Developing Business Partnerships for Student Internships

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Engineering

Business

Medical

Non-profit
DEFINITIONS OF EXTENDED LEARNING OPPORTUNITIES

Brief definitions of extended learning opportunities are as follows:

**Career/Job Shadowing** is a short-term experience where a student will follow or "shadow" an employee as he/she performs normal work activities. Typically, career/job shadowing is a half-day or a full-day field experience or tour of a business or organization. Some job shadowing experiences might be virtual sessions which include an online tour of an occupation.

**Internship** is a “deeper dive” field experience that consists of several sessions or rotations. Some rotations may occur in small groups while others may be a one-to-one relationship. An internship generally lasts from several weeks to a semester and may or may not include financial compensation. There are two internship models: district-managed and employer-managed.

- **District-managed internship model:** A model where the student (1) applies to the district to be considered for the internship experience, (2) the district interviews and selects students for internship program, (3) the students/parent(s) attend informational meeting, and sign student internship agreement form, parent consent form, and confidentiality agreement with business, (4) the student (or parent) provide own transportation, (5) the students complete orientation and all rotations, and the students receive elective high school credit for experience upon successful completion of internship experience (rotations and reflective journal).

- **Employer-managed internship model:** A model where the student (1) applies to the employer rather than the school district, (2) the employer interviews and selects students for internship program, and (3) the student can apply for elective high school credit for successful completion of internship experience through the district’s Credit Flex process.

**A Mentorship** connects a student with an employee (mentor) who shares workplace skills and knowledge as a role model. A mentorship is a one-to-one relationship that provides "hands-on" learning based on a student's career interest. The mentor instructs, critiques and challenges the student to perform well. He/she may also work with classroom teachers and/or the employer of the student. The mentor relationship generally lasts for an extended period of time, from several months to one year.
BENEFITS OF CONNECTING BUSINESS AND LAKOTA SCHOOLS

Benefits for the Student
- Fosters an understanding about in-demand careers in which students might be passionate about
- Assists students to narrow their career choices given the exorbitant cost of college
- Highlights employer and workplace expectations
- Develops job skills as well as soft skills (i.e., collaboration, creativity/innovation, communication, critical thinking and problem solving)
- Demonstrates relevance between academic courses and workplace requirements
- Provides professional references for future college and/or job applications
- Provides a platform for advice, direction and guidance from experienced professionals
- Provides elective credit and/or enhances career portfolio
- Creates an avenue for possible part-time or full-time employment

Benefits for Businesses and Organizations
- Enables employers to begin attracting future employees in high-demand careers at the high school
- Assists young people in understanding what employers expect of employees
- Seek to “keep local talent local”
- Contributes to academic growth of students and prepares a highly skilled workforce
- Provides an opportunity to share experiences, insights and knowledge with students and, subsequently, improves supervisory and motivational skills of employees
- Energizes current employees who serve as mentors
- Strengthens partnership with Lakota schools and builds a positive community image

Benefits for the Community
- Produces a world-class workforce that drives a vibrant regional economy
- Establishes a positive community image that is an asset to economic development
- Improves the recruitment pool of qualified employees
- Improves prosperity and the quality of life for all citizens

Benefits for the School
- Utilizes employers' state-of-the-art workplace to enhance student learning
- Create strategic partnerships with local industry
- Connects extended learning opportunities to student's career cluster of choice
- Keeps education current by addressing employer needs
Converging Realities Affecting Workforce Readiness

Reality for Students
- Students don’t really know what in-demand careers look like or what these professionals do on a daily basis
- Secondary students need field experiences outside the school to help them discover what career(s) they may be passionate about

Reality of College/Post-Secondary
- The cost of college has become very expensive (cost-prohibitive in some cases) and students need to find out earlier (rather than later) what to major in during their post-secondary schooling

Reality for Business Leaders
- Business leaders are realizing they need to begin attracting/recruiting talent and skills for the future workforce at the high school level in their industry; beginning the recruiting process at the college level for talent and skill, in some cases, is becoming too late

An Internship Can be the Bridge!
- High school student internships is an approach that can bridge high schools with careers
Two different internship models have emerged: a district-managed one and an employer-managed one.

