

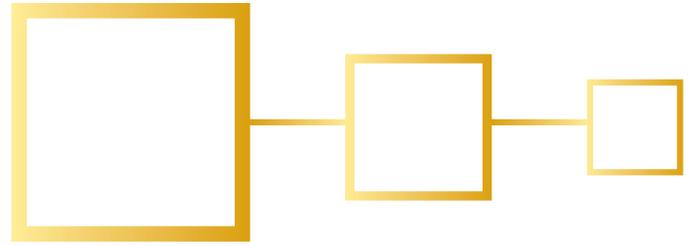
Internships

BRIEFING REPORT

NOVEMBER 2017



Arlington
Public
Schools



INTERNSHIPS

Arlington Public Schools provides a variety of work-based learning (WBL) opportunities. These opportunities provide students with a way to explore career pathways and career clusters as they expand their knowledge of careers and determine career interests. Academic plans, based on career interests, are developed to ensure students select appropriate educational opportunities to reach their career goals.

OVERVIEW OF WORK-BASED LEARNING METHODS OF INSTRUCTION

In order to bring some clarity to the various work-based learning opportunities, the following definitions align with our practices were reviewed and agreed upon by a work group. The information was based on the Virginia Department of Education's *Career and Technical Education Work-Based Learning Guide*, VDOE 2014 (Revised 2017).

Work-based learning is a school-coordinated, coherent sequence of workplace experiences that are related to students' career goals and/or interests, are based on instructional preparation, and are performed in partnership with local businesses, industries, or other organizations in the community. WBL enables students to apply classroom instruction in a real-world business or service-oriented work environment. The eight WBL methods of instruction currently practiced in Virginia are listed and defined below in order from the lowest to the highest degree of engagement.

1. Job shadowing is a method of short-term, school-coordinated career exploration in which the student interviews a competent worker about his/her job and industry and "shadows" (follows) the worker to observe the performance of a variety of job tasks. Job shadowing is less intensive than the other methods and is usually the first form of workplace assignment given to a student. Prior to job shadowing, the student receives instruction about careers and the process of career choice, develops appropriate questions to ask, and learns the rules and guidelines for grooming, dress, and behavior in the workplace. Once the student has identified

a career interest, path, or goal, job shadowing helps the student make informed career decisions and focus his/her studies. Job shadowing does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

- 2. Mentorship** is a structured, school-coordinated method that enables the student to learn about the industry and the workplace from a selected worker who has a recognized record of achievement in the occupational field. It requires student preparation, including career exploration, prior to the experience. Mentorship is more complex than job shadowing but less demanding and often of shorter duration than internship or service learning. Mentorship does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.
- 3. Service learning** is a method in which the student engages in community-service work for a specified number of hours in order to gain developmental experience. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and development of personal, workplace-readiness, academic, and citizenship skills. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service learning does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.
- 4. Internship** is a progressive, school-coordinated method that places the student in a real workplace environment in order to develop and practice career-related knowledge and skills needed for a specific entry-level job. An internship can be either introductory (short-term) or extended (lasting a summer, a semester, or an entire school year and involving a specified number of hours in the training

agreement). Currently, interns may be paid or unpaid¹. An internship provides hands-on experience in a particular industry or occupation related to the student's career interests, abilities, and goals, and allows him/her to document job-related experiences. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor, and throughout the internship, the supervisor evaluates the student. Internship does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

5. Clinical experience is a form of cooperative education for health and medical sciences students, except that students are not paid for their clinical work. Clinical experience provides the student with an opportunity to integrate knowledge acquired in the classroom with clinical practice, and it affords practice of the fundamental skills, behaviors, and attitudes needed for professional competence in the healthcare field. Clinical experience is based on observation and treatment of patients at different stages of medical practice. These experiences place students in a variety of healthcare settings so they may better understand the scope of the profession and healthcare needs. Like cooperative education, clinical experience is closely supervised, qualifies students for credit toward graduation, and requires a significant number of on-site hours (established by the Virginia Board of Nursing or the Virginia Department of Health).

