

COORDINATORS



IMPLEMENTING WORK-BASED LEARNING PROGRAMS

a guide for coordinators

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I. background and purpose

Research shows that educating through Work-based Learning (WBL) programs contributes to both the intellectual and career development of high school students and often improves the educational outcomes of those students.

The basic principle of Work-based Learning is that it connects knowledge and skills learned in the classroom to structured work outside the classroom, which will help students secure meaningful future employment and/or post-secondary education. These experiences must be monitored and supervised by both a school-based coordinator and a worksite supervisor.

This guide has been developed for secondary school staff determined to initiate, implement, or improve Work-based Learning. It may serve as a resource for individuals who are already involved in providing worksite-learning opportunities for students.

There are many different examples of Work-based Learning experiences. They have the common goal of providing students with experiences in the workplace. These experiences may be paid or unpaid; examples and a description of each is provided below.

EXAMPLES OF WORK-BASED LEARNING

Field Trips

Enable students to tour a business and meet with employers to discuss different jobs, work habits and attitudes, and the students' career interests.

Job Shadowing

Enables students to observe the daily routines of an employee in a business environment and discuss the educational requirements of the employee's job. Job shadowing can serve to motivate students and expose them to career opportunities.

School-based Enterprises

Enable students to work in a simulated business in which students produce, market, and sell goods and services (virtual or real), learn how to manage a business, and at the same time learn the expectations of the workplace. Students plan, implement, conduct, and evaluate the operation of the business in this simulation.

Service Learning

Combines community voluntary service with a structured school-based opportunity for reflection about that service.

Internships

Enable students to assume full- or part-time work for a few weeks or months near the end of formal schooling. This work may be paid or unpaid.

Cooperative Education Program (Co-op)

Enables students 16 years of age and older to assume full- or part-time supervised paid work experiences over the last year or two of high school, supported by related in-school instruction in a CTE discipline. Students may receive in-school credit that is listed on their transcript as Cooperative Work-based Learning experience and meets the requirements for graduation and the CTE course sequence credit. This program must be registered with the New York State Education Department.

General Education Work Experience Program (GEWEP)

Consists of 150 to 600 hours of paid, school-supervised work experience, supported by at least one period per week of related in-school instruction/counseling. GEWEP is a program for students age 16 and above, applicable in schools that do not have a co-op program, or in districts with populations in need of a viable alternative to the co-op program. Students may earn 1/2 to 2 units of local elective credit towards graduation. This program must be registered with the New York State Education Department.

Clinical Experiences

Enable students to assume full- or part-time unpaid work experiences that are closely coordinated with academic and career and technical education courses. These experiences are strictly monitored to meet professional licensing requirements and occur primarily in the health and medical fields.

Pre-Apprenticeship

Enables students to assume full- or part-time paid work experiences over the last two years of high school and at least one year of post-secondary education or advanced training that are designed to prepare students for high-skill, high-wage jobs. Apprenticeship programs closely coordinate academic and career and technical education programs with work programs.

II. legal issues

It is important for the WBL coordinator to have an understanding of the legal issues related to placing and monitoring students in Work-based Learning experiences. The WBL coordinator is expected to inform administrators and participating employers when possible violations of laws and regulations occur.

ISSUE	REGULATION
AGE	<ul style="list-style-type: none">• Students 14-17 years of age may be employed in specified occupations outside of school hours.• Students 14-16 must have parental and school permission.
WORKING PAPERS	Students 14-17 years of age must obtain working papers from their school and submit them to WBL coordinator.
SOCIAL SECURITY NUMBER	Students must have a Social Security Number.
WAGES	Students are required to receive the prevailing minimum wage (or higher) per hour.
HOURS OF WORK	<ul style="list-style-type: none">• When school is in session:<ul style="list-style-type: none">– Students 14-15 years of age may work a maximum of 3 hours per day and 18 hours per week.– Students 16-17 years of age may work a maximum of 4 hours per day and 28 hours per week.• When school is NOT in session:<ul style="list-style-type: none">– Students 14-17 years of age may work a maximum of 40 hours per week.– Students 14-17 years of age may work between 7 AM and 7 PM and as late as 9 PM.
SAFETY & HEALTH	<ul style="list-style-type: none">• Employers must ensure a safe environment, free of hazardous conditions.• Employers must ensure that students are trained in all safety and health procedures relating to the workplace.
WORKERS' COMPENSATION	<ul style="list-style-type: none">• If students are considered employees of the firm, they are insured under the employer's workers' compensation coverage.• If students are job-shadowing, they are considered an extension of the school and they are insured under the liability coverage of the Department of Education.
CONFIDENTIALITY	A student's school record may not be given to employers without permission of: <ul style="list-style-type: none">• A parent or guardian of a student under 21 years of age or• A student over 21 years of age.
EQUAL OPPORTUNITY	Employers may not discriminate on the basis of race, religion, ethnicity, national origin, age, disability, gender, sexual orientation, marital, or veteran status.
HAZARDOUS OCCUPATIONS	Students may not participate in 17 hazardous occupations. See www.dol.gov for details.

III. the work-based learning coordinator

OVERVIEW

The WBL Coordinator is responsible for job development, placing students on the worksite, and ensuring that there is alignment of the worksite experience to the student's educational and/or career plan. In addition, the WBL Coordinator must provide follow-up, which includes a worksite log, a term project, a student self-evaluation, and a supervisor's evaluation.

New York State has developed Career Development and Occupational Studies Learning Standards (CDOS), which are mandated for all students. These Standards can be found at <http://www.emsc.nysed.gov/cte/cdlearn.html> and should be used as a guide for connecting Work-based Learning with school-based learning.

