research
- resumes
- thank you letters
- end-of-semester projects or presentations
- portfolio entries

Students are also responsible for timesheets and for coordinating with their mentor and program coordinator to facilitate completion of Work-Based Learning Plans.

To increase accessibility for all students, consider principles of Universal Design for Learning (UDL), to allow multiple means for students to show what they are learning throughout the internship.

Assignments and Activities during the Internship

New Bedford H.S.:

- Keep a journal of daily activities, observations, and reflections.
- Attend the end-of-the-semester internship meeting to give an oral presentation of your experience.
- Submit a weekly attendance sheet.

Berkshire Arts and Technology Charter:

Weekly class discussions/check-ins, four personal response essays, a career research paper, and resume and cover letter writing, and a pre-post evaluation using the Work Based Learning Plan. Personal response papers are included in students' Gateway Portfolios.

Women in Technology – North Central Region:

In the Women in Technology program sponsored by Tyco-Simplex/Grinnell, about 30 young women from six high schools work on authentic technology projects for Tyco and Simplex/Grinnell with company mentors leading them along the way. Students present their projects at an end-of-year event.

Newburyport High School:

Before the internship begins, students use the on-line system called MassHireCIS (formerly known as "MassCIS") to research the skills and abilities needed for their targeted career field. During the internship program, students continue researching the career field through MassHireCIS and complete a career research paper.

Students also complete resumes, cover letters, thank you letters and reflection assignments.

Lee High School:

Students complete quarterly journal entries, completing and reflecting on a personality assessment, completing and reflecting on a career interest inventory, and developing a resume.

Bourne High School:

Students complete journal assignments and prepare a culminating presentation. Materials from the internship experience are included in student portfolios.

TechApprentice – Boston:

Students in the TechApprentice program in Boston participate in technology projects with their worksite mentors.

What are some of the reflective writing assignments that students complete during the internship program?

Reflection Essays / Reflection Questions

Reflecting on the Employability Skills From Minnechaug Regional High School

Self-Evaluation Using the Skills from the Work-Based Learning Plan(WBLP)

Using the Guidelines for Work Based Learning Plan Ratings (see attached), evaluate your skill level for each **employability skill** by circling the rating that YOU believe best describes your performance at your internship.

In one paragraph, identify one **employability skill** in which you believe your performance is strong and site an example showing how you successfully demonstrate this skill at your internship. Discuss why this skill will be important for you in the future?

In a second paragraph, identify the one **employability skill** that you believe is your weakest or most challenging and site an example demonstrating your struggle with this skill at your internship. Discuss why strengthening this skill will be important for you in the future?

Using the Reflection Screen From New Bedford High School

The New Bedford program has used the reflection questions built into the Massachusetts Career Ready Database. These questions are based on the employability skills and career/workplace-specific skills used in the Work-Based Learning Plan, and provide an option for online essay writing. Sample questions include:

Customer Service: Can you think of a situation in which you have applied interpersonal skills to calming an upset person, clarifying something that was confusing, or solving a problem?

Leadership Skills: Your leadership style will evolve over time as you get more experience. Picture yourself in ten years — what is your leadership style like?

Motivation and Initiative: Many people buy books and videos about motivation and listen to motivational speakers to get advice about how to “get moving” and accomplish more in their lives and careers. In your opinion, what are the best ways to get motivated and stay motivated?

Critical Thinking and Problem Solving: Suppose you were writing a guide to troubleshooting issues, problems or challenges that commonly come up in this work. What would be the three most important issues that you would write about?

Workplace Policy, Safety and Culture: Compare and contrast the "culture" at this organization with the "culture" of your school (or another organization). Is one place or the other more formal, informal, fast-paced, relaxed, strict, serious, etc.?

Classroom Management: If you are interested in teaching, you probably know that your classroom teaching and leadership style will evolve over time as you get more experience. Picture yourself in a classroom in ten years -- what is your "classroom teaching style" like?

**Pre-Program Questions
From Newburyport High School**

Newburyport High School students answer four “essential questions” as a pre-test before starting their internships:

- What training and education is required to succeed in your chosen career pathway?
- What traits does one need to succeed in any job?
- What preparation is required to perform well in the workplace?
- Why should I hire you?

From Bourne High School

Imagine you are in your final years of life. You are sitting in a rocking chair reflecting on the life you have lived. You are contemplating the answers to the following questions:

- Did you choose a career (or careers) that you enjoyed? – If so, how did that happen? – If not, why not?
- What are the 10 most important work values to you?
- What would you do if time, money, and experience were not a concern?
- What would you do or learn if you knew you couldn’t fail?
- What are you passionate and energized by?
- What are your current skills, abilities, and talents?
- What is stopping you from moving forwards and achieving your goals, including any self-limiting beliefs about yourself?
- What beliefs do you need now to achieve the life of your dreams?
- What will you commit to now to move forwards?
- Which activities did you do that you wanted to? – What encouraged you to do them?
- If you had your life to do over again what would you do differently?
- What would you have kept the same?
- What things did you choose to do in your life that made you happy?
- Write or draw your answer below.

The online Work-Based Learning Plan screens, in the Massachusetts Career Ready Database, are designed to provide an easy, user-friendly tool for structuring internships.