6. Cooperative education is a career preparation WBL method that combines CTE classroom instruction with paid employment that is directly related to the student's plan of study. The school and the employer plan, coordinate, and supervise the instruction and employment so that each contributes directly to the student's career objectives and employability. Students may earn credit toward graduation for cooperative education experiences, and they normally work between 11 and 15 hours per week to achieve a minimum of 396 hours. Currently, 236 CTE courses are taught in Virginia that provide students with the option to participate in a cooperative education experience.

7. Youth Registered Apprenticeship (YRA) is a career preparation WBL method that integrates school-based and work-based learning to help students gain employability and occupational skills. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled journeyworker worksite experts.

Students are simultaneously enrolled in academic classes to meet high school graduation requirements and in occupation specific related instruction classes.

¹ Federal legislation from April 2010 provides for determination as to whether or not interns must be paid the minimum wage and overtime under the Fair Labor Standards Act (FLSA) for the services that they provide to private sector "for-profit" employers. Educators must meet the "Test for Unpaid Interns" (six criteria) if they are placing students in unpaid internships. Otherwise, the students must follow the FLSA for paid internships. Source: www.dol.gov/whd/regs/compliance/whdfs71.htm.

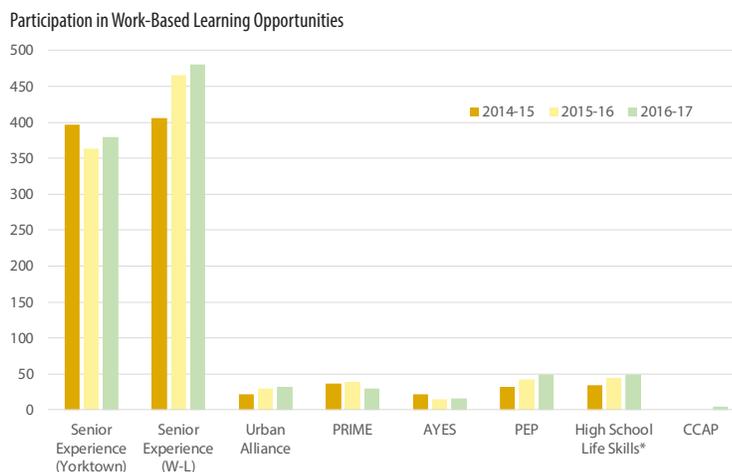
Once an employer becomes an approved YRA sponsor, the student is hired and registered as an apprentice. The participating sponsor/ employer provides supervision of a skilled mentor and the student continues on with the Career Technical Education (CTE) training at his/her school. Upon completion of the requirements for a high school diploma, youth registered apprentices may continue as full-time registered apprentices, subject to all standard on-the-job and related instruction requirements.

8. Registered Apprenticeship is a career preparation WBL method that provides the student with hands-on training from an experienced mentor at the job site in the specified occupation. Student apprentices are paid employees of a company. Apprentices receive wages when they begin work, and receive pay increases as they meet benchmarks for skill attainment. This rewards and motivates apprentices as they advance through their training. An apprentice must be paid at least the minimum federal hourly wage.

Upon completion of a Registered Apprenticeship program, the apprentice receives a nationally recognized credential which consists of a Completion Certificate and journeyworker card. This is a portable credential that signifies to employers that employees with the journeyworker status are fully qualified for the job.

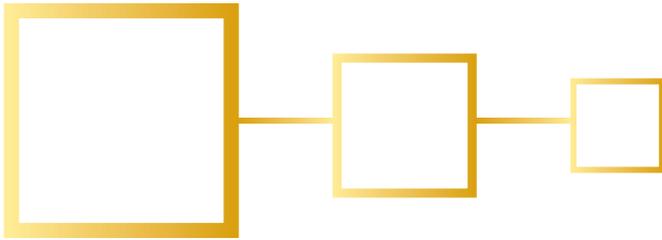
DATA THAT PROVIDES INSIGHT

The following chart shows work based learning opportunities that have been provided in Arlington Public Schools. Participation has increased over the past three years. Senior Experience is a condensed experience that provides many benefits for the students and has the largest enrollment of all of the experiences.