The WBL Coordinator must also be knowledgeable about employment certifications, the Fair Labor Standards Act, wage and hour regulations, fringe benefits, and prohibited hazardous occupations. It is expected that the WBL Coordinator be professional in his/her demeanor and have excellent interpersonal skills.

A Procedures Checklist, which can be found in Appendix A, will guide you in developing a Work-based Learning Program. **Note:** Documents found in the appendices can be downloaded from the New York City Department of Education's CTE website at www.nyccte.org.

CERTIFICATION

The WBL Coordinator must be "a properly certified Career & Technical Education teacher (i.e., Business and Marketing Education, Family and Consumer Science Education, Agriculture Education, Technology Education, Trade/Industrial/Technical Education, Health Occupations Education). Effective February 2, 2004, new requirements for Work-based Learning certification are in effect. New coordinators appointed on or after February 2, 2004 will be required to meet new certification requirements (i.e., complete two 3-credit hour college courses in the Coordination of Work-based Learning Programs; possess in their background 300-600 hours of paid work experience (outside of teaching).” For additional information regarding Work-based Learning and certification, visit www.emsc.nysed.gov/workforce/cte/wbl/.

ROLES AND RESPONSIBILITIES

Working with the Student

The WBL Coordinator will:

- assess qualifications of WBL candidates, who must:
 - be on grade level.
 - have good attendance and punctuality.
 - participate in a CTE program or course.
- have a clear understanding of graduation requirements.
- have qualified students complete an application form that includes parent/guardian consent. (See Student Application for Internship, Appendix C.)
- match a student's competencies and interests as listed in the Employability Skills Profile to appropriate work experiences. (See Appendix D.)

Note: The Employability Skills Profile lists technical skills that have been mastered by a student who is working toward a technical endorsement on his/her diploma. This document consists of Parts A and B. Part A, shown in Appendix D, outlines general workplace competencies that are expected of all students; Part B outlines workplace competencies specific to the student's career and technical education (CTE) area of study. See www.nyccte.org for samples of specific workplace competencies documents. Together these documents provide a complete profile of the student's employability skills. It is recommended that these documents be kept with the WBL Coordinator, the guidance counselor, or the department chair responsible for Work-based Learning. This profile becomes part of a student's permanent record. Copies may be made available to the student, parent/guardian, and employer as requested.

- provide students with an orientation to the requirements and expectations of the job and distribute the *Interns: Maximizing Your Work Experience* booklet (download from CTE website at www.nyccte.org) and communicate these requirements to the student's parent/guardian.
- prepare students for interviews, review resumes, and assist with thank-you letters.
- monitor student progress by conducting at least two visits to the worksite and completing the Coordinator Site Visit form. (See Appendix I.3, page 39.)

Working with the Employer

The WBL Coordinator will:

- identify and develop appropriate training sites for students. (Read Section IV, Job Development Fundamentals.)
- clearly define the school's/program's expectations to employers.
- evaluate the potential worksite as it relates to learning goals and/or school-based program of study.
- implement employer recruitment strategies.
- provide employer with Worksite Agreement. (See Appendix G.)
- provide an orientation to employers on supervising students at the worksite and distribute the *Employers: Supervising Interns* booklet (download from CTE website at www.nyccte.org).
- meet with employers to discuss positive aspects and areas needing improvement.

Working with the Teacher

The WBL Coordinator will:

- identify the goals and objectives of the WBL experience as it relates to work in the classroom.
- develop individualized student projects.
- consult in developing Worksite Learning Plans.
- consult in assessing student learning in the class and on site.
- provide feedback from the worksite in order to develop a plan to address pertinent recommendations from the employers so that the school and its curriculum remain up-to-date with the needs of the workplace.

Maintaining Documentation

The WBL Coordinator will:

- keep all forms, WBL and legal documents, student information, and worksite files in a secure environment.
- maintain a folder for each student. (See Appendix B, Student Work Folder Checklist.)
- maintain a folder for each worksite that includes, but is not limited to:
 - Worksite Agreement. (See Appendix G.)
 - job listing form for each job offered by the worksite.
 - placement record of students assigned to this worksite.
 - payroll records.
 - student project.

IV. job development fundamentals

Job development is driven by four main factors:

1. The Student's Interest and Motivation
2. The School's Programs and Mission
3. The Employer's Needs and Expectations
4. The Outreach to External Partners

The student's interests, along with the school's CTE and academic program, drive the search for jobs. What are the programs in the schools? What businesses are natural partners for the school program?

1. The Student's Interest and Motivation
 - How motivated is the student?
 - What is the student's interest in the program? Is earning money his or her primary focus? Is the work program required for graduation? Does he or she want to enhance his or her skills? Is he or she looking for future connections?
 - What are the student's strengths and weaknesses?
 - What are the student's interests outside school?
 - How does the student's record reflect responsibility and motivation?
2. The School's Programs and Mission
 - What is the school's goal for the Work-based Learning program?
 - Is there a central career theme? How does it connect to the workplace and to the businesses and organizations in the community?
 - Which businesses best align with the school's programs and mission?
3. The Employer's Needs and Expectations
 - Are you aware of the expectations of the worksite for your CTE students?
 - Are you aware of the employers' needs and how participation in the WBL program can be productive to the business as well as to the students?
4. The Outreach to External Partners
 - Have you developed a marketing message about the school and the CTE program?
 - Have you prepared a packet of information for distribution, which includes the school's contact information, how the program is run, how students are selected, how the WBL program is supervised, and how follow-up procedures are implemented?
 - Have you developed a marketing plan, which includes mailings, phone calls, career fairs, visits to industry, etc.?
 - Does the external partner have a community outreach department?
 - Do you have a directory of current business partners that are already working with your school?
 - Have you canvassed your school community to determine which businesses are working with your school?