Setting Up the Online Work-Based Learning Plan

The online Work-Based Learning Plan screens, in the Massachusetts Career Ready Database, are designed to provide an easy, user-friendly tool for structuring internships. The Work-Based Learning Plan is used by thousands of students and employers across Massachusetts every year, and has been demonstrated to be a valuable tool for structuring internship experiences, opening up conversations and providing an opportunity for feedback and reflection. There are many online materials about the use of the Work-Based Learning Plan, along with sample job descriptions and skills/tasks at <http://massconnecting.org>

The online Work-Based Learning Plan screens are designed to facilitate collaboration and sharing, while maintaining privacy and confidentiality. Interns, supervisors, program coordinators and teachers can collaborate to set up the basic placement information, write job descriptions, develop a list of skills/tasks, and conduct performance reviews. Here are two examples of routines for setting up the Work-Based Learning Plan (WBLP).

At Narragansett Regional High School, students set up their own WBLPs:

- Step 1 – In their internship class time, within the first few weeks of the program, the internship coordinator guides the students through the process of signing up for a username and password and then entering the basic placement information about their internship. (via “Create Account” at <https://masswbl.org>)
- Steps 2 and 3 – Students also write their job descriptions and list of skills/tasks. Many write in the first person, reflecting their understanding of their internship description and relevant skills.
- Step 4 – Interns print a paper copy and coordinate with their supervisor for a first, baseline review, and later, for an end-of-semester review. They return a copy to the internship coordinator, who enters these into the WBLP screens.

In both the **New Bedford High School** and **Dartmouth High School** internship programs, employers use the online screens to complete performance reviews.

- Step 1 – The internship coordinator enters the basic placement information.
- Steps 2 and 3 – The internship coordinator enters the job description and list of skills/tasks based on notes from a meeting or conversation with the employer. Many internship placements are available year-after-year, and so the job description is already written and can be copied, or a description can be copied and customized for the current internship.
- Step 4A – The internship coordinator then uses the “Add/Invite New Username” feature on the Reports/Admin menu to create a username for the employer/supervisor and generate an email to the employer/supervisor inviting them to sign in and complete reviews.
- Step 4B – The employer/supervisor signs in and completes the performance reviews online (twice during internship) and meets with the intern to share this feedback and talk about the internship.

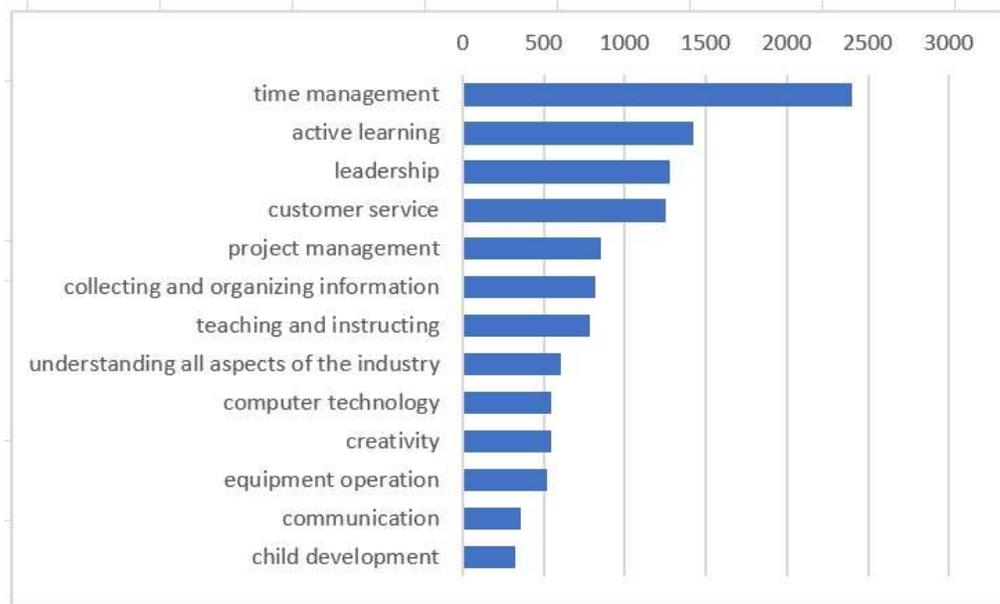
The database offers many lists and reports that are useful for managing, evaluating and marketing/promoting the internship program. With a long history of use, and thousands of internships, the database provides a rich set of sample skills, analysis of skill gain, sample job descriptions and more.

When internship coordinators work with students and employers to develop the Work-Based Learning Plan, they seek to include a variety of different types of skills, including higher-level professional skills (such as leadership, research, creativity and critical thinking), career-specific skills (such as computer, cooking, carpentry skills), applied academic skills (such as math, writing or research) and career exploration skills (such as health literacy, media literacy, active learning, and career awareness).

Focus on Skills: Work-Based Learning Plans

In the Massachusetts Career Ready Database, a “Skills Used” report provides a quick look at the skills listed in the Workplace and Career Specific Skills section (page 2) of the plan. The data shows a mix of higher-level professional skills, career-specific skills, applied academic skills and career awareness skills. This data shows a fascinating mixture of career specific skills, showing the richness of the experiences created in School to Career Connecting Activities internships. This data is useful as “general inspiration” to guide development of high-quality learning experiences. The reports are also valuable as evaluation tools for programs as they seek to review, monitor and continually improve the internship program from year to year.