**District-Managed Internship Model**

**Key Features**

Key features of the district-managed internship model:

1. Student applies to the school district (rather than the business or organization) to be considered for the internship experience. Students must be at least 17 years of age to apply.

2. School district conducts the selection process with a key teacher making students aware of the internship experience, receiving student applications and transcripts, interviewing the students, and making the final selection of the students for participation.

3. Selected students and their parent(s) participate in an evening informational meeting at the business facility. The purpose of the meeting is to ensure that there is a mutual understanding of expectations and requirements (i.e., attendance, confidentiality, dress code, requirements for high school credit) of the internship.

4. Students sign a *Student Internship Agreement Form*, and the parent signs a *Parent Consent Form* with the school district. The business may also require the student (and parent) to sign a confidentiality *(non-disclosure) agreement*.

5. Students participate in and complete an on-site orientation prior to the start of the actual rotations.

6. Students provide their own transportation to and from the internship site.

7. Students complete each rotation or session, writing a Reflective Journal for each rotation/session.

8. Upon completion of the rotations/sessions for the cohort group, students submit the completed Reflective Journals to the high school principal or designee. Once each student’s reflection journals are accepted, students are awarded elective high school credit (grade of pass or fail) for the internship experience.
**Employer-Managed Internship Model**

**Key Features**

Key features of the employer-managed internship model:

1. Student applies to the business partner (rather than the school district) to be considered for the internship experience. Students must be at least age 17.

2. The business partner conducts the selection process, including making students aware of the internship experience, receiving student applications, interviewing the students, and making the final selection of the students for participation.

3. Selected students and their parent(s) may be required to participate in an informational meeting at the business facility to ensure that there is a mutual understanding of expectations and requirements (i.e., attendance, confidentiality, dress code, and any monetary compensation) of the internship.

4. The school district and the business partner sign a *Student Referral Agreement*.

5. The parent and student sign a *Parent Consent Form* with the school district. The business partner may also require the student (and parent) to sign a *confidentiality (non-disclosure) agreement*.

6. Students may be asked to participate in and complete an on-site orientation prior to the start of the actual rotations.

7. Students provide their own transportation to and from the internship site.

8. The syllabus for the internship is developed by the business partner or organization. The length of the internship is determined between the student and the business or organization.

9. The student may receive pay/compensation for the internship (at the discretion of the business partner).

10. Students may apply for high school credit for the internship through the school district’s Credit Flexibility process. Students are awarded elective high school credit (grade of pass or fail) for the internship experience based on the student’s approved Credit Flex Plan.
West Chester Hospital

Parameters

- 10 students (Juniors and Seniors)
- 10 rotations (1 Student & Parent orientation / 1 Student orientation / 10 department rotations)
- Rotations are 4 hours in length

**BIOMEDICAL TRACK (4 hour rotations)**

- Imaging (X-ray, nuclear medicine)
- Respiratory Therapy
- Laboratory (clinic)
- Pharmacy
- Operating Room
- Perioperative Areas
- Sterile Processing
- Inpatient Units
- Rehab Services (Physical, Occupational and Speech Therapy)
- Emergency Department

**HOSPITAL BUSINESS OPERATIONS TRACK**

- Hospital Operations – Chief Operating Officer / Business Development
- Hospital Operations – Nursing and Non-Nursing
- Chief Financial Officer Shadowing
- Human Resources & Marketing/Public Relations
- Quality Management
Parameters
- 12 students (Juniors and Seniors)
- 6 rotations (1 Student & Parent orientation / 6 department rotations/ 1 wrap-up session)
- Rotations are 4 hours in length

BIOMEDICAL TRACK (4 hour rotations)
- Sports Medicine
- Cardiac Rehabilitation
- Cancer & Infusion Center
- Clinical Lab
- Nutrition Services
- Women’s Center

HOSPITAL BUSINESS OPERATIONS TRACK
- Clinical Engineering
- Information Technology (IT)
- Strategic Improvement
- Marketing & Communications
- Patient Experience & Public Relations
- Safety/Disaster Preparedness
Procter & Gamble

P&G Engineering Experience Program

Objective
Inspire students to pursue careers in science and engineering by providing them with an insight into what scientists and engineers do on a day to day basis at Procter and Gamble.