- Have you checked the newspapers or the Internet for new or expanding businesses in the area?
- Have you taken advantage of networking opportunities with colleagues and friends?
- Have you developed a script for phone outreach to start the conversation?
- Have you developed a follow-up procedure for phone and mail outreach to partners?

In addition to the above four factors necessary for job development, it is important to be aware of the following issues, which may require you to say NO to a WBL opportunity:

- Does the student's skill set match the employer's needs?
- Are you confident that the employer intends to compensate the student fairly for his or her work?
- Are you confident that the workplace is safe?
- Are you sure all work is on-site and there is appropriate supervision?

V. resources and website links

New York City Department of Education/Office of Career & Technical Education

<http://www.nyccte.org/>

The New York City Department of Education, Career & Technical Education has a website filled with information that supports CTE and Work-based learning.

New York State Education Department/Office of Instruction & Curriculum Support

<http://www.emsc.nysed.gov/cte/cdlearn.html>

The CDOS Career Development and Occupational Studies (CDOS) Learning Standards are available from this link.

New York State Virtual Learning Laboratory

<http://eservices.nysed.gov/vls/>

The purpose of the New York State Education Department's Virtual Learning System is to encourage the use of the Internet as a tool for teaching and learning and to provide help to classroom teachers in locating and using Internet resources for instruction.

The VLS presents the definitive set of New York State's learning standards, including the full text of the 28 standards and their respective key ideas and performance indicators, as well as the alternate performance indicators for students with severe disabilities

The VLS offers resources that classroom teachers can use to support PreK-12 standards-based instruction, such as sample tasks and learning experiences, with an emphasis on mathematics and English language arts, particularly early literacy. Other teaching resources, including those from the New York State Library, Public Broadcasting Services, and archives, are also available.

New York State Department of Labor/Career Zone Career Development Tool

www.nycareerzone.org

This online program for students supports career exploration and development. The site includes lesson plans and other resources for educators.

New York State Labor Department

http://www.labor.state.ny.us/business_ny/employer_responsibilities/workprot/minors.htm

This site provides Child Labor Laws related to youth employment.

Business Teachers Association of New York State

<http://www.btanys.org/>

This site is hosted by an active membership organization of business educators from around the state who share information and curriculum and hold an annual state conference. This group can provide ideas for linking worksite learning with classroom instruction.

Work Experience Coordinators' Association of New York State
www.nysweca.org

This is a membership organization of people who are coordinating high school work experience placements. They have a small resource section and members who are happy to answer questions and share information.

Career Academy Support Network
<http://casn.berkeley.edu/>

This is a national online resource for career academies and small learning communities. Across the top of the home page are a number of titles, including "Resources." In the "Resources" section is an *Internship Handbook*, which provides more detailed information about creating an effective work-based learning Program.

SUGGESTED READING

Working Knowledge: Work-Based Learning and Education Reform by Thomas R. Bailey, Katherine L. Hughes and David Thornton Moore. This academic review of work-based learning by researchers at Teachers College/Columbia University and New York University examines the arguments related to the value and impact of work-based learning and the potential for using work-based learning as part of a broad education reform strategy.

VI. glossary

CDOS The New York State Education Department’s Learning Standards for Career Development and Occupational Studies. There are three levels: 1) Career Development, 2) Integrated Learning, and 3a) Universal Foundation Skills and 3b) Career Majors.

Career and Technical Education (CTE) Prepares students for lifelong learning, post-secondary education, and the world of employment, taking into account needed skills for success as a member of the 21st-century workforce. CTE increases options for students by combining a rigorous academic course of study with technical skills that meet business and industry standards, and hands-on applications that give students an opportunity to prepare for the world of work outside the schools.

Successful programs will prepare students for life as productive members of society and help them develop skills that are applicable to personal and career roles necessary for employment in specific career areas of post-secondary study.

CTE Sequences A course of study, two or three years in length, which is logically grouped, increasing in difficulty, and incorporates the needed learning standards, as well as industry skills standards. It often culminates in preparation for industry certification assessment. A well planned CTE sequence delivers learning experiences in the classroom, laboratory, or worksite setting that are based on the New York State Learning Standards for Career Development and Occupational Studies (CDOS). Instruction must relate to one of the six CTE major career areas (see chart below) and must meet current business entry-level industry skill standards. Sequences may be organized by levels of difficulty or by thematic relationships.

Career and Technical Education Sequence Examples

CDOS Standard 3b Career Areas	CTE Content Concentration Areas with Program Examples		
BUSINESS/INFORMATION SYSTEMS	Business/Marketing Education: Accounting/Finance Entrepreneurship Administrative Support Marketing and Business Logistics E-Commerce/Web Design International Business		
HEALTH SERVICES	Health Occupations Education: Licensed Practical Nurse Medical Assistant Dental Assistant Emergency Medical Services Nurse Assistant Dental Laboratory Technology Medical Laboratory Assistant		
ENGINEERING/TECHNOLOGIES	Technology Education: Individual courses selected from Foundational, Systems, and Elective areas for a sequence. Trade/Technical: Building Maintenance Aviation Computer-aided Design/Manufacturing Electronics/Electricity Construction Computer Repair/Networking Welding Automotive Repair		
HUMAN AND PUBLIC SERVICES	Family and Consumer Sciences: Child Care Housing and Environment Clothing and Textiles Gerontology Culinary Arts Food and Nutrition		
NATURAL AND AGRICULTURAL SCIENCE	Agricultural Education: Agricultural Mechanics Conservation Natural Resources and Ecology Horticulture Animal Science		
ARTS AND HUMANITIES (DOES NOT INCLUDE THE PERFORMING ARTS OR FINE ARTS)	New/Emerging Content Areas: Media Technologies/Production Stage/Lighting Design Commercial/Graphics		