Most Common Career Skills on WBLP – 2017-18 Program Year
(# of Work-Based Learning Plans with each skill)



Samples of Industry-Specific Career Skills

- Coordinating Financial Literacy Presentations
- Event and Fashion Show Planning
- Editing Digital Images
- Editing Videos
- Market Research
- Media Ethics
- Mechanical Repairs
- Microsoft Office Software: Excel, Word, And Outlook
- Observe/Assist in Surgery/Dentistry
- Observation of the School Speech Therapist
- Nutrition (Local Vs. Non-Local; Food Fast; Food Literacy; Reading Labels)
- Painting/Carpentry
- Refereeing Sports
- Web Design
- Web Programming

A sample WBLP for a childcare internship. Notice the blend of broadly transferable professional skills, career-specific skills and applied academic skills.

Sample WBLP – Childcare Intern

Job Title: Childcare Intern

Job Description: Intern will help to lead child’s activities as well as assisting with general classroom duties such as organizing materials, preparing snacks and general cleaning. Interns may prepare lessons for the class, with teaching and activities appropriate to the age of the group of children. Interns may have the opportunity to come up with “activities in a pinch” – those quick games and art projects that can be organized and introduced quickly when an activity is needed. Interns may work with children on early reading and math literacy, as well as art, music, science, nature study and other children’s interests.

Workplace and Career Specific Skills:

Skill	Description
Child Development	Demonstrating understanding of age appropriate activities, communication and behavior for assigned age group
Organizing materials	Keeping art materials, toys and other materials organized. Making sure that materials are easy to find and ready to use.
Art and Creativity	Exploring your creativity while inspiring others through various art projects. Research art, craft and children’s literacy websites to find activity ideas.
Leadership and Role Modeling	Role modeling appropriate behavior (being polite, positive, using appropriate language) Encouraging children to participate, by actively participating.
Reading and Literacy	Encouraging children’s literacy skills by participating in story-time and other reading related activities.
Math	Encouraging children to learn and practice basic math skills by counting, using the calendar, noticing shapes and noticing patterns.
Safety Procedures	Following safety procedures and regulations. Successfully completing CPR and other safety training.

Sample WBLP for a physical therapy intern. Notice the blend of general professional skills, career-specific skills and applied academic skills.

Sample WBLP – Physical Therapy Intern

Job Title: Physical Therapy Intern

Job Description: This internship provides an opportunity for the student to become familiar with professional skills used in a physical therapy clinic while providing support for the staff and patients through a variety of office and clinical tasks. The intern will become familiar with office procedures, including record-keeping, scheduling and billing, with equipment operation and maintenance, and with clinical tasks such as finding and printing out exercise routines, providing patient “set-ups” such as cold-packs and heat-packs, and greeting patients and helping them get started up in the gym.

Career and Workplace Specific Skills

Skill	Description
Active Learning	Show initiative in learning career skills by observing treatments, shadowing PTs, asking questions about purpose and outcome treatments. Also learn the “FLOW” of an outpatient PT clinic and work to maintain that flow.
Customer Service / Interacting with Patients	Become comfortable interacting with patients by greeting each one and bringing them into the gym for warm ups. Intern will also assist with instruction and education.
Equipment Operation	Intern will learn the proper use of equipment and help to maintain and clean equipment. Under supervision of mentor, intern will supervise patients while using the machinery.
Computer Technology	Develop fluency in use of specialized computer programs, including: – Learning and demonstrating knowledge of data collection using the TekScan wearable footwear sensor system. – Learning and demonstrating use of 3D Motion Analysis software. – Using Excel to assist in monthly analysis of clinical data.
Office Skills	Show professionalism and careful attention to detail in performing office tasks, including: – Pulling charts for upcoming patients. – Assisting with copying of HEP (Home Exercise Programs) for patients. – Scheduling patient appointments. – Making and organizing patient files. – Filing insurance and patient paperwork.
Research / Web Searches	Use computer to find exercise programs and print out copies for patients.
Vocabulary	Become familiar with the vocabulary used in the clinical setting. Use knowledge of vocabulary when conducting web searches and other research tasks.

At the end of the semester, Southwick-Tolland Regional High School students present information about their internships. The coordinator provides these instructions for 3' x 4' tri-fold display boards.

Presentations at the End of the Internship

Visual Project Requirements – Tri-fold Display Board

Title/Identification of your Career Pathway (such as medicine, elementary education, secondary education, criminal justice, veterinary science, nursing, emergency services, library science, psychology/counseling, etc.)

Business Name, City & Business Logo

Where did you do your internship?

Do they have a logo? Can you enlarge it – make it stand out?

City / Town where it's located.

Student Intern's Job Description

What are all the things that you do every day in your internship? What are your specific responsibilities? Who do you interact with? What qualifications do you need? Who's your mentor, what do they teach you? Did you like it? What are your educational plans?

Information about Educational Requirements for various levels (not just the level you are planning to enter) – Yours plus 2 more related careers in that workplace

Look online at degree programs in your field. Give a brief description of each job, along with specific educational requirements, certifications and look up outlook & salaries, too.

Pictures/visuals explaining student's job with captions

You may use the photos from your site visit, but you should also take more specific photos yourself

Photos showing you on the job – doing what you do every day

Photos of you at special events

Photos of you with your mentors and co-workers

Additional photos of things of interest to help explain your job.