*The Life Skills program continues to increase and most of these opportunities have direct supervision. A large number of the Life Skills opportunities lead to future employment.

Work-Based Experience	School	Timeframe	Type of WBL
Senior Experience	Yorktown, W-L	May/June	Job Shadowing/ Mentorship/ Internship/ Service Learning
Urban Alliance	Arlington Career Center, H-B Woodlawn, Wakefield, W-L	year-long	Internship
PRIME	Arlington Career Center	summer	Internship
AYES	Arlington Career Center	summer	Internship
PEP	Arlington Career Center	year-long	Internship
High School Life Skills*	Yorktown, W-L, Wakefield, Stratford	October–June	Internship
CCAP	Arlington Career Center	summer	Internship



BRIGHT SPOTS

Work-based learning experiences benefit students by helping them to transition from K-12 schooling to a workplace. Students use knowledge gained in the classroom, labs and in after-school programs as the foundation to enhance work-based skills and attitude that they experience in the workplace. By participating in a work-based learning experience, students discover that continuing their education may be the best way to fully prepare for a career in their chosen pathway.

The following points were compiled from student reflections of their work-based experience:

- Students indicated that the work-based experience helped them decide if they wanted to pursue a specific career field (or not).
- Students stated they were more focused on their education after the work-based experience because they saw the relevance of their education/classroom experiences.
- Students shared that work-based learning experience placed students in the pipeline for summer employment and as they pursued a college education.
- A student in the PEP/MIPA program had a successful experience, decided he needed to go to NOVA, obtained a Child Care Certificate, and is now employed in the field.

Additionally, students are not the only ones who benefit from the work-based learning experience. Sponsoring businesses also benefit by using the opportunity to develop their future workforce. As mentioned before, some of these experiences lead to full-time work helping local business fill their job openings by employing APS graduates. Talent development is so important in the business community that some businesses and industries have taken an active role in helping to shape high school curriculum at the local or state level in order to better feed their pipeline.

WHAT WE LEARNED

Work-based learning is happening in various parts of Arlington Public Schools and it has many names. Some opportunities are aligned to specific courses and others are set up by students during their senior year. The work-based learning experiences, whether short term or long term, are beneficial to the students and help them determine their career and educational goals.

Each school-based program is keeping track of its student participation; the data is not centralized. There are documents used by all programs which have slight variations in order to accommodate program differences.

A few things to note: 1) Finding and developing sponsor businesses is a constant challenge. 2) This becomes even more difficult as some businesses are beginning to require students be 18 years of age to participate. 3) Liability issues are also of concern for the sponsor business when students are on site.

Despite these challenges, we continue to pursue opportunities to connect with businesses to provide work-based learning opportunities. Our current partners help spread the word through their professional contacts and organizations. And, as the need for employees continues to grow, we continue to receive more inquiries from local businesses seeking to develop a partnership with us to develop their talent pool.

WORK-BASED LEARNING STORY



MICHAEL WANZER

Wakefield, 2004

Work-based Learning Experience:

Automotive Youth Educational System (AYES) Summer Internship - Mercedes Benz of Arlington

Additional Studies:

Old Dominion University
Bachelor of Science (B.S.) degree in Mechanical Engineering Technology with a minor in Electrical Engineering Technology

Michael's Favorite Leadership Quote:

"If you want to go fast, go alone. If you want to go far, go together." - African Proverb

MOVING FORWARD

After meeting with the various groups to compile the data, it is evident that there is a need for a central repository for work-based learning participation data. The ideal location for this data would be in the student management system. We will work with Information Services to determine the best location for this data and to develop a way to extract the data easily. A central repository for sponsoring businesses is also important. We will explore with Information Services if there is a way to document where a student does his/her work-based learning and if it is possible to track business participation over time within the student management system.

Work-based learning experiences are a valuable part of a well-rounded high school education. Continuing to grow these opportunities is essential if we want our graduates to stand out above other job applicants. As enrollment continues to grow in Arlington Public Schools, we will need to increase the number of work-based learning opportunities available for our students.