Parameters
- 12 Students (Juniors & Seniors who meet criteria)
- 6 Rotations
  - Same group of students for each rotation
  - All students will go through each rotation as a group
- Rotations are 4 hours in length

ENGINEERING TRACK
- Modeling, Simulation & Analysis
- Mechanical Engineering
- Electrical Engineering
- Cost Engineering
- Materials & Welding Engineering
- Process Engineering
INTERNSHIP PROGRAM EXAMPLE: CLINICAL THERAPY

ABC Pediatric Therapy Network

CLINICAL THERAPY AND SMALL BUSINESS INTERNSHIP

Parameters:

- 6 students (Juniors and Seniors)
  - Additional students to be considered by ABC Pediatric Therapy

- 13 weeks of rotational sessions
  - Student parent orientation-1 week
  - 4 department rotations/12 weeks
    - Rotations may be mixed as needed due to ABC staff schedules
    - Total hours of the experience offered to be no less than 60 hours

- Rotations are 2 hours in length- 3:00-5:00 pm Tuesday and Thursday
  - 50 total hours in length (for which students receive elective high school credit)

CLINICAL THERAPY TRACK (16 sessions)

- Specific rotations include:
  - Clinical Therapy (occupational, physical, speech)
  - Patient Services

BUSINESS TRACK (8 sessions)

- Accounting functions (billing, coding, and collections)
- Management (director’s and/or managers rotations)
- Optional with Marketing and public relations
  - requires flexibility with day time and/or Saturday – time and date TBD
  - awarded additional hours and possible credits
High School Internship Program

- To gain experience and excitement in future engineering and design related careers.

- Students with an interest in Mechanical Engineering, Biomedical Engineering, Aerospace Engineering, Software Development, Computer Engineering, or Graphic/Digital Design

Internship Program

Rather than participating in rotations, students must drive to Kinetic Vision three to four afternoons each week after school during the duration of the internship.

The design and engineering syllabus for this internship includes these topics:

- Computer skills, including leading-edge design and CAE (computer-aided engineering) software products; and

- Experience with these processes:
  - Finite Element Analysis
  - Product Design and Engineering
  - Inspection Engineering
  - Custom Software Development
  - Concept Ideation
  - Industrial Design
  - Prototype Development
  - Product Visual Communication
Lakota reaches out to potential businesses and organizations to determine their interest in partnering to provide internships and field experiences for students. It can take a number of months to develop a relationship to the point of creating a partnership for internships. Once a business or organization is interested in partnering with Lakota to provide student internships, the following steps are completed.

Planning and Preparation Checklist

_____ Item 1: Decide on the internship model (district-managed internship model or an employer-managed internship model); the model will define the focus and content of the partnership agreement.

_____ Item 2: Work with the high school principal to identify a key teacher at each high school to be the point person for students.

_____ Item 3: Work with business partner and agree on the internship program objective(s) and learning objectives of each rotation that students will experience.

_____ Item 4: Work with business partner and agree upon the timeline and schedule of all activities related to the internship, including application deadline, interview dates, parent/student evening meeting, and dates and times of all rotations, any credit options, and any assignments.

_____ Item 5: Due to the potential risk exposure and confidentiality issues for both the business and the school district, the district’s attorney draws up customized agreement documents to clarify expectations and commitments, as well as to protect the student, the school district, and the business

- Partnership agreement
- Student agreement (district-managed internship only)
- Parent Consent (district-managed internship only)
- Confidentiality (non-disclosure) agreement

_____ Item 6: Agree on how the internship program will be promoted and advertised to students (i.e., through teachers only, business representative visit the high school for a brief presentation to interested students, etc.).
Planning and Preparation Checklist (continued)

_____ Item 7: Communicate the district-managed internship to the school board, and gain school board approval for the partnership agreement.
_____ Add the approval of the partnership agreement to the school board agenda.

_____ Develop a media release regarding the internship partnership and distribute after board approval.

_____ Item 8: Agree upon the amount of elective high school credit for the internship experience. For a district-managed internship, the amount of credit is determined by the district. For an employer-managed internship, the student will apply for the amount of credit through the Credit Flexibility process.

_____ Item 9: In collaboration with the business, create an individualized rotation schedule for each student if the model has students dispersed across departments for their rotations.
IMPLEMENTATION CHECKLIST

Internship Implementation Checklist

_____ Item 1: For a district-managed internship, ensure that the school district and/or the business develop a promotional brochure, application process, and application form and communicate this internship through key teachers and the high school websites.