Career and Financial Management (Replacement for Introduction to Occupations) This recently created course, tentatively entitled "Career and Financial Management," is a one-half unit requirement that replaced the *Introduction to Occupations* requirement. The course is required as part of every career and technical education (CTE) program, including five-unit CTE programs used as a substitution for the additional two units of foreign language needed for a Regents diploma with advanced designation. The Career and Financial Management content can be met either as a discrete course or integrated into other courses in a CTE sequence.

CTE School Career and Technical Education schools, which are designated by the State Education Department as such, provide students with dual preparation: a strong academic foundation along with the knowledge and skills required by a career area. Career and Technical Education High Schools are dedicated to provide students with a high school education connected to career pathways, to post-secondary education, and specific industry skills certification.

CTE Certifications Additional certification that may be attained by students in CTE schools.

Career and Technical Education Student Organizations

DECA Association of Marketing and Management Students <http://www.deca.org>

HOSA Health Occupations Students of America <http://www.hosa.org>

FBLA Future Business Leaders of America <http://www.fbla-pbl.org>

FCCLA Family, Career and Community Leaders of America <http://www.fhahero.org>

FFA NY Association of FFA – Future Farmers of America <http://www.agriculture.com/contents/FFA/index.html>

TSA Technology Student Association <http://www.tsawww.org>

VICA Vocational Industrial Clubs of America <http://www.vica.org>

College Now A collaboration between City University of New York and the New York City Department of Education, offering college preparatory and college credit courses.

ELL (English Language Learner) A student who has limited English ability as shown by scoring below the eligibility cut-off on the LAB-R (Language Assessment Battery-Revised). These students must receive bilingual or English as a Second Language instruction.

IDEA (Individuals with Disabilities Education Act) A law that was passed to ensure a free, appropriate, and accessible education to students with disabilities.

IEP (Individual Education Program) An educational plan for a student with special needs that specifies instructional and testing modifications suited

LEARN (Link Employment and Responsibility Now) A work-based/experiential learning program designed to assist schools in providing work-based learning experiences for high school juniors and seniors.

SCANS (Secretary's Commission on Achieving Necessary Skills) In 1990, the Secretary of Labor appointed a commission to determine the skills young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Its findings and recommendations continue to be a valuable source of information for those involved in education and workforce development.

VTEA (Carl D. Perkins Vocational & Technical Education Act) Federal funds used to improve career and technical education programs that are designed to prepare individuals to function in a technologically advanced society.

Work-based Learning Learning that takes place in the workplace. Work-based learning includes activities that can range from shorter-term, introductory types of experiences to longer-term, more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities, work tasks, and, sometimes, criteria for monitoring or assessing students.

www.columbus-chamber.org/workforce/glossary.htm

Work-based learning provides students with opportunities to study complex subject matter as well as vital workplace skills in a hands-on, "real life" environment. Students have opportunities to apply the knowledge and skills they have acquired in the classroom to tasks performed in the workplace. As students see the connections between their school work and what is required at the worksite, they gain an understanding of the importance of learning and are able to make better decisions about their futures. <http://www.usoe.k12.ut.us>

appendices

WORK-BASED LEARNING COORDINATOR PROCEDURES CHECKLIST

REVIEW THE FOLLOWING CHECKLIST TO BE SURE YOU HAVE ATTENDED TO EACH OF THE ITEMS INDICATED.

Working with the Student

- For each student, establish a folder that includes:
 - A Student Work Folder Checklist
 - An application form with parent/guardian signature
 - A photo release form
 - An Employability Skills Profile
- Provide students with an orientation on the requirements and expectations of employers. (Distribute *Interns: Maximizing Your Work Experience*.)
 - Prepare students for interviews, review resumes, and follow-up thank-you letters.
 - Monitor student progress:
 - Conduct at least two visits to the worksite.
 - Complete necessary evaluation forms. (See Appendix I.1, I.2, and I.3.)
- Be knowledgeable about graduation requirements.

Working with the Employer

- Identify, develop, and qualify appropriate training sites for students. (See *Section IV: Job Development Fundamentals* and Appendix H, "Worksite Health and Safety Checklist.")
 - Define the school's/program's expectations of employers.
 - Evaluate the potential worksite as it relates to learning goals and/or school-based programs of study.
 - Design the employer recruitment strategy (outreach strategies).
- Provide employer with Worksite Agreement. (See Appendix G.)
- Provide an orientation to employers on supervising students at the worksite and distribute *Employers: Supervising Interns* booklet (which can be downloaded from www.nyccte.org).
- Review and evaluate internship program with employer. (See Appendix I.3, "Coordinator Site Visit" form.)

Working with the Teacher

- Identify the goals and objectives of the work-based learning experience as it relates to work in the classroom.
- Consult on developing worksite learning plans.
- Provide feedback from the worksite to address any pertinent recommendations from the employers regarding the preparation of the student. This will help the school and its curriculum to stay current with the needs of the workplace.