Complete sentence captions are required for each photo with names of main characters (make sure your mentor is identified!) This is my mentor (name) and me and explain something about every photo!

Visual supporting materials such as fliers, brochures, articles you've written, projects you worked on. Or any materials your mentor gives you – please ask for permission to use. Creative pieces, business related materials and artwork to decorate the poster.

You may also include 3-dimensional objects, PowerPoint, etc.

Additional materials may be displayed on the table with your project.

For students in many high schools, including Bourne High School and Berkshire Arts and Technology Charter Public School, the internship experience is reflected in student portfolios.

Portfolios

Bourne High School School to Career Internship Program

Portfolio Tips

START COLLECTING NOW!

- On-the-Job information related to your company: brochures, mission statement, staffing chart, etc.
- Additional work-related newspaper or magazine articles.
- Collect everything (samples, etc.) that demonstrates the work you are doing. Take photographs!
- Portfolio contents should show a growth in your ability over the course of your internship.

Berkshire Arts and Technology Charter Public School

Gateway Portfolio

At BART, all students complete portfolios. In 6th, 7th, 9th, and 10th grades, students assemble Working Portfolios. Working Portfolios are a collection of the best work a student completed in his or her current grade level and represent BART's standards-based curriculum which is aligned with the Common Core. Working Portfolios also include ten annotated bibliographies that document the individual reading a student completes during a year. Working Portfolios are used as the basis of Student Led Presentations and are stored at BART at the end of a school year. Students use Working Portfolios to create Gateway Portfolios.

Gateway Portfolios are the culminating experience for 8th, 11th, and 12th grades. The term "gateway" is used to indicate that, through the successful completion of a portfolio, the student is ready to pass onto the next level of his or her educational career. In addition to the materials included in the Working Portfolio, students completing Gateway Portfolios must also include other materials that require evidence of preparation for college, achievement of BART's core values, and the development of 21st century skills.

The Internship Experience of your Gateway Portfolio should include the following items.

- Massachusetts Work Based Learning Plan (with 2 completed evaluations)
- Graded copy of Personal Response Paper
- Graded copy of Career Research Paper
- Graded copy of Resumé

The model internship programs profiled in this guide are about evenly mixed between “Pass/Fail” and graded approaches. In both cases, grades are based on a combination of workplace performance and completion of internship assignments, reflections or other activities. While the workplace supervisor’s feedback is part of the grading process, grades are ultimately determined by the program coordinator or teacher.

Grading

New Bedford High School Internship Program: Evaluation/Grading Method

The student’s quarter and semester grade will be based upon several criteria including, but not limited to:

- The diligence and enthusiasm of the intern as determined by the site supervisor.
- The extent of the student intern’s problem-solving and creativity in his/her work
- Attendance, submitting paperwork in a timely fashion, and commitment.
- Student presentation at the conclusion of the semester.
- Weekly journal or written paper

From Greater New Bedford’s Employer Internship Guide: For Supervisors: Some Tips On Providing Feedback

Ongoing weekly or biweekly informal evaluations lead to successful internships. By scheduling this time with the intern you are giving them an expected time for questions and comments. Feedback is most valuable when offered objectively and in an encouraging way. An intern needs to hear not only that they are doing a good job, but particularly in what areas and ways. Alternatively, helping an intern to see a personal or professional area which needs improvement and assisting them with developing a plan to do so is just as important.

Too often, critical comments are left until the final evaluation when the student can no longer use the practical setting of the internship for improvement. Some supervisors hesitate to criticize an intern’s performance out of concern for the student’s final grade. Remember that the intern is ultimately graded on the basis of the learning derived from the work experience, not from the successful performance of work assignments alone. Be sure to solicit insights and suggestions from the intern about the assigned projects. When invited to do so, interns can contribute helpful information.

In some model programs, students write thank you letters (which are reviewed by the coordinator before sending) and in others the coordinator sends thank you letters. Many programs also have recognition events to thank the site supervisors / mentors.

Thank You Letters

[Date]

Dear _____,

We would like to thank you for serving as a mentor for _____ High School's Work-Based Learning Internship Program. We believe this experience can greatly enhance the foundation of a young person's goals and extend the student's classroom learning to the world of work. We appreciate your willingness to work with us using the Work-Based Learning Plan developed by the Massachusetts Department of Elementary and Secondary Education (DESE). Through this evaluation process, the student was able to learn the Foundation Skills important to all jobs and to receive valuable feedback on their performance of specific tasks asked of them during their internship with you.

This semester _____ High School had __ interns working throughout the community. Each internship experience is unique. Each experience is shaped by goals the intern sets for himself or herself, by the motivation and reliability of the intern, and by the relationship formed by the intern and the mentor as they worked so closely together.

As a final project, each intern is required to write an essay in which they reflect upon what the internship experience meant to him or her, and how the experience helped to shape their senior year and their goals for the future. I have included a copy of your intern's essay. I hope you find reading it to be a rewarding way to close this mentoring experience.

Thank you again for working with our seniors as they explore career options and learn the skills they will need to be successful in their pursuit of a rewarding career.