_____ Item 2: Ensure a representative from the business or organization is scheduled to come to each high school to conduct a brief informational session for interested students (if business partner is willing).

_____ Item 3: Ensure the Key teacher promotes and advertises the internship opportunity.
   ____ Provide/ensure that students receive the information, documents, and application for the internship
   ____ Attend informational meeting(s) and student/parent meetings as appropriate
   ____ Receive the student applications for the internship

_____ Item 4: For a district-managed internship, ensure that the key teacher(s) screen the applications and narrow the number of applicants to interview and notify students to be interviewed.

_____ Item 5: For a district-managed internship, ensure the key teacher schedules and conducts student interviews, selecting students for the internship. Key teacher will inform the students if they are selected as a finalist for the internship.

_____ Item 6: For a district-managed internship, conduct the parent/student meeting (along with the key teacher) in the evening at the business facility to provide an overview and orientation to the internship program, including expectations and commitments.
   ____ Collect signed forms for the student agreement, parent consent form, and the confidentiality (non-disclosure) agreement

_____ Item 7: For a district-managed internship, ensure the key teacher receives and evaluates the completed reflective journals submitted by students for each rotation, assigns a pass/fail grade, and assigns elective credit for the completed internship experience. For an employer-managed internship, the student will be awarded credit through the Credit Flexibility process.
Role of the Contact Teacher

- To promote the internship program to students and appropriate teachers
- To receive student applications and identify students to be interviewed
- To participate as a member of the interview team at the district office
- To attend informational meeting and student/parent meetings as appropriate
- To receive and read the reflective journals from students on their rotations
- To award elective high school credit for the experience.

Selection Criteria for Internships

Factors Considered by Interview Team at Student Interview

An Internship is a “deeper dive” field experience that consists of several sessions or rotations.

1. Classes taken and grades, including GPA; classes in which the student is currently enrolled; attendance (absences, tardies)

2. The quality of the written responses (i.e., grammar, spelling, etc.) in the student’s application for the internship program

3. The strength of the student interview

4. Related experiences both inside and outside of school (such as science experiences, leadership experiences, work experiences)

5. The extent to which the student will benefit from the internship experience

6. The seriousness of the student’s attitude toward the internship program

7. The “fit” of the student to the internship program
CURRICULUM FRAMEWORK FOR JOB SHADOWING & INTERNSHIPS

**Job Shadowing (Grades 7 – 10)**

*Job shadowing typically is a half-day or a full-day field experience or tour at a business or organization.*

Job Shadowing Strands:
- Engineering careers
- Information Technology/Information Systems careers
- Biomedical and Pharmaceutical careers
- Business careers

**Internships and Mentorships (Grades 11 – 12)**

An *internship* is a “deeper-dive” job shadowing or field experience that consists of several sessions or rotations. A *mentorship* is a one-to-one relationship between a student and a business professional that provides “hands-on” learning in a particular career over a period of months.

- **STEAM² Careers**
  - Biomedical internships and mentorships (hospitals, pharmaceuticals)
    - Current partner: West Chester Hospital, Atrium Medical Center, ABC Pediatric Therapy Network, Center for Foot Care (Podiatrist)
  - Engineering internships and mentorships
    - Current partners: P & G, Kinetic Vision, Ethicon
  - Information Technology (IT) internships and mentorships
- **Business Careers**
  - Business operations (i.e., management, marketing, human resources)
  - Logistics/Supply chain management
  - Entrepreneurship
  - Financial services
  - Programs coordinated with *Junior Achievement* for job shadowing and mentorships
    - Current partners: West Chester Hospital, Atrium Medical Center, Emery Federal Credit Union, ProSource, First Financial Bank, Valley Central Bank, Various Views Research
- **Social/Non-Profit Sector Careers**
  - Foundations and agencies
    - Current partner: Community First Solutions
  - Local government
    - Current partners: Liberty Township, West Chester Township
- **Fine Arts and Applied Arts Careers**
  - Theater and Broadcasting
  - The Arts
    - Current partner: Maple Knoll WMKV-FM Radio
Visit: www.lakotaonline.com/internships

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