Maintaining Documentation

All forms, legal requirements, WBL procedures, and student and worksite files should be kept in a secure environment.

The WBL Coordinator must maintain a folder for each student, which includes, but is not limited to, the following:

- Student application form with signed parent/guardian consent.
- Copy of the student's Social Security card and working papers.
- Employability Skills Profile.
- A monitoring calendar that lists site visits and/or phone calls to the employer.
- Evaluation reports. (See Appendix I.1, I.2.)
- Student timesheets.

The WBL Coordinator must also maintain a folder for each worksite that includes, but is not limited to:

- Worksite Agreement. (See Appendix G.)
- Completed Application to Sponsor an Intern. (See Appendix F.)
- A record of students assigned to the worksite.

STUDENT WORK FOLDER CHECKLIST

Student's Name _____

School _____

Program _____

Date of Graduation ___ / ___ / ___ Date of Application ___ / ___ / ___

Date of Birth ___ / ___ / ___

Home Address _____

Phone No. _____ Cell No. _____

E-mail _____

- Student Resume
- Student Application
- Parent/Guardian Authorization
- Copy of Social Security Card
- Copy of Working Papers
- Coordinator's Interview Review
- Worksite Agreement
- Student Learning Plan
- Student Timesheets (from ___ / ___ / ___ to ___ / ___ / ___). See *Interns: Maximizing Your Work Experience* booklet, which includes a sample timesheet.
- Copies of Student Paychecks (from ___ / ___ / ___ to ___ / ___ / ___)
- Coordinator's Site Visit Reports
- Site Coordinator's Evaluation
- Evaluations
 - Student Self-Evaluation
 - Employer Evaluation
- Project

STUDENT APPLICATION FOR INTERNSHIP

PLEASE ATTACH A RESUME

Please print or type:

Last Name _____ First Name _____ Middle Initial _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____ E-mail Address _____

Date of Birth: ___ / ___ / ___ Soc. Security No. _____

Do you have working papers? yes no (Please attach a copy.)

EDUCATIONAL BACKGROUND

High School: _____ Address: _____

Current Grade Level: _____ Year of Graduation: _____ Current Grade Point Average: _____

			Comment		
Have you participated in a CTE program (Virtual Enterprise, CISCO, Academy of Finance, Academy of Travel & Hospitality, A+)?			Y	N	
In which program did you participate?					
How long were you in the CTE program?					
If you were in VE, what was your position in the firm?					
Have you attended a job-readiness training?			Y	N	
AVAILABILITY			From	To	Date
What hours are you available during the school year?					
Are you able to work full-time during the summer?			Y	N	
Are you available to work evenings?			Y	N	
Are you available to work on weekends?			Y	N	
SKILLS			Excellent	Some Knowledge	None
Computer					
Microsoft Office					
Word					
Power Point					
Excel					
Access					
FrontPage					
HTML Programming					
Other (explain)					
Language(s): What language other than English do you					
Speak?					
Read?					
Write?					



STUDENT NAME (Last, First): _____
 HIGH SCHOOL: _____
 YEAR ENTERED: _____ GRADE LEVEL: _____

EMPLOYABILITY SKILLS PROFILE - PART A

YEAR 1		YEAR 2		YEAR 3		YEAR 4	
S	T	S	T	S	T	S	T
Student Signature	Teacher Signature						
Date							

Use this rating scale:

- 3 = exceeds expectations
- 2 = meets expectations
- 1 = below expectations
- n/a = not applicable

S = Student
T = Teacher

SECTION A – Interpersonal Skills

Work Behaviors:

Improves performance based on feedback.									
Demonstrates initiative, commitment, pride in work.									
Demonstrates understanding, adaptability, and politeness in new and ongoing group settings.									
Asserts self in familiar and unfamiliar social settings, as appropriate.									

Communication:

Applies listening, speaking, and non-verbal skills for communicating with students, teachers, and others.									
---	--	--	--	--	--	--	--	--	--

Personal Hygiene/Grooming:

Maintains appropriate personal hygiene, grooming, dress.									
--	--	--	--	--	--	--	--	--	--

Self-Awareness Skills:

Maintains a positive view of self, demonstrates knowledge of own skills and abilities.									
Demonstrates self-confidence in skills and abilities and can articulate strengths and areas for continued growth.									



STUDENT NAME (Last, First): _____

HIGH SCHOOL: _____

YEAR ENTERED: _____ GRADE LEVEL: _____

S = Student

T = Teacher

YEAR 1		YEAR 2		YEAR 3		YEAR 4	
S	T	S	T	S	T	S	T

SECTION B – Job-Seeking Skills

Write a resume.								
Complete a job application form and write a cover letter.								
Apply job-search techniques, including networking, Internet job-search, follow-up, etc.								
Demonstrate job interview techniques.								
Write interview follow-up letters.								
Arrange for personal references.								

SECTION C – Job Skills

Dependability:

Maintains attendance, punctuality.								
Meets deadlines.								
Shows consistency, perseverance.								

Ethics:

Understands the impact of violating organizational core values.								
Chooses an ethical course of action.								
Demonstrates cooperation and shows respect.								

Business Communication:

Accurately communicates thoughts and key information in writing via memos, e-mails, and presentations, etc.								
Can make effective verbal presentations.								



STUDENT NAME (Last, First): _____

HIGH SCHOOL: _____

YEAR ENTERED: _____ **GRADE LEVEL:** _____

S = Student
T = Teacher

YEAR 1		YEAR 2		YEAR 3		YEAR 4	
S	T	S	T	S	T	S	T

SECTION C – Job Skills (cont'd)

Analytical Skills

Analyzes and solves mathematical problems requiring use of multiple computation skills (statistics, measurement, graphing).									
Expresses mathematical concepts verbally and in writing.									
Uses critical thinking skills involving logic, predicting outcomes, evaluating predictions.									