Sincerely,

School-to-Career Coordinator

More and more high schools are using Individual Learning Plans (now referred to in MA as MyCAP) to help students plan and manage the work they need to do while exploring college and career options. How do students use these planning tools to reflect on their internship experiences?

My Career and Academic Plan (MyCAP)

Recognizing that students identify and refine their career interests gradually, most individual learning plans / MyCAP designs include sections for:

- Identifying and updating career interests and goals
- Listing career awareness, exploration and immersion activities completed
- Identifying short-term and long-term goals across several domains (academic, workplace readiness and personal/social).

Before an internship, students typically do career research and other career awareness and exploration work. These activities and the resulting goal-setting should be entered into the plan.

After an internship, students will identify next steps and refine their career interests and goals. Again, these activities and the resulting goal-setting work should be entered into the plan. They also revise their resume to capture the internship experience.

If the individual learning plan / MyCAP provides an option for uploading documents, students may upload their pre-internship career assessment work, their job description, the Work-based Learning Plan and materials from reflections and project assignments.

In Massachusetts, school districts are encouraged to use an on-line platform for MyCAP, such as: MEFA Pathway (<http://mefapathway.org>), the MassHire Career Information System (<https://masscis.intocareers.org/>), Naviance, Career Cruising or other effective internet-based college and career planning tools.

**[SECTION 6.]
STAFFING THE
PROGRAM**



Staffing the Program

An internship program must be managed by designated staff, which should include school personnel and may include employees of partnering organizations, whose roles are well-defined. Staff who support the program may include:

- Internship program teachers – coming from a variety of departments such as English or Business Education, or from the school guidance department.
- School Counselors / Guidance Counselors
- Special Education Teachers, Related Service Providers, Transition Specialists and related staff
- School Administrators
- Regional staffing – staff who are assigned to the school through the Connecting Activities network, with titles including Career Specialist or Employer Outreach Specialist, who may be employed by the regional MassHire board or career center

The Connecting Activities initiative provides a flexible model for staffing, with a network of local and regional staff supporting internship programs.

Within the statewide Connecting Activities program, participating high schools use a network of both local school/district staff and regional staff to support career development education and internship programs.

Southwick-Tolland Regional High School's student handbook describes the role of the school-to-career coordinator, emphasizing the continuum of experiences provided to students in grades 9-12.

Career Facilitator Job Description

Career Facilitator/School to Career Coordinator: The career facilitator, an extension of the guidance department, works in cooperation with the Business Education Alliance (a group made up of business people and educators), in order to extend such opportunities as career exploration, job shadows, field trips and diversified learning experiences (an internship program and seminars) to interested students. Students can investigate various career clusters through actual hands on experiences that complement their area of study. The Career Facilitator also teaches in selected grade 9, 10, 11 classes, introducing all students to career training.

[SECTION 7.] PROGRAM LOGISTICS



IN SUMMARY: What are the key logistical items that need to be considered in designing a program? Did you find any approaches, ideas, forms or other materials in this guide that you can use in your own program?

- Address issues of transportation: Will students be able to drive, walk, bicycle, take public transportation?
- Determine the learning goals of the internship program, grading and credits.
- How many credits will students earn?
- Will the program be pass/fail or will students receive a letter grade?
- Will there be a class or seminar with the internship program?
- What reflection and career exploration will students do?

Identify forms, letters, agreements and other materials to manage the flow of information. This Guide offers model forms for adaptation by interested schools. What program materials do you need? Items to consider include:

- Course description for the school's course catalog and website
 - Program informational materials for students, parents, employers, school community (print materials, presentations, etc.)
 - Student application form
 - Letter to parents
 - Permission form
 - Emergency contact information form (or this information may be included in other forms)
 - Student agreement (specifying details about the internship)
- [For information on voluntary student [*disability disclosure*](#), including documentation of needed accommodations or supports, see: https://fcsn.org/linkcenter/wp-content/uploads/sites/25/2018/08/DESE_Brochure_6_Disability_Disclosure_062618_int.pdf
- Employer agreement or employer information form (specifying details about the internship)
 - Work-Based Learning Plan – including job description, skills/tasks, reviews and goals
 - Internship course materials, such as writing assignments, career research assignments and other materials
 - Instructions for updating student portfolios / MyCAP / college and career plans
 - Certificates or other recognition of participation
 - Thank you letters for employers
 - Program Evaluation and Continuous Improvement

Program evaluation and continuous improvement are essential to any program. Internship programs in Massachusetts can use the Massachusetts Career Ready Database to track information about the internship program and to develop and save Work-Based Learning Plans to guide and evaluate student learning. These tools are useful for evaluating the program successes and identifying areas for improvement.

Program Evaluation and the Massachusetts Career Ready Database

About the Massachusetts Career Ready Database (MA-CR).

This database, available at <https://masswbl.org> is developed and maintained by DESE's Connecting Activities initiative, is used by a variety of programs across Massachusetts, including summer jobs programs, transition programs, internship programs, Cooperative Education, YouthWorks, WIOA Youth, community service learning programs and other youth employment and career development initiatives. People who actively use it include:

- Students/Interns/Participants in programs using Work-Based Learning Plans
- Employers/Supervisors in programs using Work-Based Learning Plans
- Program Staff and Program Coordinators, supported by Connecting Activities, YouthWorks, Summer Jobs programs and more
- Teachers, Counselors and other school staff
- Co-operative Education Coordinators

You can find database resources and further information at: <http://massconnecting.org>

Work-Based Learning Plans: The centerpiece of the database is the Work-Based Learning Plan section. This section captures critical information about participants' structured work experiences. When users sign in, they can complete Work-Based Learning Plans online, as well as generate summary reports and find examples of related job descriptions. Work-Based Learning Plan screens include:

- Step 1: Basic placement details
- Step 2: Job description
- Step 3: List of skills
- Step 4: Performance review and goal setting.

Data from Career Awareness and Exploration Activities: The database also captures information about career awareness and exploration activities sponsored by schools and other organizations, such as job shadowing programs, career fairs, company tours, and other activities designed to help youth plan for their futures. The data collection about these kinds of activities contributes to the evolving systems of Career Development Education (CDE) offered across the state. This kind of data is recorded in the "Activities" section of the database, which also offers an "Activity List" where program staff can browse to get ideas from their colleagues.

What are the benefits of the database for users?

For staff: a variety of reports and lists, including "skill gain reports" and other information to help you manage and assess your programs.

For students: feedback from your supervisor and an opportunity for reflection about your work experience.

For employers: a tool for opening up conversations and providing feedback to interns.

For DESE: information about major trends across the state with respect to youth employment, such as the industries that are most active in brokered experiences, the existence of any local or regional trends, and the skills that are most impacted by the experiences.

APPENDIX 1: EMPLOYER LIABILITY FAQ

Work-Based Learning Placements/Internships, Employer Liability Concerns, and the Massachusetts Workers' Compensation System

In Massachusetts, many young people participate in work experiences brokered by the School-to-Career Connecting Activities system or by their schools. These experiences happen year round and at a wide range of locations. Many participants are paid by the worksites, others are unpaid. In all cases, the participating youth are covered by the state's worker's compensation law, as discussed below.

What is workers' compensation? The Massachusetts workers' compensation system is in place to make sure that workers are protected by insurance if they are injured on the job or contract a work-related illness. The system also limits employer exposure to liability for workplace injury and illnesses (except in cases of willful negligence).

What is an employer's obligation? Employers are required by law to provide workers' compensation insurance coverage for all of their employees. The Department of Industrial Accidents (DIA) is the agency responsible for administering the workers' compensation law in Massachusetts.

Does state law mandate workers' comp coverage for high school students in work-based learning experiences? Yes. Under the law, high school students participating in a work-based experience as part of a school-to-work program are deemed employees and therefore covered under the employer's workers' comp policy (see M.G.L. chapter 152, section 1, subsection 4).

What is the cost to the employer for sponsoring a work experience for a young person? The cost associated with workers' comp coverage is determined through the same analysis that an employer would follow for any new employee added to payroll. The cost is driven primarily by three key factors: 1) the degree of hazard or risk associated with the job (all jobs are classified for this), 2) the number of hours worked, and 3) the hourly rate.

Are unpaid interns covered under workers' comp? Yes. High school students participating in work-based learning experiences, whether paid or unpaid, are covered under the employer's workers' comp policy. Typically, any additional increment to the employer's existing workers' comp premium would be very small.

Is there an additional insurance premium even if the student is not paid? Yes. Even if no wages are paid, the student is still deemed an employee for purposes of the calculation, and receives the benefit of being covered under the employer's workers' compensation insurance as though he/she were paid. Since most unpaid interns are in low risk positions, for a relatively brief time (100 hours would be typical), at minimum wage rates the cost for the added insurance is minimal. Note: Some larger employers are self-insured, and make no premium payment, so there would not be an increase in insurance cost to them.

How is the premium calculated for an unpaid intern? The payroll value applied at audit would be based on the actual hours worked by the intern. The rate of pay would be based on what an employee of the hiring firm would be paid for similar work. However, under no circumstances would the rate of pay accepted by the insurance company for work performed by any such intern ever be less than the established minimum wage. Premiums are calculated according to how employees are classified. Each occupation has a rate assigned to it by job description or class code. The premium rate itself is expressed as dollars and cents per \$100 dollars of payroll for each class code.

To calculate the workers' comp premium for an unpaid intern, the employer would assign the same class code and rate that is assigned to their employees performing similar work. You can find the class code look-up system for workers' comp rates at: <https://www.wcribma.org/mass/ToolsAndServices/MACI/Main.aspx>

What are some examples of possible workers' comp premiums for an unpaid intern? Here are two examples of premiums for an unpaid intern working a total of 100 hours over the duration of the placement. These are meant as a reference only and not for exact computation of an employer's obligation. **There are many factors that go into calculating workers comp premiums, therefore it is best to consult with an insurance agent.**

Hospital X-Ray Technician Rate of pay at hiring firm for a paid employee performing similar work = \$12.00/hour Class Code – 8833 – “Hospital: Professional Employees” July 1, 2018 rate for Code 8833 per \$100 of payroll = \$1.11 Payroll value used for unpaid intern = 100 hours x \$12 = \$1,200 Approximate workers’ compensation charge for intern = \$1,200/100 x \$1.11 = **\$13.32**

Front Desk -Health Club Rate of pay at hiring firm for a paid employee performing similar work = \$12.00/hour Class Code – 9063 – “Exercise or Health Institute & Clerical” July 1, 2018 rate for Code 9063 per \$100 of payroll = \$0.62 Payroll value used for unpaid intern = 100 hours x \$12 = \$1,200 Approximate workers compensation charge for intern = \$1,200/100 x \$0.62 = **\$7.44**

When does an employer report a student to its insurance company? Generally a student intern is reported to the insurance company during an audit. It is fine for a company to let the insurance company know ahead of time. The question of added cost arises at the annual review of the employer’s policy. Most employers work with their insurance provider to determine whether there has been a change in the scale of payroll that would trigger any change in premium.

Who is liable if there is an injury on the job? The insurance carrier is liable. Workers’ compensation is a no fault system. The employer does not bear the liability. The employer is only liable if it acts in a willful and purposeful conduct to put the employee in harm’s way.

In the event there is an injury, how should it be reported and who is responsible for reporting? Most insurance companies have their own format, usually starting with a phone call to the claims line. Reporting varies from company to company. However, all processes should begin with the student reporting the incident to the supervisor. *It is the employer’s responsibility to report the incident to the insurance company.*

What should school or program staff do if a student gets injured? They should have the student report the injury to their supervisor immediately. The supervisor is responsible for following through and reporting to insurer.

What is the history of student injury while students participating in Connecting Activities (CA) sponsored programs? The CA initiative helps broker approximately 10,000 internship placements per year and has done so over the course of almost 20 years with an extremely low (negligible) incidence of injury (one minor incident recalled). Experienced staff active in the work suggests that this is because most youth are placed in very low risk environments.

Is it acceptable to place a student at a company that does not have workers’ comp? No. If it is not a sole proprietorship, the company is breaking the law – all companies must have workers’ compensation by law. If the company does not have workers’ comp and a person gets hurt it is still a workers’ comp claim, funded in that situation by the state. The state would cover the cost and would sue the company to get the money back. If a sole proprietor takes on an intern, by law that employer must now carry workers’ comp.

A free web-based “Proof of Coverage” tool that can help verify whether a particular employer has a current workers’ compensation insurance policy. Using this tool, you can also view a listing of Self-Insured Employers. <http://147.202.209.36/>

What does it mean for an employer to be self-insured? Primarily, only very large corporations are self-insured. They are licensed by the state and manage workers compensation themselves. This has no impact on how students should react if there is an incident; they should still immediately report the incident to their supervisor. Cost of self-insured companies to host a student intern isn’t that much because they are insuring themselves and are not paying a premium to an insurance company as losses are paid by the employer. In some instances, self-insured employers may have a third party administrator (TPA) process claims on their behalf.

Does school liability insurance apply to work-based learning experiences in other locations? No, the statute is very clear stating that students in work-based learning experiences are considered employees for purposes of workers’ compensation. Workers’ compensation is the proper resource for any expenses as a result of an injury.

Is there any value in obtaining in any additional insurance coverage? Generally no, workers’ compensation covers all injuries that occur at the workplace.

What is a school’s responsibility to educate the employer on workers’ comp? It may be well known that every employer in the Commonwealth with one or more employees is required by law to have a valid workers’ comp insurance policy at all times. What may not be so well known is that high school interns participating in an unpaid work-based experience as part Massachusetts Elements of Model Internship Programs – Resource Guide 1.0 – Page 44 of 48

of a school-to-work program are deemed employees and are also covered under the employer's workers' comp policy. Therefore, it may be prudent to make the employer aware of the liability obligations and value of the workers comp coverage prior to a student placement. Ultimately, the employer should talk with their insurer.

Why is workers' compensation better than other forms of liability insurance for a student? The worker' compensation law is very specific in stating that any work related injury is to be covered by workers' compensation for students in school-sponsored career-related programs. Workers' compensation covers all medical expenses that are reasonable, necessary and related to the work injury, and pays for medical expenses, even if they are prolonged, as long as they are causally related to the injury. This is a benefit to the schools as they can rest assured that their students are protected at the workplace.

How does this relate to transportation? This is the "coming and going rule" – when a person is driving to or coming home from work it is not considered part of their job. This is not covered by workers' comp and it is not the responsibility of the employer.

ADDITIONAL QUESTIONS?

For questions related to the Workers' Compensation Law Department of Industrial Accidents (DIA) 1 Congress Street, Suite 100 Boston, MA 02114-2017 Tel: 617-727-4900; 1-800-323-3249

For questions on workers' compensation and employer liability insurance The Workers' Compensation Rating and Inspection Bureau of Massachusetts (WCRIEMA) 101 Arch Street Boston, Massachusetts 02110 617-439-9030

RESOURCES

Class Code Look-up System for WC Rates. The Worker's Compensation Rating and Inspection Bureau of Massachusetts (WCRIEMA) sets the rates for these codes. <https://www.wcriema.org/mass/ToolsAndServices/MACI/Main.aspx>

Employer's Guide to the Massachusetts Workers' Compensation System <http://www.mass.gov/lwd/workers-compensation/publications/employers-guide/er-guide-english.pdf> Injured Worker's Guide to the Massachusetts Workers' Compensation System <https://www.mass.gov/files/documents/2016/08/wn/ee-english.pdf>

Massachusetts Department of Industrial Accidents. DIA oversees workers' comp system. <http://www.mass.gov/lwd/workers-compensation>

Massachusetts General Laws: Definition of Employee Chapter 152: Workers' Compensations. Section 1: Definitions. Subsection 4: "Employee" includes language regarding students participating in a work-based experience. <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter152/Section1>

Proof of Coverage (POC) Tool. Verify whether a particular employer has a current workers' compensation insurance policy. <http://147.202.209.36/>

Safe Jobs for Youth: Safety and Health Resources for MA Cooperative Education Placement Coordinators <http://www.mass.gov/DPH/teensatwork>

This FAQ has been developed by leaders of the Massachusetts Connecting Activities state network, with input and support from the MA Department of Elementary and Secondary Education, and the MA Department of Industrial Accidents (DIA). Version 2 - February 2019.

APPENDIX 2: MASSACHUSETTS WORK-BASED LEARNING PLAN

The Massachusetts Work-Based Learning Plan (WBLP) is designed to provide structure and depth to work-based learning experiences: to identify the skills to be focused on in the work experience; to open conversations about learning opportunities; to provide a structured approach to skill assessment; and to encourage reflection about short-term and long-term goals. The Work-Based Learning Plan includes a job description, list of skills, and reviews.

The WBLP was developed by the Massachusetts Department of Elementary and Secondary Education through an interagency collaboration of employers, educators and workforce development professionals.

It can be completed as a pen-and-paper document or through the online WBLP screens or the mobile WBLP screens. The online screens, mobile version and resources are found at <http://masswbl.org> and/or <http://massconnecting.org>

Massachusetts Work-Based Learning Plan

Participant's Name: _____	Worksite Supervisor Name: _____
Participant's Email: _____	Worksite Supervisor Email: _____
Participant's ID Number: _____	School / Program: _____
Job Title: _____	Staff / Teacher Name: _____
Worksite: _____	Start Date: _____ End Date: _____

JOB DESCRIPTION – Tasks, responsibilities, projects:

EMPLOYABILITY SKILLS

The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. (Two reviews to capture growth -- Be objective!)

KEY

1 = Performance Improvement Needed: Needs to have a strategy to improve this skill

2 = Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill

3 = Competent: Demonstrates this skill; aware of the importance of this skill

4 = Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill

5 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

SKILL	PERFORMANCE EXPECTATIONS	REVIEWS Use 1-5 Scale (See Key Above)	COMMENTS Notes, goals, and reflections for Review #1 and Review #2
Attendance and Punctuality	<ul style="list-style-type: none"> Arrives on time and prepared for work Provides sufficient notice if unable to report for work 	Rev #1 Rev #2	
Motivation and Initiative	<ul style="list-style-type: none"> Participates fully in tasks or projects from start to finish Initiates interaction with supervisor for next task or project upon successful completion of previous one 	Rev #1 Rev #2	
Communication	<ul style="list-style-type: none"> Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions 	Rev #1 Rev #2	
Teamwork and Collaboration	<ul style="list-style-type: none"> Works productively with co-workers, individually and in teams; support organization's mission and goals Accepts direction and constructive feedback with positive attitude 	Rev #1 Rev #2	
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> Notifies and identifies challenges and problems that arise in the workplace Brings concerns to attention of supervisors when appropriate Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization 	Rev #1 Rev #2	
Workplace Policy, Culture and Safety	<ul style="list-style-type: none"> Exhibits understanding of workplace culture and policy Dresses appropriately for position and duties Practices personal hygiene appropriate for position and duties Follows professional standards for use of computers, phones and social media Respects confidentiality Complies with health and safety rules for the workplace 	Rev #1 Rev #2	

WORKPLACE & CAREER SPECIFIC SKILLS

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. Skill definitions are available in the resource guide and the online screens. See <http://massconnecting.org/wblp>

Career / Engagement Skills

- Active Learning
- Collecting and Organizing Information
- Creativity
- Customer Service
- Leadership
- Project Management
- Public Speaking / Presentations
- Teaching/Instructing
- Time Management
- Understanding All Aspects of the Industry

Digital Literacy Skills

- Computer Technology
- Database Use
- Graphic Design
- Media Literacy
- Office Suite Software
- Photo Editing
- Software Development
- Spreadsheet Use
- Web Development
- [Or industry specific technology]

Applied Academic Skills

- Applied Mathematics
- Reading
- Research and Analysis
- Writing
- STEM-Related Skills
- Engineering Concepts
- Environmental Literacy
- Health Literacy
- Research and Analysis
- Science Lab Concepts

Technical / Career-Specific Skills

- Applied Arts and Design
- Blueprint Reading
- Child Development
- Cooking / Culinary Arts
- Early Childhood Math/Reading Literacy
- Equipment Operation
- Landscaping
- Maintenance / Repair / Painting
- Medical Office Skills
- [Or other skills applicable to the work experience]

SKILL	SKILL DEFINITION	REVIEWS USE 1-5 SCALE (See Key Above)		COMMENTS Notes, goals, reflections for Review 1 and Review 2
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		

COMMENTS & SIGNATURES

<p>REVIEW #1:</p> <p>Participant Signature: _____</p> <p>Supervisor Signature: _____</p> <p>Staff Signature: _____</p> <p>Date: _____</p>	<p>REVIEW #2:</p> <p>Participant Signature: _____</p> <p>Supervisor Signature: _____</p> <p>Staff Signature: _____</p> <p>Date: _____</p>
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