Leadership:

Demonstrates leadership skills by setting goals, monitoring progress, and improving performance.									
--	--	--	--	--	--	--	--	--	--

Technology:

Applies knowledge of technology to identify and solve problems. Uses technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.									
---	--	--	--	--	--	--	--	--	--

SECTION D – Business and Careers Knowledge

Demonstrates an understanding of:

The characteristics of a free enterprise system (ownership of property, profit motive, risk-taking, competition, supply and demand).									
The major forms of business ownership (sole proprietor, partnership, corporation, cooperative).									
The steps necessary to start a business and operate a business effectively (need evaluation, site selection, marketing plan, financial plan, management plan).									
How present skills and knowledge transfer to various businesses and careers.									
How job performance relates to the goals, resources, and functions of an organization.									



STUDENT NAME (Last, First): _____

HIGH SCHOOL: _____

YEAR ENTERED: _____ GRADE LEVEL: _____

COMMENT PAGE

Date: _____ **Grade Level:** _____ **Teacher:** _____

Teacher Comments: _____

Student Comments: _____

Date: _____ **Grade Level:** _____ **Teacher:** _____

Teacher Comments: _____

Student Comments: _____

Date: _____ **Grade Level:** _____ **Teacher:** _____

Teacher Comments: _____

Student Comments: _____

Date: _____ **Grade Level:** _____ **Teacher:** _____

Teacher Comments: _____

Student Comments: _____

WORKSITE LOG

Name of Student _____

School: _____

Worksite: _____

Worksite Supervisor: _____

Dates (from: ___ / ___ / ___ to ___ / ___ / ___)

Routine Tasks	Hours Worked
New Tasks	

Describe the work you were assigned this week and how it impacted this organization.

Describe what you learned about your job.

Give specific examples of mathematics or science concepts and skills you used or observed being used.

Give an example of oral or written communication you used or observed being used.

Describe technology or equipment you used or observed being used.

Describe any materials you had to read and interpret to complete an assigned work activity.

Describe any initiative you took to learn something new.

List a problem you solved or observed being solved and tell how you or others arrived at a solution.

Describe a meeting you attended, list decisions made or actions taken, contributions you made, and the results of the meetings.

List something new you learned about your company.

THE NEW YORK CITY DEPARTMENT OF EDUCATION
WORK-BASED INTERNSHIP PROGRAM

APPLICATION TO SPONSOR INTERNS

Proposed Worksite _____

Address _____

Number of Interns Desired _____

Student Job Title _____

Requested Skills _____

Job Description _____

Days and Times of Service _____

Department/Room/Area/Location of Assignment _____

Worksite Supervisor's Name _____ **Title** _____

Telephone (____) _____ **Extension** _____

Fax (____) _____

Cell Phone/Beeper/Pager (____) _____

E-mail _____

Name _____ **Signature** _____ **Date** _____

WORKSITE AGREEMENT

School _____

Address _____

Borough _____

Zip Code _____

Telephone _____

Fax _____

Work-based Learning Coordinator _____

Employer _____

Address _____

Borough _____

Zip Code _____

Telephone _____

Fax _____

Supervisor _____

EMPLOYER AGREES TO:

- ESTABLISH GOALS**
- Get acquainted with the interns to help shape realistic goals and expectations for the interns' work performance.
 - Student will work from (Date) _____ to (Date) _____.
 - Student will work a minimum of _____ hours per week.

- INFORMATION ABOUT THE ORGANIZATION**
- Provide specific information regarding the organization, including the objectives and work products, the organization's history, the makeup of the workforce and the physical plant.
 - Introduce interns to key people.
 - Provide a tour of the organization.

- ASSIGNMENT DESCRIPTION**
- Explain the objectives of each assignment.
 - Explain the job description, including tasks, responsibilities, established deadlines, and level of performance required.
 - Explain how the organization depends upon the intern's work and the consequences to the organization if an employee doesn't produce.
 - Describe the work schedule.
 - Inform the interns of the rate of pay.
 - Explain how the student's work will be evaluated.

- COMPANY POLICIES RULES AND REGULATIONS**
- Explain company attendance and lateness policies; including expectations about punctuality and calling in when late or sick. Make sure the student knows whom to contact and has the phone number.
 - Explain the organization's security procedure: ID badge, signing in, etc.
 - Explain other company policies: e.g., Internet use, e-mail use, telephone, etc.
 - Share company procedures: cell phone etiquette, lunchroom, coffee, etc.

-
- CONFIDENTIALITY**
- Address confidentiality issues with the student. (Confidentiality should not be a barrier to the intern's work experience.)
 - Expect students to maintain the confidentiality of telephone calls, e-mail messages, and all transactions within the office.
 - Require students who work with confidential information to sign a confidentiality statement.
-

- SAFETY ISSUES**
- Make building evacuation procedures clear.
 - Review all relevant health and safety issues.
 - Demonstrate how to operate equipment correctly.
 - Provide responsible supervision at all times.
-

- RECORDKEEPING**
- time sheets**
- The student must fill out timesheets (enclosed) with the dates and hours worked, on a daily basis.
 - The student and supervisor signatures must be completed.
 - The students will be responsible for submitting the timesheets to the Work-based Learning Coordinator according to the published schedule.
-

- EVALUATION**
- feedback**
- Meet regularly with the interns to offer feedback and direction. Teenagers need to hear how they are doing and to know their efforts are valued. Any problem should be addressed at the time it occurs. The student will need specific and constructive direction.
- evaluation**
- Complete the student evaluation for each student at the worksite.
 - Submit the evaluation form to the Work-based Learning Coordinator.
 - The Work-based Learning Coordinator should be informed about any serious or continual problems.
-

- RESPONDING TO CRITICAL SITUATIONS**
- injury/medical emergency**
- Maintain parent/guardian emergency contact information.
 - Any injuries that occur on the job must be reported immediately to the Work-based Learning Coordinator.
- sexual harrassment**
- Follow the standard company procedures in addressing issues of sexual harrassment.
 - Any incident of sexual harrassment must be reported immediately to the Work-based Learning Coordinator.
-

SCHOOL WORK-BASED LEARNING COORDINATOR Contact the School Work-based Learning Coordinator for any issue, incidence of inappropriate behavior, or other problem as needed.

WORK-BASED LEARNING COORDINATOR AGREES TO:

- STUDENT SELECTION**
- Provide job readiness training for the student interns.
 - Select those students who have completed at least one year of a CTE sequence.
 - Provide students recommended by their teachers.
 - Interview each selected student.
 - Match skill sets of each student with the job requirements.

- SCHOOL-BASED COORDINATOR**
- Be available to provide support to the employer as needed.
 - Visit the worksite at pre-arranged times convenient to the site and the student.
 - Help with any payroll issues.
 - Provide an evaluation instrument for the employer to monitor the students' progress.

STUDENT AGREES TO:

- STUDENT RESPONSIBILITY**
- Arrive at work on time and prepared.
 - Call no later than one hour prior to start time if unable to be present at work.
 - Call if unavoidably late.
 - Adhere to the rules and policies of the worksite.
 - Adhere to federal, state, and local guidelines.
 - Keep up with school work as well as job-related work.
 - Accept work and tasks assigned according to the policies of the workplace and the federal, state, and local laws.

- STUDENT PERFORMANCE**
- Be flexible.
 - Complete assigned tasks.
 - Keep confidentiality of office-related subjects.

PARENT/GUARDIAN AGREES TO:

PARENT/GUARDIAN RESPONSIBILITY Monitor the student's participation in the internship as outlined above.

SIGNATURES OF AGREEMENT

Work-based Coordinator _____ Date _____

Employer _____ Date _____

Student _____ Date _____

WORKSITE HEALTH AND SAFETY CHECKLIST

Organization _____ Date _____

Address _____

Site Supervisor _____

Checked By _____

S = Satisfactory U = Unsatisfactory N/A = Not Applicable *Add occupation-specific considerations as needed.*

Floors and Walkways

- Exits are marked; walkways and stairways are clear.
- Locations of clean-up supplies are identified.
- Non-slip mats, grates, or slip-free coatings are used in potentially wet areas.
- Stairways have handrails.

Comment:

Ladders (including step stools, etc.)

- Ladders appear to be in good condition.
- Ladders have safety feet.
- Non-metal ladders are used where there is a possibility of electric shock.

Comment:

Fire Safety

- There are at least two emergency exits for each work area.
- Fire exits are clearly marked and pathways to exits are clear.
- Emergency procedures are posted and/or covered in student orientation.
- Fire extinguisher(s) are available and marked.

Comment:

Electrical Hazards

- Visible electric cords are in good condition (unfrayed and without defects).
- Any floor cords and cables are covered with safety covers.
- Emergency "stop" switch is available to shut down electricity (where applicable).

Comment:

Machine Guarding and Mechanical Safety

- Machines are securely attached to the floor.
- Machines have protective guards as appropriate to protect workers.
- Emergency turn-off switches are functional and available where appropriate.
- Safe use procedures are posted and/or covered in student orientation.

Comment:

Ventilation

- ___ Temperature, humidity, and air movement appears to be appropriately maintained.
- ___ Air exchange equipment is operational and maintains clean air availability.

Comment:

Lighting

- ___ There is adequate light throughout the worksite.
- ___ Areas surrounding equipment and machinery are well lighted.

Comment:

Sanitation and Housekeeping

- ___ Toilet facilities are clean and well ventilated.
- ___ Toilet facilities have sinks with hot and cold water, hand soap, and disposable hand towels.
- ___ Insects and rodents are adequately controlled.
- ___ An eating area is available separate from the work area.
- ___ Eating areas and drinking facilities are clean.
- ___ Waste containers appear to be adequate, leak-proof, and emptied regularly.

Comment:

Noise

- ___ Noise is monitored/maintained at a comfortable level.
- ___ Hearing protection is required and provided in high-noise areas.

Comment:

Chemical Hazards

- ___ Chemicals are properly labeled and stored.
- ___ Activities involving use of chemicals require protective clothing and/or equipment.
- ___ Safe use procedures are posted and/or covered in student orientation.
- ___ Material Safety Data Sheets (MSDS) are current and accessible.
- ___ Smoking near chemicals of any type is prohibited.
- ___ Environment in which student will be placed is non-smoking.

Comment:

Ergonomic Hazards

- ___ Lifting is a minimal element and under 50 pounds (per person).
- ___ Proper lifting procedures are posted and covered in student orientation.
- ___ Tasks requiring repetitive movements are varied or rotated.

Comment:

EMPLOYER EVALUATION OF STUDENT

Student _____

Branch/Department _____

Appraiser Name _____

Title _____

Telephone _____

Firm and Address _____

APPRAISER

Based on your observations of this student's performance, please evaluate the effectiveness demonstrated on each of the following factors. Circle the appropriate letter, indicating level of performance using the scale described below. If you can, please cite specific examples of how factors in each category were exhibited. Your written comments will be most helpful. Thank you for your cooperation.

OVERALL RATING

- O Outstanding** Performance so clearly distinguished as to be obvious to all.
- G Good** Performance that is consistently satisfactory and sufficient in most respects.
- I Improvement Needed** Students skills need to be re-evaluated.
- NA Not Applicable** Due to the type of assignment, the student was not able to demonstrate his/her ability in this factor.

PERFORMANCE FACTORS

PERFORMANCE LEVEL

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| <p>A. Initiative: Seeks work and responsibility independently; generates ideas and expresses opinions willingly; asks questions; is a self-starter.</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <p>Quality of Work: Completes work that is thorough, accurate, and presentable.</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <p>Quantity of Work: Completes the volume of work required by the job.</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <p>Example(s) _____</p> <p>_____</p> | | | | |

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| <p>B. Engagement: Quickly grasps new concepts, approaches or systems; processes quantities of information easily; asks thoughtful questions.</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <p>Enthusiasm: Pursues goals with energy and takes pride in accomplishments; expresses personal and organizational needs in a positive and constructive manner.</p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <p>Example(s) _____</p> <p>_____</p> | | | | |

EMPLOYER EVALUATION OF STUDENT (SHORT FORM)

Student _____ Branch/Department _____

Appraiser Name _____ Title _____ Telephone _____

Firm and Address _____

APPRAISER

Based on your observations of this student's performance, please evaluate the effectiveness demonstrated on each of the following factors. Circle the appropriate letter, indicating level of performance using the scale described below. If you can, please cite specific examples of how factors in each category were exhibited. Your written comments will be most helpful. Thank you for your cooperation.

OVERALL RATING

- O Outstanding** Performance so clearly distinguished as to be obvious to all.
- G Good** Performance that is consistently satisfactory and sufficient in most respects.
- I Improvement Needed** Students skills need to be re-evaluated.
- NA Not Applicable** Due to the type of assignment, the student was not able to demonstrate his/her ability in this factor.

PERFORMANCE FACTORS

	PERFORMANCE LEVEL			
	O	G	I	NA
A. Initiative: Seeks work and responsibility independently; asks questions; is a self-starter.	O	G	I	NA
B. Quality of Work: Completes work that is thorough, accurate, and presentable.	O	G	I	NA
C. Quantity of Work: Completes the volume of work required by the job.	O	G	I	NA
D. Enthusiasm: Pursues goals with energy and takes pride in accomplishments.	O	G	I	NA
E. Problem Solving: Effectively evaluates alternatives and makes logical decisions.	O	G	I	NA
F. Self-Image/Maturity: Has a good attitude towards education and the internship.	O	G	I	NA
1. Attendance	O	G	I	NA
2. Punctuality	O	G	I	NA
3. Relationship with Others	O	G	I	NA
4. Dress/Appearance	O	G	I	NA

Additional Comments: _____

If you had a position open, would you consider this intern qualified for employment? Yes ___ No ___

Signature of Evaluator _____ Date _____

Print Name _____

C. **Problem Solving:** Effectively evaluates alternatives and makes logical decisions quickly; alters course of action when clearly inappropriate; perceives impact of recommendations in other parts of the organization. O G I NA

Knowledge: Demonstrates some background in financial studies, the firm, and the industry. O G I NA

Example(s): _____

D. **Self-Image:** Has goals, interests, and direction. O G I NA

Maturity: Handles him/herself well, demonstrates a good attitude towards education and the internship and how they relate to his/her goals in life. O G I NA

Example(s): _____

- | | | | | |
|---|-------------------------|-------------------------|-------------------------|--------------------------|
| 1. Attendance | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |
| 2. Punctuality | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |
| 3. Cooperation and courtesy | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |
| 4. Character (honesty, attitude) | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |
| 5. Relationship with other employees | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |
| 6. Dress/appearance | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |
| 7. Ability to work with numbers | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |
| 8. Writing skills | <input type="radio"/> O | <input type="radio"/> G | <input type="radio"/> I | <input type="radio"/> NA |

Describe the intern's strengths, particular skills, and accomplishments:

Describe the intern's weaknesses, skills that need development, and goals missed:

If you had a position open, would you consider this intern qualified for employment? Yes ___ No ___

Additional comments may be attached.

Signature of Evaluator

COORDINATOR SITE VISIT EVALUATION

Date _____

Student's Name _____ Firm Name _____

High School _____ Site Supervisor _____

Coordinator's Name _____

STUDENT

A. How is the internship related to your school instruction? _____

B. How did the CTE class prepare you? _____

C. What courses could you have taken that would have better prepared you? _____

D. What accomplishments make you proud? _____

LIST ROUTINE TASKS	MASTERY?	LIST ROUTINE TASKS	MASTERY?

JOB SUPERVISOR/EMPLOYER

OVERALL PERFORMANCE	NEEDS HELP	AVERAGE	GREAT
Punctuality: Absences: ____ Latenesses: ____			
Appearance: Neat, appropriately dressed.			
Dependability: Follows directions, completes tasks.			
Adaptability: Efficient, flexible.			
Ability to Get Along: Cooperative, well mannered.			
Job Attitude: Enthusiastic, interested.			
Initiative: Works without supervision.			
Accepts Suggestions: Seeks assistance.			

Supervisor Concerns:

Coordinator Comment/Observations:
