

WCPSS

School to Career Work-Based Learning Guidebook



Coordinator: Corina Murray

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Student Information

Dear Work-Based Learning Student Applicant:

Enclosed you will find valuable information that will be helpful to you in your work-based learning opportunity. Please read the material and utilize the suggestions to make the most of your work-based learning experience.

As you prepare for your pre-apprenticeship or internship experience, be mindful of expectations from the employer to include:

- Come to work on time, notify employer when I cannot make it to work (i.e., illness, car trouble)
- Make smart decisions.
- Follow directions.
- Concentrate on my work and care about the quality of my work.
- Read, write, and calculate well.
- Recognize problems and find solutions, research independently and ask for assistance.
- Finish a job when I'm supposed to without sacrificing quality.
- Be honest and dependable.
- Take the lead and work hard.
- Communicate well and get along with other people, especially customers.
- Dress properly and practice good grooming.
- Be cooperative.
- Have a positive attitude.
- Treat internal company information as confidential unless directed otherwise.
- Always keep the best interest of the business in mind.

The positive impression you make will be helpful to you in the future when you are seeking a reference or a permanent position. Recognize that through your job performance you are representing your high school. We hope this experience will ensure that your employer will warmly receive future interns. Your experience will give you a chance to demonstrate your competence and initiative; we hope you will use it as an opportunity to learn and grow.

Sincerely,

Corina Murray
Career Development Coordinator

NOTE:

In the Wake County Public School System, a Career Academy Coordinator or a Career Development Coordinator may supervise and evaluate student's participating in work-based learning opportunities such as internships, pre-apprenticeships, apprenticeships, or entrepreneurship experiences.

For this guide, the term "Career Development Coordinator" can be assumed to encompass the school-based Career Development Coordinator or the Career Academy Coordinator.

Additionally, students enrolled in an apprenticeship program may follow the guidelines for a pre-apprenticeship for course credit purposes.

District Contacts:

Internships: Dr. Rosalynn Tennie, District CDC

Pre-Apprenticeships: Chad Holloman, Senior Administrator for CTE

Jo Anne Honeycutt, Director of CTE

Internship Requirements

WCPSS School to Career Internship Program

INTERNSHIP OVERVIEW

An internship is an experience in which a high school student learns by taking on a responsible role as a worker in a company or organization and then reflects on what happened while in the workplace. The Internship Program is a supplement to formal classroom instruction. Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take. Internships are for juniors and seniors and must be at least 120 hours (if for high school credit). 10th Graders may be allowed with special consideration and approval.

Internship Requirements:

- ✓ Students must have begun the 11th or 12th grade. In some rare instances, a 10th grader may be allowed to participate in an internship.
- ✓ Students must determine their internship interest area and seek out a business who may be willing to allow the student to complete the internship (check with family friends, etc. for contacts with companies that may consider allowing a student to intern).
- ✓ The internship can be paid or unpaid. Most are unpaid.
- ✓ Students cannot intern with their parent/guardian or family business.
- ✓ In some situations, students may intern in a job in which they are currently employed if the guidelines of an internship are followed and the internship provides new challenges for the student.
- ✓ Wake County Public Schools maintains liability insurance for all students who participate in an approved internship.
- ✓ Internships may be taken in place of a class at school if the student is on track to graduate. Internships are usually taken during 4th period. Internships may also be completed in the summer, or after regular school hours (as a 5th block).
- ✓ The internship includes completion of 120 hours (if for high school credit) of work-based experiences for one high school credit on a graded basis.
- ✓ A maximum of two WCPSS internships are allowed per student.

Pre-Approval

- ✓ Students should schedule a conference with school Career Development Coordinator – **Corina Murray, cmurray@wcpss.net**
- ✓ Students complete the following application forms and return them to the Career Development Coordinator before the internship deadline:
 - Internship Application
 - Code of Conduct form
 - Internship Agreement for site placement
- ✓ Students must arrange their own transportation to the internship.
- ✓ **Internship placement must be off campus. Central Services staff may, on a case-by-case basis, approve some exceptions** (i.e. assisting an athletic trainer after school, maintaining a website for the school/academy, providing video support at athletic events, etc.). Students cannot receive academic

credit by providing school services such as bus driver, cafeteria worker, office assistant, or teacher assistant. (State Board Policy)

During the Internship

- ✓ Students must regularly check and use their WCPSS email address for communication with the Career Development Coordinator
- ✓ Track and complete a minimum of 120 contact hours (if for high school credit) using the Timesheet form.
- ✓ Complete a portfolio and presentation (Refer to WCPSS Internship Rubric and Grading Policy of this guide for more information).
- ✓ Complete journal entries and performance reviews
- ✓ Maintain scheduled visits with the Career Development Coordinator
- ✓ Attend site visit with the Career Development Coordinator
- ✓ If taking an internship for honors credit, complete 2 of the 7 honors enhancement projects.

Post-Internship

- ✓ Present orally to a specified group/audience.
- ✓ Complete thank you card for the Internship Supervisor
- ✓ Receive final grade from Career Development Coordinator for high school credit. Students must decide within the first 10 days of the internship whether or not they wish to complete the internship for credit.

Internship Scheduling: Internships are a CTE class and correspond with the school calendar. Interested students should work with the Career Development Coordinator and their Counselor to begin the application process at least one semester before they are interested in interning. Credit and grades are assigned after the student completes all requirements and submits all work to the Career Development Coordinator

Summer Internship: Students who are interested in completing an internship during the summer months must complete all internship requirements outlined in this guide. All requirements and all work must be submitted to the Career Development Coordinator. Upon successful completion of internship assignments, the course credit and grade will be assigned in the Fall; students may see the course as a “5th Block course.”

WCPSS School to Career Internship Program

INTERNSHIP APPLICATION (non-academy only)

An internship is permitted for students in 11th and 12th grade. The internship should align with the student's college and career goals.

Last Name:	First Name:	MI:
Student ID:	Current Grade Level:	Counselor:
Street Address:		
City:	Zip:	Home Phone:
Student School Email:		Student Cell:
Parent/Guardian's Name:		Parent Cell Phone:
Parent/Guardian's Email:		Parent Work Phone:

Career Objective:	
Please explain the reasons for wanting to participate in the Internship Program and what your plans are after graduating from high school.	
List courses you have taken or are currently taking that are directly related to the internship and your career goals:	
Briefly describe any work, volunteer experience, or job shadowing experience you may have:	
Please describe the type of industry or environment you would like to be working in for the internship, including the duties/tasks you would like to handle or be exposed to:	

I want to intern (check one):	<input type="checkbox"/>	Fall Semester	<input type="checkbox"/>	Spring Semester	<input type="checkbox"/>	Summer
Internship to be scheduled (check one):	<input type="checkbox"/>	During 4 th Block	<input type="checkbox"/>	After School	<input type="checkbox"/>	Other
Do you have an Internship Sponsor/Mentor lined up to intern with (check one)?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		

Internship Site – Name of Business:		
Internship Supervisor’s Complete Name:		
Internship Site Street Address:		
City:	State:	Zip:
Internship Site Telephone #:		

I hereby certify that the information on this application is true and accurate to the best of my knowledge.

Student Signature:	Date:
Parent Signature:	Date:

Career Development Coordinator’s Comments:	
Career Development Coordinator’s Signature:	Date:

WCPSS School to Career Internship Program

STUDENT INTERN CODE OF CONDUCT

- I will be punctual and conscientious in the fulfillment of my commitment and duties.
- I will accept supervision graciously.
- I will conduct myself in a dignified, courteous, and considerate manner.
- I will take any problems, criticisms, or suggestions to my supervisor.
- I will follow all company policies and procedures (dress code, safety, training, etc.).
- I will always knock on closed doors.
- I will not discuss or ask about the amount of money employees earn.
- I will not chew gum or eat food while working.
- I will not take friends to the worksite.
- I will not solicit the organization or employees for donations, fundraisers, etc.
- I will always notify my supervisor if I am not able to report for work.
- I will work only when and where assigned.
- I will refrain from loud talking and inappropriate laughing.
- I will not use company phones or email for personal use.
- I will not use my cell phone for personal use while on the job, including texting.
- I will not surf the Internet, use personal email, or play games while on the job.
- I will keep company information confidential unless directed otherwise.

Interns follow the same code of conduct as other members of the team. I further understand that all business information is confidential, and any dissemination of this information could lead to legal prosecution. Always remember that you are representing WCPSS to the public.

Student Intern Signature: _____ Date: _____

Student Intern Name (Printed): _____

WCPSS School to Career Internship Program

INTERNSHIP PLACEMENT AGREEMENT

Student Name: _____

Internship Site _____

Internship Supervisor Name & Title: _____

Internship Supervisor Email: _____

Internship Site Phone Number: _____ Ext. ____ Supervisor Phone: _____

Internship Site Alternate Contact Person Name: _____

Internship Site Alternate Contact Person Phone Number: _____

Internship Site Address, City, Zip: _____

Building/Department of Student Location: _____

Business Needs and/or Workplace Responsibilities:

Internship start date: _____ Number of weeks: _____ # Hours per week _____

Internship end date: _____

Rate of pay (if applicable): _____ per _____ Frequency of payment: _____

The Student Intern agrees to:

1. Undertake activities that provide a comprehensive view of the organization and that focuses on the roles, responsibilities, and functions of the organization sponsor.
2. Declare academic or honors internship credit before beginning the internship.
3. Be regular in attendance and on time to assigned internship and notify the Career Development Coordinator and Internship Supervisor should accident or illness occur.
4. Conform to the regulations of the organization (dress, conduct, etc.)
5. Understand that dropping the internship will result in a withdrawal/failure to complete the internship.
6. Understand the Career Development Coordinator and the organization must give permission to terminate the internship.

7. Understand that I must complete a minimum of 120 hours to receive internship credit.
8. Complete ALL WCPSS internship credit requirements.
9. Abide by any regulations, practices, and procedures of the Wake County Public School System and the Wake County Public School System Internship Program.

The Career Development Coordinator agrees to:

1. Monitor the student performance during the internship.
2. Maintain contact with the Internship Supervisor.
3. Conduct a site visit and schedule meetings as needed with the student to advise the student intern on appropriate behavior, performance standards, and academic information.
4. Assess the student intern.

The Parents/Guardian agrees to:

1. Provide transportation for the student to and from the internship location.
2. Encourage the student to complete all requirements of the internship program.
3. Provide automobile, health, and accident insurance for the student.
4. Report any concerns regarding internship to the Career Development Coordinator

The Internship Supervisor agrees to:

1. Provide a challenging learning situation for the student intern.
2. Assign a mentor to work with the student intern and evaluate all work products.
3. Confer with the student intern to provide feedback on strengths and areas to be improved.
4. Provide the opportunity to work 120 hours (if for high school credit) within one semester or agreed upon time.
5. Verify and sign off on the student's work hours.
6. Allow the Career Development Coordinator to visit the site during the internship.
7. Notify the Career Development Coordinator if the student intern is not attending the internship promptly and regularly or if there are issues with the student's work performance.
8. Provide feedback using a performance review (provided by WCPSS).

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Career Development Coordinator Signature: _____

Date: _____

Internship Supervisor Signature: _____

Date: _____

WCPSS School to Career Internship Program

INTERNSHIP JOURNAL

Directions: You will begin your journal at the start of your internship. You must complete one journal entry every 12 hours of work with one final entry for a total of 10 entries. Please follow these guidelines in your journal entries below:

- Only use first names
- Do not include any personal information such as email addresses, phone numbers, addresses, etc.
- Follow all school guidelines.
- Follow any guidelines provided by your supervisor.

Journal Entry 1 (12 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill.

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 2 (24 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 3 (36 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 4 (48 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- | | | |
|-----------------|---------------------|---------------------------|
| • Adaptability | • Critical Thinking | • Learner's Mindset |
| • Collaboration | • Empathy | • Personal Responsibility |
| • Communication | | |

Journal Entry 5 (60 Hours)

Using the Performance Review (Mid-Point) you completed with your supervisor, provide a reflection on areas of improvement.

Journal Entry 6 (72 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- Adaptability
- Collaboration
- Communication
- Critical Thinking
- Empathy
- Learner's Mindset
- Personal Responsibility

Journal Entry 7 (84 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- Adaptability
- Collaboration
- Communication
- Critical Thinking
- Empathy
- Learner's Mindset
- Personal Responsibility

Journal Entry 8 (96 Hours)

Select one of the following employability skills and document actual examples from the internship experience highlighting how you displayed this skill. *(You cannot reuse an employability skill already used).*

- Adaptability
- Collaboration
- Communication
- Critical Thinking
- Empathy
- Learner's Mindset
- Personal Responsibility

Journal Entry 9 (108 Hours)

Using the Performance Review (Final) you completed with your supervisor, provide a reflection on areas of improvement.

Journal Entry 10 (120 Hours)

Identify the top 3-5 employability skills (bulleted items above) and illustrate how they have been enhanced throughout the internship experience. Additionally, analyze areas for improvement in these skills and provide reasoning behind the identified areas for growth.

INTERNSHIP TIMESHEET

[illegible]

Date: _____

WCPSS School to Career Internship Program

PERFORMANCE REVIEW

Performance Review (Mid and Final)

Student Name: _____ Dates of Internship: _____

Internship Organization: _____ Evaluators Name: _____

This form is intended to help interns learn more about their strengths and the areas they might need to develop to be successful in the workforce. Please put further explanation into the comments section for any criteria evaluated as “Disagree” or “Strongly Disagree.”

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N/A	Points Given
Attendance and Punctuality						
Showed up to work on time and as scheduled						
Communicated any absences or issues getting to the job in a timely manner.						
Dependability/Quality of Work						
Accurately completed tasks once instruction was given						
Worked with a minimum amount of supervision						
Completed tasks within reasonably allotted time						
Accepted criticism, took ownership of mistakes, and sought help						
Critical Thinking/Problem Solving						
Showed a sincere interest in understanding the organization, their role, and their assigned tasks						
Practiced sound judgement based on available information						
Functioned within established decision-making channels						
Demonstrated creativity in approaching tasks, solving problems, and overcoming obstacles						
Sought out resources and/or asked for help when unsure about how to proceed on tasks						
Communication/Leadership/Character						
Clearly and efficiently conveyed ideas orally to the responsible persons within the organization						
Communicated ideas clearly in writing in a manner suited to the intended audience						
Managed their own emotions and works to understand and empathize with others						
Took initiative and sought opportunities to contribute once task were completed.						
Teamwork/Collaboration/Intercultural Fluency						
Built working relationships with individuals from a range of backgrounds						
Demonstrated inclusiveness, sensitivity, and respect for individuals' differences						
Worked well in a team/collaborative environment						
Adapted well to emerging requests from managers, coworkers, and/ or customers						
Professionalism/Dependability/Work Ethic/Technology						
Demonstrated respect for organizational staff, policies, and norms						

Organized and prioritized work, managed time, and saw tasks through from start to finish						
Identified and effectively used appropriate technologies and programs to complete work						
Company Fit						
Understood a company's mission, goals, and vision						
Readily adapted to company's norms and culture						
Career Management						
Self-advocated in a professional manner						
Could identify their strengths and weaknesses						
Could articulate next steps to further prepare for their future						
Total Points Given: _____/108= _____						

Comments: _____

Additional Feedback:

If learning or performance goals were established, please comment on the intern's progress towards their goals.

What do you perceive to be the intern's greatest strengths that might be an asset(s) to an organization?

What areas of growth could improve the intern's success in your field? If possible, please give specific examples.

Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

WCPSS School to Career Internship Program

LEARNING GOALS & OUTCOMES

Student Name: _____

At the beginning of the internship, meet with your internship supervisor to set goals for the internship and complete the table below.

Learning Goal	Details of the Goal (i.e. Create a spreadsheet for supervisor)	Deadline for the Goal (i.e., September 30)	Evidence of Meeting Goal (i.e., Completed spreadsheet shared with supervisor)
One			
Two			
Three			

Created by: _____
Student Signature

Date: _____

Approved by: _____
Internship Supervisor

Date: _____

Approved by: _____
Career Development Coordinator

Date: _____

WCPSS School to Career Internship Program

INTERNSHIP SITE VISIT DATA COLLECTION TOOL

Intern Name: _____ Internship Site Visit Date & Time: _____

Internship Organization: _____ CDC/CAC Name: _____

This tool is designed to collect information during a site visit to the internship location. The tool is designed to be used during the student-led tour to facilitate conversation of elements that may not be easily visible or evident on the day of the site visit but have occurred previously. *The student intern must provide any specific driving/parking directions to the Career Development Coordinator in advance.*

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N/A	Points Given
Daily Tasks						
Intern provided a physical checklist of their typical daily tasks						
Intern gave a brief overview/explanation of their typical daily tasks for the day of the site visit						
Comments:						
Tour of Facility (Exclude if virtual internship)						
Tour of Intern's work areas: Intern shows you around the areas that are pertinent to the intern's key job responsibilities						
Tour of facility: Intern takes you on a tour of the facility to include key areas such as break room, dining area, conference rooms, bathrooms, laboratories, loading docks, etc. if these areas are present at the site and accessible. Supervisor or other staff member may be needed to accompany CDC/CAC during tour for access to various locations.						
Comments:						
Evidence of Collaboration and Networking						
Intern provides evidence of collaboration with colleagues via email, meeting minutes, meeting agendas, presentations, pictures, etc. or personal accounts from supervisors or colleagues present on the day of the site visit or verification statements written by supervisors or colleagues.						
Intern provides evidence of networking with individuals in positions outside of their department including business cards, emails, text messages, pictures from business lunches, etc.						
Intern can provide notes collected during meetings with individuals they met as part of networking within the company.						
Comments:						

Technical Skills						
Intern provides evidence of technical skills utilized at their site (please add applicable technical skills below)						
Comments:						
Total Points Given: <u> </u> / <u> </u> = <u> </u>						

Additional Questions:

What was the Intern’s intended Career Pathway?

How does this internship fit into their Career Pathway?

How has the student improved since starting this internship?

What can future interns do to be better prepared for an internship at this business/organization?

What does this business/organization do well as far as providing opportunities for student to engage in the world of work within their organization and the structures of their work. How much is the intern permitted to immerse into the day-to-day operation?

CDC/CAC Signature: _____
Date: _____

Intern Signature: _____
Date: _____

PORTFOLIO & PRESENTATION GUIDELINES

Portfolio

Students must create a portfolio of career opportunities. Please include the following information:

- Research and analyze at least two career opportunities within the aligned pathway(s) of your internship using MajorClarity and other tools.
- Summarize job descriptions, required skills, qualifications, salary information, and growth prospects for each identified career opportunity.
- Develop a career action plan outlining steps for future career advancement and skill development.

Presentation

Students must develop a presentation describing skills learned during the internship experience and how those skills are transferable to future careers. Please include the following information:

- A picture of student on the job and student's name
- A picture of facility and the name of the organization
- A description of jobsite
- A description of what the company does
- A picture of supervisor and/or others who were influential in the experience
- A description of experience gained through internship
- A list of duties, responsibilities, and specific skills required which could be organized as "As a day in the life of ... at work"
- Describe how the skills learned are transferable to future careers
- Describe the relationship of internship experience to student's classes at school (in other words, what did the student discover while working that relates to what he/she learned from classes-technical or employability skills)
- Include examples of work on the job, if possible
- Reflect on personal career preferences, interests, and alignment with internship experiences
- Presentation delivery is agreed upon with coordinator.

Failure to present this to a class or panel will result in a deduction of 50% of the grade for the presentation section.

WCPSS School to Career Internship Program

WCPSS INTERNSHIP RUBRIC AND GRADING POLICY

Student Name: _____

Requirements	Excellent 90-100	Above Average 89-80	Average 79-70	Below Average < 70
Employability Skills Showcase– 35% Timely completion and turn in of: <ul style="list-style-type: none"> Begin application process and seek employment through the assistance of the work-based learning designee Signed Student Intern Code of Conduct (5%) Signed Internship Placement Agreement (5%) Internship Journal (10%) Internship Timesheet (5%) Performance Review (mid and final)-supervisor evaluation (5% each for a total of 10%) Written acknowledgment to those who helped the student complete the work-based learning. (Send a thank-you note to the participating employer.) 				
Technical Skills Demonstration – 25% <ul style="list-style-type: none"> Learning Goals & Outcomes-Identify business needs and develop student learning goals and outcomes to address that need. (10%) Setting up a date and participating in CDC’s visit of the intern site using Internship Site Visit Checklist Internship Site Visit Data Collection Tool-Identify areas where these technical skills can be enhanced further to improve their future performance. (15%) 				
Career Opportunities Evaluation – 40% non-honors/25% honors Portfolio (20% non-honors, 10% honors) <ul style="list-style-type: none"> Research and analyze various career opportunities within the aligned pathway(s) using Major Clarity and other tools. Summarize job descriptions, required skills, qualifications, salary information, and growth prospects for each identified career opportunity. Develop a career action plan outlining steps for future career advancement and skill development. Presentation (20% non-honors, 15% honors) <ul style="list-style-type: none"> Develop presentation describing skills learned during the internship experience and how those skills are transferable to future careers. Reflect on personal career preferences, interests, and alignment with internship experiences. 				
Honors Level Enhancement – 0% non-honors /15% honors interns Honors Level Assignments – 15% (two assignments at 7.5% each)				

Internship Late Work Policy (CAC/CDC should insert school policy here)

Late assignments submitted within 1 week of the due date will receive a 20% penalty based on maximum point value of assignment. Late assignments submitted past 1 week of the due date, but before the grading quarter deadline, will receive a 50% penalty. The last date late assignments will be accepted (the “grading quarter deadline”) will be provided to students in advance.

By signing below the student and parent assert that they understand the **Internship Grading Rubric and Late Work Policy** and agree to abide by the details listed above.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Pre- Apprenticeship Requirements

PRE-APPRENTICESHIP OVERVIEW

A pre-apprenticeship is an experience in which a high school student learns by taking on a responsible role as a worker in a company or organization and then reflects on what happened while in the workplace. The Pre-Apprenticeship Program is a supplement to formal classroom instruction and is a combination of continued on-the-job training (OJT) and related instruction (RI). Its intent is to significantly add to the vitality of the instructional program and to impact the courses that a student has taken or will take. Pre-apprenticeships are for juniors and seniors and must be at least 120 hours (if for high school credit). Students will earn a credit (1) for each 120 hours earned in the pre-apprenticeship, up to 2 credits.

Pre-Apprenticeship Requirements:

- ✓ Students must have begun the 11th, 12th, or 13th grade.
- ✓ Students may not be a pre-apprentice for more than 365 days.
- ✓ Students must show an interest of any pre-apprenticeships advertised by the Career Development Coordinator or discovered in research of pre-apprenticeship opportunities within activities supported by WCPSS.
- ✓ The pre-apprenticeship must be a registered pre-apprenticeship program registered with ApprenticeshipNC and may lead into a registered Apprenticeship program.
- ✓ The pre-apprenticeship will be paid, based on the flat rate pay scale, determined with WCPSS Central Office Leadership and the employer.
- ✓ Students cannot participate in the pre-apprenticeship program with their parent/guardian or family business.
- ✓ In some situations, students may be a pre-apprentice in a job in which they are currently employed if the guidelines of a pre-apprenticeship are followed and the pre-apprenticeship program provides new challenges for the student.
- ✓ Students may be a pre-apprentice in a job in which they previously served as an intern.
- ✓ Wake County Public Schools maintains liability insurance for all students who participate in an approved pre-apprenticeship.
- ✓ Students participating in a pre-apprenticeship may work after school or can be scheduled during the normal school day, if mutually agreed upon by the school, student, and employer.
- ✓ The pre-apprenticeship includes completion of 120 hours (if for high school credit) of work-based experiences for one high school credit on a graded basis.
- ✓ If a student wishes to earn more than two credits for a pre-apprenticeship, the CDC may reach out to Central Services staff for approval.

Pre-Approval

- ✓ Students will express their interest in a pre-apprenticeship with the school's Career Development Coordinator.
- ✓ Students complete the following application forms and return them to the Career Development Coordinator before the provided deadline:
 - Pre-Apprenticeship Application
 - Code of Conduct form

- Pre-Apprenticeship Agreement for site placement
- Any associated applications provided by the employer.
- ✓ Students must arrange their own transportation to and from the pre-apprenticeship.
- ✓ Students will interview with the potential employer and the employer will provide the selection process for the pre-apprenticeship.
- ✓ Career Development Coordinators may pre-screen for candidates based on selection criteria provided by the employer.

During the Pre-Apprenticeship

- ✓ Complete all on-boarding and job-related trainings prior to the first day of the pre-apprenticeship – either assigned by the employer or WCPSS.
- ✓ Student must regularly check and use their WCPSS email address for communication with the Career Development Coordinator
- ✓ Track and complete a minimum of 120 contact hours (if for high school credit) by providing the employer method of tracking hours (including pay stubs)
- ✓ Complete a portfolio and presentation (Refer to WCPSS Pre-Apprenticeship Rubric and Grading Policy of this guide for more information).
- ✓ Complete journal entries and performance reviews
- ✓ Maintain scheduled visits with the Career Development Coordinator
- ✓ Attend site visit with the Career Development Coordinator
- ✓ If completing the pre-apprenticeship for honors credit, complete 2 of the 7 honors enhancement projects.

Post-Pre-Apprenticeship

- ✓ Present orally to a specified group/audience (including at minimum, the Career Development Coordinator and employer partner designee)
- ✓ Complete thank you card for the pre-apprenticeship employer contact
- ✓ Receive final grade from Career Development Coordinator for a high school credit

Pre-Apprenticeship Scheduling: Pre-Apprentices should discuss scheduling with the employer and Career Development Coordinator. As a general rule, a pre-apprentice should not be required to report to work when school is not in session due to inclement weather.

WCPSS School to Career Pre-Apprenticeship Program

PRE-APPRENTICESHIP APPLICATION

A student must be in grades 11 or 12 or 13, and meet the minimum requirements set-forth in the Pre-Apprenticeship program approved through Apprenticeship NC.

Last Name:	First Name:	MI:
Student ID:	Current Grade Level:	Counselor:
Street Address:		
City:	Zip:	Home Phone:
Student School Email:		Student Cell:
Parent/Guardian's Name:		Parent Cell Phone:
Parent/Guardian's Email:		Parent Work Phone:

Career Objective:	
Please explain the reasons for wanting to participate in the pre-apprenticeship program and what your plans are after graduating from high school.	
List courses you have taken or are currently taking that are directly related to the pre-apprenticeship and your career goals:	
Briefly describe any work, volunteer experience, or job shadowing experience you may have:	
Please describe the type of industry or environment you would like to be working in for the pre-apprenticeship, including the duties/tasks you would like to handle or be exposed to:	

I want to be a pre-apprentice (check one):		Fall Semester		Spring Semester		Summer
Internship to be scheduled (check one):		During 4 th Block		After School		Other
Have you interviewed for a pre-apprenticeship?		Yes		No		No
Where you selected by the employer?		Yes		No		No

Pre-Apprenticeship Site – Name of Business:		
Pre-Apprenticeship Supervisor's Complete Name:		
Pre-Apprenticeship Site Street Address:		
City:	State:	Zip:
Pre-Apprenticeship Site Telephone #:		
Pre-Apprenticeship Employer Contact (Name/Title):		

I hereby certify that the information on this application is true and accurate to the best of my knowledge.

Student Signature:	Date:
Parent Signature:	Date:

Career Development Coordinator's Comments:	
Career Development Coordinator's Signature:	Date:

WCPSS School to Career Pre-Apprenticeship Program

STUDENT CODE OF CONDUCT

- I will be punctual and conscientious in the fulfillment of my commitment and duties.
- I will accept supervision graciously.
- I will conduct myself in a dignified, courteous, and considerate manner.
- I will take any problems, criticisms, or suggestions to my supervisor.
- I will follow all company policies and procedures (dress code, safety, training, etc.).
- I will always knock on closed doors.
- I will not discuss or ask about the amount of money employees earn.
- I will not chew gum or eat food while working.
- I will not take friends to the worksite.
- I will not solicit the organization or employees for donations, fundraisers, etc.
- I will always notify my supervisor if I am not able to report for work.
- I will work only when and where assigned.
- I will refrain from loud talking and inappropriate laughing.
- I will not use company phones or email for personal use.
- I will not use my cell phone for personal use while on the job, including texting.
- I will not surf the Internet, use personal email, or play games while on the job.
- I will keep company information confidential unless directed otherwise.

Pre-Apprentices follow the same code of conduct as other members of the team. I further understand that all business information is confidential, and any dissemination of this information could lead to legal prosecution. Always remember that you are representing WCPSS to the public.

Student Signature: _____ Date: _____

Student Name (Printed): _____

WCPSS School to Career Pre-Apprenticeship Program

PRE-APPRENTICESHIP PLACEMENT AGREEMENT

Student Name: _____

Pre-apprenticeship Site: _____

Pre-apprenticeship Supervisor Name & Title: _____

I Pre-apprenticeship Supervisor Email: _____

Pre-apprenticeship Site Phone Number: _____ Ext. ____ Supervisor Phone: _____

Pre-apprenticeship Site Alternate Contact Person Name: _____

Pre-apprenticeship Site Alternate Contact Person Phone Number: _____

Pre-apprenticeship Site Address, City, Zip: _____

Building/Department of Student Location: _____

Business Needs and/or Workplace Responsibilities:

Pre-apprenticeship start date: _____ Number of weeks: _____ # Hours per week _____

Pre-apprenticeship end date: _____

Rate of pay (if applicable): _____ per _____ Frequency of payment: _____

The Student agrees to:

1. Undertake activities that provide a comprehensive view of the organization and that focuses on the roles, responsibilities, and functions of the organization sponsor.
2. Declare academic or honors pre-apprenticeship credit before beginning the job site.
3. Be regular in attendance and on time to assigned employer and notify the Career Development Coordinator and Employer Supervisor should accident or illness occur.
4. Conform to the regulations of the organization (dress, conduct, etc.)
5. Understand that withdrawing from the pre-apprenticeship will result in a withdrawal/failure to complete the course credit.

6. Understand the Career Development Coordinator and the organization must give permission to terminate the program participation.
7. Understand that I must complete a minimum of 120 hours to receive pre-apprenticeship credit.
8. Complete ALL WCPSS work-based learning credit requirements.
9. Abide by any regulations, practices, and procedures of the Wake County Public School System and the Wake County Public School System Work-Based Learning Program.

The Career Development Coordinator agrees to:

1. Monitor the student performance during the pre-apprenticeship.
2. Maintain contact with the Employer Supervisor.
3. Conduct a site visit and schedule meetings as needed with the student to advise the student pre-apprentice on appropriate behavior, performance standards, and academic information.
4. Assess the student pre-apprenticeship using provided documents.

The Parents/Guardian agrees to:

1. Provide transportation for the student to and from the pre-apprenticeship location.
2. Encourage the student to complete all requirements of the pre-apprenticeship program.
3. Provide automobile, health, and accident insurance for the student.
4. Report any concerns regarding the pre-apprenticeship to the Career Development Coordinator.

The Employer Partner agrees to:

1. Provide a challenging learning situation for the student pre-apprentice.
2. Be registered with ApprenticeshipNC and be a member of the WCPSS Pre-Apprenticeship program.
3. Assign a mentor to work with the student and evaluate all work products.
4. Confer with the student to provide feedback on strengths and areas to be improved.
5. Provide the opportunity to work 120 hours (if for high school credit) within one semester or agreed upon time.
6. Verify and sign off on the students' work hours; and provide the student with a paystub.
7. Allow the Career Development Coordinator and District Level Pre-Apprenticeship Coordinator to visit the site during the program enrollment.
8. Notify the Career Development Coordinator if the student is not attending the pre-apprenticeship promptly and regularly or if there are issues with the student's work performance.
9. Provide feedback using a performance review (provided by WCPSS).

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Career Development Coordinator Signature: _____

Date: _____

Pre-Apprenticeship Supervisor Signature: _____

Date: _____

WCPSS School to Career Pre-Apprenticeship Program

PRE-APPRENTICESHIP JOURNAL

Directions: You will begin your journal at the start of your pre-apprenticeship. You must complete one journal entry every 12 hours of work with one final entry for a total of 10 entries. Please follow these guidelines in your journal entries below:

- Only use first names
- Do not include any personal information such as email addresses, phone numbers, addresses, etc.
- Follow all school guidelines
- Follow any guidelines provided by your supervisor

Journal Entry 1 (12 Hours)

Select one of the competencies identified in your pre-apprenticeship program and complete a journal entry on this competency. Identify the competency selected specifically. As a reminder, you cannot reuse a competency throughout the journal process. If the pre-apprentice has not started the on the job training as of the first deadline, the pre-apprentice can journal on the on-boarding process for the job, and any school-related requirements set-forth by the Career Development Coordinator.

Journal Entry 2 (24 Hours)

Select one of the competencies identified in your pre-apprenticeship program and complete a journal entry on this competency. Identify the competency selected specifically. As a reminder, you cannot reuse a competency throughout the journal process.

Journal Entry 3 (36 Hours)

Select one of the competencies identified in your pre-apprenticeship program and complete a journal entry on this competency. Identify the competency selected specifically. As a reminder, you cannot reuse a competency throughout the journal process.

Journal Entry 4 (48 Hours)

Select one of the competencies identified in your pre-apprenticeship program and complete a journal entry on this competency. Identify the competency selected specifically. As a reminder, you cannot reuse a competency throughout the journal process.

Journal Entry 5 (60 Hours)

Using the Performance Review (Mid-Point) you completed with your supervisor, provide a reflection on areas of improvement from the competency list aligned with your pre-apprenticeship. Include steps that you may take to improve your knowledge or performance in at least one area.

Journal Entry 6 (72 Hours)

Select one of the competencies identified in your pre-apprenticeship program and complete a journal entry on this competency. Identify the competency selected specifically. As a reminder, you cannot reuse a competency throughout the journal process.

Journal Entry 7 (84 Hours)

Select one of the competencies identified in your pre-apprenticeship program and complete a journal entry on this competency. Identify the competency selected specifically. As a reminder, you cannot reuse a competency throughout the journal process.

Journal Entry 8 (96 Hours)

Select one of the competencies identified in your pre-apprenticeship program and complete a journal entry on this competency. Identify the competency selected specifically. As a reminder, you cannot reuse a competency throughout the journal process.

Journal Entry 9 (108 Hours)

Using the Performance Review (Final) you completed with your supervisor, provide a reflection on areas of improvement. Include steps that you may take to improve your knowledge or performance in at least one area.

Journal Entry 10 (120 Hours)

Identify the top 3-5 employability skills (bulleted items above) and illustrate how they have been enhanced throughout the pre-apprenticeship experience. Additionally, analyze areas for improvement in these skills and provide reasoning behind the identified areas for growth.

WCPSS School to Career Pre-Apprenticeship Program

PRE-APPRENTICESHIP TIME LOG

Students are required to track their pre-apprenticeship hours by date/time. A copy of the completed time sheet must be turned into the Career Development Coordinator at the end of the pre-apprenticeship. Students should turn in timesheets monthly to the Career Development Coordinator. The timesheet must include the student name, employer name, and total number of hours worked during that pay period. It should also show the flat rate wage scale provided (or higher).

WCPSS School to Career Pre-Apprenticeship Program

PERFORMANCE REVIEW

Performance Review (Mid and Final)

Student Name: _____ Dates of Pre-Apprenticeship _____

Employer Organization: _____ Evaluators Name: _____

This form is intended to help pre-apprentice learn more about their strengths and the areas they might need to develop to be successful in the workforce. Please put further explanation into the comments section for any criteria evaluated as “Disagree” or “Strongly Disagree”

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N/A	Points Given
Attendance and Punctuality						
Showed up to work on time and as scheduled						
Communicated any absences or issues getting to the job in a timely manner.						
Dependability/Quality of Work						
Accurately completed tasks once instruction was given						
Worked with a minimum amount of supervision						
Completed tasks within reasonably allotted time						
Accepted criticism, took ownership of mistakes, and sought help						
Critical Thinking/Problem Solving						
Showed a sincere interest in understanding the organization, their role, and their assigned tasks						
Practiced sound judgement based on available information						
Functioned within established decision-making channels						
Demonstrated creativity in approaching tasks, solving problems, and overcoming obstacles						
Sought out resources and/or asked for help when unsure about how to proceed on tasks						
Communication/Leadership/Character						
Clearly and efficiently conveyed ideas orally to the responsible persons within the organization						
Communicated ideas clearly in writing in a manner suited to the intended audience						
Managed their own emotions and works to understand and empathize with others						
Took initiative and sought opportunities to contribute once task were completed.						
Teamwork/Collaboration/Intercultural Fluency						
Built working relationships with individuals from a range of backgrounds						
Demonstrated inclusiveness, sensitivity, and respect for individuals' differences						
Worked well in a team/collaborative environment						
Adapted well to emerging requests from managers, coworkers, and/ or customers						
Professionalism/Dependability/Work Ethic/Technology						
Demonstrated respect for organizational staff, policies, and norms						

Organized and prioritized work, managed time, and saw tasks through from start to finish						
Identified and effectively used appropriate technologies and programs to complete work						
Company Fit						
Understood a company's mission, goals, and vision						
Readily adapted to company's norms and culture						
Career Management						
Self-advocated in a professional manner						
Could identify their strengths and weaknesses						
Could articulate next steps to further prepare for their future						
Total Points Given: _____/108= _____						

Comments: _____

Additional Feedback:

If learning or performance goals were established, please comment on the pre-apprentice's progress towards their goals.

What do you perceive to be the pre-apprentices' greatest strengths that might be an asset(s) to an organization?

What areas of growth could improve the pre-apprentices success in your field? If possible, please give specific examples.

Supervisor Signature: _____ Date: _____

Pre-Apprenticeship Signature: _____ Date: _____

WCPSS School to Career Pre-Apprenticeship Program

PRE-APPRENTICESHIP SITE VISIT DATA COLLECTION TOOL

Pre-Apprenticeship Name: _____ Pre-Apprenticeship Site Visit Date & Time: _____

Pre-Apprenticeship Organization: _____ CDC/CAC Name: _____

This tool is designed to collect information during a site visit to the pre-apprenticeship location. The tool is designed to be used during the student-led tour to facilitate conversation of elements that may not be easily visible or evident on the day of the site visit but have occurred previously. The student pre-apprentice must provide any specific driving/parking directions to the Career Development Coordinator ahead of the scheduled visit.

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N/A	Points Given
Daily Tasks						
Pre-apprentice provided a physical checklist of their typical daily tasks						
Pre-apprentice gave a brief overview/explanation of their typical daily tasks for the day of the site visit						
Comments:						
Tour of Facility (Exclude if virtual internship)						
Tour of Pre-Apprentice work areas: Pre-Apprentice shows you around the areas that are pertinent to the student's key job responsibilities						
Tour of facility: Pre-Apprentice takes you on a tour of the facility to include key areas such as break room, dining area, conference rooms, bathrooms, laboratories, loading docks, etc. if these areas are present at the site and accessible. Supervisor or other staff member may be needed to accompany CDC/CAC during tour for access to various locations.						
Comments:						
Evidence of Competency Based Progress						
Pre-apprentice provides a report on the progress of competencies on the job.						
Intern provides evidence of networking with individuals in positions outside of their department including business cards, emails, text messages, pictures from business lunches, etc.						
Pre-apprentices provides next steps or anticipated future progress on the competencies identified.						
Comments:						

Technical Skills						
Pre-apprentice provides evidence of technical skills utilized at their site (please add applicable technical skills below)						
Comments:						
Total Points Given: <u> </u> / <u> </u> = <u> </u>						

Additional Questions:

Based on what you’ve learned so far, how do you feel you are progressing in achieving your competency for this pre-apprenticeship?

How well are you applying what you’ve learned in the CTE coursework to this real-world application?

How is your mentorship relationship going so far? How can it be improved?

From your perspective, how are you adapting to the workplace expectations – like communication, attendance, teamwork, working with others?

Are there additional supports, resources, or training we can provide to you to help you success here and transition to the apprenticeship program?

CDC/CAC Signature: _____ Date: _____

Pre-Apprentice Signature: _____ Date: _____

WCPSS School to Career Pre-Apprenticeship Program

PORTFOLIO & PRESENTATION GUIDELINES

Portfolio

Students must create a portfolio of career opportunities. Please include the following information:

- Summarize job descriptions, required skills, qualifications, salary information, and growth prospects for each identified career opportunity.
- Develop a career action plan outlining steps for future career advancement and skill development.
- Highlight at least four competencies you have excelled at during your pre-apprenticeship

Presentation

Students must develop a presentation describing skills learned during the pre-apprenticeship experience and how those skills are transferable to future careers. Please include the following information:

- A picture of student on the job and student's name
- A picture of facility and the name of the organization
- A description of jobsite
- A description of what the company does
- A picture of supervisor and/or others who were influential in the experience
- A description of experience gained through the pre-apprenticeship
- A list of duties, responsibilities, and specific skills required which could be organized as "As a day in the life of ... at work"
- Describe how the skills learned are transferable to future careers
- Describe the relationship of pre-apprenticeship experience to student's classes at school (in other words, what did the student discover while working that relates to what he/she learned from classes-technical or employability skills)
- Include examples of work on the job, if possible
- Reflect on personal career preferences, interests, and alignment with pre-apprenticeship experiences
- Presentation delivery is agreed upon with coordinator.

Failure to present this to a class or panel will result in a deduction of 50% of the grade for the presentation section.

WCPSS School to Career Pre-Apprenticeship Program

WCPSS Pre-Apprenticeship RUBRIC AND GRADING POLICY

Student Name: _____

Requirements	Excellent 90-100	Above Average 89-80	Average 79-70	Below Average < 70
Employability Skills Showcase– 35% Timely completion and turn in of: <ul style="list-style-type: none"> Begin application process and seek employment through the assistance of the work-based learning designee Signed Student Code of Conduct (5%) Signed Placement Agreement (5%) Journal (10%) Timesheets (5%) Performance Review (mid and final)-supervisor evaluation (5% each for a total of 10%) Written acknowledgment to those who helped the student complete the work-based learning. (Send a thank-you note to the participating employer.) 				
Technical Skills Demonstration – 25% <ul style="list-style-type: none"> Competencies-Identify business need and develop student learning goals and outcomes to address that need. (10%) Setting up a date and participating in CDC’s visit of the intern site using Internship Site Visit Checklist Pre-Apprenticeship Site Visit Data Collection Tool-Identify areas where these technical skills can be enhanced further to improve their future performance. (15%) 				
Career Opportunities Evaluation – 40% non-honors/25% honors Portfolio (20% non-honors, 10% honors) <ul style="list-style-type: none"> Summarize job descriptions, required skills, qualifications, salary information, and growth prospects for each identified career opportunity. Develop a career action plan outlining steps for future career advancement and skill development. Highlight at least four competencies you have excelled at during your pre-apprenticeship Presentation (20% non-honors, 15% honors) <ul style="list-style-type: none"> Develop presentation describing skills learned during the internship experience and how those skills are transferable to future careers. Reflect on personal career preferences, interests, and alignment with internship experiences. 				
Honors Level Enhancement – 0% non-honors /15% honors interns Honors Level Assignments – 15% (two assignments at 7.5% each)				

HONORS LEVEL ENHANCEMENT PROJECTS

WCPSS School to Career Pre-Apprenticeship and Internship Program

HONORS LEVEL ENHANCEMENT PROJECTS

Students wishing to obtain honors level credit must complete two (2) of the seven possible enhancement options. Options include Career Interviews (written), Pre-Apprenticeship and Internship Video Interview, SWOT Analysis, Organizational Chart, Environmental Scan, Policy Manual, and Portrait of a Graduate Self-Assessment.

Option 1: Career Interviews (Written)

Learning Objectives:

1. To acquire career skills and investigate fields of interest related to the intern's career and college goals
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work and college.

Essential questions:

1. What skills and experiences are needed to be successful in work and college?
2. What do the jobs that the intern is investigating entail?

Lesson Plan: Three Career Interviews:

- 1) Interview three people matching the following descriptions.
 - a) One must be face-to-face interview with your assigned supervisor
 - b) One person that works at your site in a related area
 - c) One person that works at another organization in a related career area – It can NOT be someone you know or that works at the same place you are interning.
- 2) Interview the three people and **ask them each at least 8 questions**. This is your interview; ask questions that you want to know more about. The questions below are only suggested questions.
 - a) What is your college major? (if they attended college)
 - b) Where did you attend college?
 - c) What are a few skills you need for your job?
 - d) What type of training or college courses would be helpful for me to take?
 - e) What are some related careers I could pursue if I don't get a job in this field right away?
 - f) What is the most rewarding part of your career?
 - g) What is the most challenging part of your career?
 - h) What type of personal characteristics have made you successful in your career?
 - i) How long have you been in this career field? How long have you worked at this organization?
 - j) Would you recommend this career to a young person today? Why or why not?
 - k) What advice would you give me if I choose to go into this career?
- 3) Final Product:
 - a) Three interviews: Include each interviewee's name, organization, and job title in the followed by your questions and their detailed answers.
 - b) Summary: Write a one-page summary (double spaced) comparing the answers provided in your interviews. What did you find interesting? What did you not know before this interview?

Career Interviews (Written) Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Interviews	Interviews go above and beyond the usual questions. Information is used effectively.	Good topic Interviews and information integration is evident.	Some interviews were done or incomplete	Little to no Interviews are evident.
Points (5)	5	4	2-3	0-1
Comprehension of Subject Matter	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1
Content Organization/ Flow	Content is clearly organized, with a logical flow of connected ideas and effective transitions.	Content is organized, and most ideas are well connected with effective transitions.	Ideas are sound, but the content is not well organized and needs more effective transitions.	Content is extremely disorganized. The transitions between ideas are unclear or nonexistent.
Points (5)	5	4	2-3	0-1

Each interview: up to 5 points.

Summary: up to 10 points.

Total Possible Points: 25

Option 2: Video Interviews

Learning Objectives:

1. To acquire career skills and utilize technical skills to create a video to showcase pre-apprenticeship or intern's role and responsibilities.
2. To link the pre-apprenticeship or internship experience to the skills and attributes needed to enter and succeed in the world of work.

Essential questions:

1. What skills and experiences are needed to be successful in this work-based learning experience?
2. What duties/responsibilities does this pre-apprenticeship or internship entail?

Three Career Interviews:

1. Interview of you detailing your pre-apprenticeship or internship experience.
 - A. **You must be on camera.**
 - B. **Optional - interview your employer regarding their thoughts on the CTE Pre-Apprenticeship or Internship Program.**

Use the questions below to guide your interview for the video. Questions below are only suggested questions.

- A. Name, Grade level, Business Sponsor?
- B. What is your career goal?
- C. Description of your internship (role/duties)
- D. What are a few basic skills you need for your internship?
- E. What high school courses if any assisted you in completing the tasks within your internship?
- F. What is the most rewarding part of your internship?
- G. What is the most challenging part of your internship?
- H. What type of personal characteristics are helpful for your internship?
- I. What job-related skills have you acquired during your internship?
- J. What advice would you give me if I chose an internship opportunity in high school?
- L. If including the employer in the video: include the interviewees name, job title and their thoughts on the CTE Internship Program.

2. Final Product: A well-formatted video using the questions above. Provide an answer to each within your video. Optional: add text, titles and appropriate music to your video to enhance appeal.

Helpful Hints to assist when filming:

1. Please use good lighting (must see your face).
2. Check your audio prior to filming (must be able to hear you).
3. Please use a video format that is compatible and easy to send when complete.

Video Interviews Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Interview on Camera	Interview goes above and beyond the usual questions. Video elements are used effectively.	Good information and integration of video elements are evident.	Interview is incomplete. Missing a few elements or answers to interview questions.	Little to no interview is evident.
Points (5)	5	4	2-3	0-1
Comprehension of Subject Matter	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1
Content Organization/ Flow	Content is clearly organized, with a logical flow of connected ideas and effective transitions.	Content is organized, and most ideas are well connected with effective transitions.	Ideas are sound, but the content is not well organized and needs more effective transitions.	Content is extremely disorganized. The transitions between ideas are unclear or nonexistent
Points (5)	5	4	2-3	0-1

Option 3: Organizational Chart

THIS ASSIGNMENT IS LIMITED TO WORK BASED LEARNING EXPERIENCES IN WHICH THE SPONSORING COMPANY HAS 25 OR MORE EMPLOYEES

Learning Objectives:

1. To investigate the organizational structure in a workplace.
2. To give each student a realistic perspective of work and work expectations
3. To better understand direct and indirect working relationships

Essential questions:

1. What is the structure of an organization and the relationships and relative ranks of its parts and positions/jobs?



Organizational Chart

- 1) Design an organization chart of your internship site. "An organization chart is a diagram that shows the structure of an organization and the official relationships and relative ranks of its parts and positions/jobs".
 - a) The charts must be computer generated. There are templates on Microsoft Word under "New", "templates", on the left side.
 - b) Organization charts must be DETAILED, not 3 or 4 positions unless that is the case.
- 2) Write a reflection answering the following questions:
 - a) Does the chart reflect the real workflow of assignments in this organization? Why or why not?
 - b) Do employees have informal reporting relationships not shown on the official chart? If so, what are they and how effective are they?
 - c) Does this organization focus on hierarchy or teamwork? Provide examples to support your answer.
 - d) If you were asked to reorganize the organization, what would you suggest based on your work experience during the internship?

Organizational Chart Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Comprehension of Subject Matter in Reflection	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1
Chart Construction	Chart is thoughtfully constructed and conveys a clear understanding of the relationships and ranks of the variety of jobs.	Chart is adequately constructed and conveys an understanding of the relationships and ranks of the variety of jobs.	Chart has some construction flaws but conveys a basic understanding of the relationships and ranks of the variety of jobs.	Chart is poorly constructed and does not convey an understanding of the relationships and ranks of the variety of jobs.
Points (5)	5	4	2-3	0-1
Reflective Questions	All questions are answered in a thorough and thoughtful manner with an indication of understanding and reflection of the organization.	All questions are answered in a satisfactory manner with an indication of some understanding and reflection of the organization	Either all questions are not answered, or are answered in a perfunctory manner with little understanding or reflection	Minimal response to the questions is provided.
Points (5)	5	4	2-3	0-1

Option 4: SWOT Analysis

Student Name:

Business Name:

Directions: Complete the grid below by using your pre-apprenticeship or internship provider. View the company through a broad lens and consider all aspects (not just your internship role or department) to provide five responses to each category. Feel free to consult with members of the company to make your analysis thorough and insightful. The two links below will provide resources to gain insight into the SWOT purpose, process and suggest topics to be considered for each area.

[SWOT Analysis Definitions and Examples](#)

https://drive.google.com/file/d/1TIUE3nI7Xmf6GgF-IYG6cujlqpMvF_8C/view

[SWOT Analysis Questions/Topics by Area](#)

<https://drive.google.com/file/d/1UQojPXNW5knx9YRVV-TDSyuFI5A7-5F/view>

[SWOT Analysis Video](#)

<p style="text-align: center;"><u>STRENGTHS</u></p> <ul style="list-style-type: none">•••••	<p style="text-align: center;"><u>WEAKNESSES</u></p> <ul style="list-style-type: none">•••••
<p style="text-align: center;"><u>OPPORTUNITIES</u></p> <ul style="list-style-type: none">•••••	<p style="text-align: center;"><u>THREATS</u></p> <ul style="list-style-type: none">•••••

SWOT Analysis Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Content	Analysis goes above and beyond the usual. Information is used effectively.	Analysis is complete and information integration is evident.	Some analysis evident but is incomplete.	Little to no analysis evident
Points (5)	5	4	2-3	0-1
Comprehension of Subject Matter	All content in the evaluation is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1

Option 5: Environmental Scan

Scope: In a fast paced rapidly changing world understanding the “Environment” in which you do business is very important for a business to maintain growth and their success. This honors project is designed for you to research and conduct an “Environmental Scan” for the business that provided your internship.

Learning Objectives:

1. To understand why an Environmental Scan is necessary.
2. To understand what process steps and information are needed to conduct a scan.
3. To understand the different methods to gather information needed for a scan
4. To understand how a business would use the scan to make decisions.

Essential questions:

1. Why do companies conduct Environment Scans?
2. Why an Environment Scan needs to be a continuous process?
3. What information needs to be included in a scan and why is it important to a business?

Instructions for Completing an Environmental Scan for Your Internship Site:

1. Click on the icon below and read the LAP on Conducting an Environmental Scan to better understand what an Environment Scan is.
2. Use available resources to gather information needed to conduct the scan (Survey, Interview, SWAT, PESTEL...etc.)
3. Write a paper examining the results of your scan (2 or more pages). The paper should include all the following:
 - a. Summary of the techniques used, and data gathered.
 - b. Identification of the most important factors (at least four) that may affect the company.
 - c. Analysis of why these are the most important factors for the company
 - d. Your recommendations for how your company can utilize and/or address these factors to enhance or protect the business.
 - e. Proper citations.

Final Product:

1. A complete paper that addresses the instructions and all the rubric requirements.

Resources

- 1. Click on the “Get the 4-1-1 icon below to learn about Environment Scanning: (will open in a separate window).**



2. **PESTEL:** <https://andet5.com/2018/02/pestel-analysis-what-is-it-and-why-do-we-use-it/>
3. **Environmental Scanning:** <https://www.business-to-you.com/scanning-the-environment-pestel-analysis/>

4. Click on the PowerPoint SWOT Analysis icon below to learn about SWOT: (will open in a separate window).



Environmental Scan Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Summary of Technique	Summary is comprehensive and covers all techniques used and data gathered	Summary is good but does not cover all techniques used and/or data gathered.	Summary lacks detail and does not cover all topics.	Summary has very little detail or is not included.
Points (10)	8-10	5-7	2-4	0-1
Identification of Important Factors	Report Identifies at least four important factors that may affect the company	Report Identifies only three important factors that may affect the company	Report Identifies only two important factors that may affect the company	Report Identifies one important factor that may affect the company Report Identifies zero important factors
Points (4)	4	3	2	0-1
Analysis	Analysis is comprehensive and explains why all factors are important to the company.	Analysis is comprehensive and explains why some factors are important to the company.	Analysis is lacking detail and does not explain why all factors are important to the company.	Analysis is lacking detail and does not explain why identified factors are important to the company.
Points (10)	8-10	5-7	2-4	0-1
Recommendation	Recommendation is detailed and does a great job explaining how to utilize identified factors.	Recommendation is detailed, but the explanation of how to utilize identified factors is slightly vague.	Recommendation lacks some detail and explanation of how to utilize identified factors is vague and/or confusing.	Recommendation lacks detail and explanation of how to utilize identified factors is vague and/or confusing. Recommendation is missing.
Points (10)	8-10	5-7	2-4	0-1
Research	Properly cited	Incorrect citation format	Sources listed but no citation	No citation
Points (5)	5	3	2	0

Option 6: Policy Manual Project

Learning Objectives:

1. To acquire soft skills and investigate fields of interest related to the intern's career and college goals
2. To give each student a realistic perspective of work and work expectations

Essential questions:

1. What skills and behaviors are needed to be successful in the workplace?
2. What is professionalism?

Lesson Plan: Policy Manual project

1. Questions from Employee Training Guide/Policy Manual:

- A. Ask your mentor for a copy (access) to the company's employee/policy manual (sometimes the manual is on-line).
- B. Answer the following questions below.
- C. If the site does not have a written manual, you will have to interview your mentor to find out the answers.
- D. You may include the manual or pages from the manual. Questions must be answered in complete sentences. (You are answering these as employees, not students.)
 - 1) Does your site have a written policy manual?
 - 2) Do the employees have to keep some type of **Timecard**? Electronically or on paper.
 - 3) Do employees have to log in/out in and for meals?
 - 4) What is the sites employee's **attendance policy/procedure**? Briefly explain.
 - 5) Is there a **social media policy**? If so, what is it?
 - 6) What is the **dress code** for your internship site?
 - 7) Give me a few reasons an employee can be punished, put on probation, or dismissed. Please specify which action above that you are explaining.
 - 8) What is **the personal cell phone use** policy/rule at your site?
 - 9) What is the internship site's **smoking policy**?
 - 10) What is the sites **drug policy**?

2. Final product:

- A. Questions with answers in complete sentences.
- B. Evaluation of the manual: Write a paragraph summarizing the strengths and weaknesses of the manual.

Policy Manual Rubric

Item	Exemplary	Solid	Developing	Needs Attention
Content	Questions answered go above and beyond the usual questions. Information is used effectively.	Questions answered and information integration is evident.	Some Questions answered were done or incomplete.	Little to no questions answered.
Points (5)	5	4	2-3	0-1
Comprehension of Subject Matter	All content in the evaluation is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Points (5)	5	4	2-3	0-1

Option 7: Portrait of a Graduate Self-Assessment

Learning Objectives:

1. To self-rate using "I Can" statements and determine areas for growth during the internship.
2. To self-rate using "I Can" statements at the completion of the internship to determine if growth has occurred during the internship.

Beginning of Internship: Take the Portrait of a Graduate Self-Assessment by answering the "I Can" statements. Review your results with your CAC/CDC.

1. Identify your lowest ranked skill area(s).
2. Write a SMART goal on how you plan to develop those skills this semester and develop at least 3 specific tasks that will help you to achieve personal growth in that durable skill area.

S	Specific
M	Measurable
A	Achievable
R	Relevant
T	Time Bound

End of Internship: Take the Portrait of a Graduate Self-Assessment again. Review your growth results with your CAC/CDC.

1. Review the Portrait of a Graduate SMART goal and tasks that you submitted at the beginning of the internship based on your lowest ranked skill area(s).
2. Describe if you met or did not meet the tasks for the goal during the semester.
3. Provide an overall reflection with at least two examples that demonstrate your professional growth in one of these durable skills during the semester.

Portrait of a Graduate Self-Assessment

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	N/A
Adaptability						
I can anticipate and plan for challenges and obstacles.						
I can use a variety of strategies to solve problems.						
I can learn and grow from situations that pose challenges and obstacles to success.						
I can explain how feedback and resources are used to revise my work.						
I understand, respect, and value the diverse perspectives of others.						
Collaboration						
I can play a variety of roles and carry out different responsibilities that help my team meet goals.						
I can share the leadership responsibilities of my team.						
I can adjust to and respond to the needs of the group to achieve goals.						
I can collaborate respectfully with my teammates in digital spaces.						
I can consistently follow our defined team norms and decision-making agreements.						
I can help my team solve problems or conflicts.						
I can show that I am consistently prepared and ready to work with my team.						
I can prioritize and track individual and group progress toward established goals and deadlines.						
I can complete my tasks on time consistently.						
Communication						
I can extend and deepen discussions by asking questions that invite my partners to elaborate, explain, or provide additional reasoning and evidence.						
I can respond to different perspectives shared in discussions by checking my understanding, paraphrasing, summarizing, or showing agreement with my partners' ideas.						
I can include evidence when challenging or sharing new ideas and conclusions during discussion.						
I can share my ideas about the next steps that we need to take to deepen our understanding of the topic discussed or make progress on collaborative work.						
I can use a variety of modes (peer editing, critique protocols, etc.) to give specific, constructive, and helpful feedback to my classmates about their work based on the success criteria provided. My feedback includes a balance of praise and suggestions for improvement.						
I can ask for specific feedback on my work in relation to my goals/the success criteria, check understanding, and document suggestions.						

I can show acceptance for feedback.						
I can use feedback to revise my work.						
I can present information, findings, and supporting evidence clearly and directly, addressing alternative or opposing perspectives to allow listeners to follow my line of reasoning.						
I can use appropriate adequate volume, appropriate pacing, and clear pronunciation.						
I can strategically use visual displays or digital media to enhance understanding and add interest.						
I can answer questions to show my understanding.						
Critical Thinking						
I can develop an initial set of questions related to the topic, polish the questions, and identify a key question or prioritized set of questions that provide a foundation for my investigation.						
I can find appropriate, high-quality, and diverse information sources relevant to my questions.						
I can compare information across sources to determine credibility and accuracy.						
I can organize my notes/data and identify similarities, differences, and/or patterns.						
I can draw logical conclusions from my notes, observations, and inferences.						
I can cite specific details upon which my conclusions were drawn and explain any shifts in thinking about the problem/issue.						
I can create relevant criteria to evaluate my approach to solving a problem.						
I can evaluate my solution ideas and select an effective solution that meets all criteria.						
I can design a process to test my proposed solution.						
I can analyze, with precision and accuracy, the relative effectiveness of my proposed solution and clearly explain what I need to improve.						
I can provide a clear, knowledgeable claim about the problem or issue and distinguish it from opposing claims.						
I can thoroughly support my claim with logical reasoning and relevant evidence.						
I can clearly and convincingly address counter arguments.						
Empathy						
I can seek and consider the feelings, perspectives, and experiences when interacting with others virtually and in person.						
I can demonstrate the value that the feelings, perspectives, and experiences of others bring to a variety of situations.						
I can create positive and supportive relationships with others.						
I can appreciate and respect the feelings, perspectives, and experiences of others						
I can advocate for myself and others when necessary.						
I can ask questions to help me better understand the viewpoints of others.						
I can identify the feelings and ideas behind the speaker's message that may not be spoken in words.						
I can deepen my understanding of the speaker's message by considering the words that are said as well as those that are not.						
I can reflect on the speaker's message and attempt to understand it from their point of view.						

I can deepen my understanding of the speaker's message by considering the words that are said as well as those that are not.						
I can reflect on the speaker's message and attempt to understand it from their point of view.						
Learner's Mindset						
I can engage in inquiry that reflects my unique learning process and interests.						
I can use inquiry to examine new perspectives and ideas that challenge my assumptions and help me to extend my thinking.						
I can use resources to find ways to keep working when faced with challenges and obstacles.						
I can find unique solutions to problems by drawing on many different types of knowledge, experiences, and ideas.						
I can articulate the meaning and value of new learning experiences.						
I can use strategies to overcome challenges and obstacles to my learning.						
I can integrate feedback from others to improve my learning.						
Personal Responsibility						
I can recognize a task and take action, moving from step to step without prompting from others.						
I can set a goal for the task and engage in the necessary steps to complete the task.						
I can follow directions without prompting.						
I can create a plan to complete a task and follow through successfully.						
I can successfully remain on schedule and complete a plan.						
I can persist in getting tasks done accurately and independently.						
I can set and complete goals on time, asking for help if needed.						
I can utilize a variety of resources and choose the most relevant resource(s) as needed.						
I can choose words and actions that have a positive influence/impact on others.						
I can self-regulate and take individual responsibility to achieve the final goal.						

INTERNSHIP PERFORMANCE- BASED MEASUREMENT GUIDELINES

WCPSS School to Career Internship Program

INTERNSHIP PERFORMANCE-BASED MEASUREMENT COMPONENTS

Components	Standards
I. Employability Skills Showcase (35%)	1.00: Apply durable employability skills, confidentiality, and resource management in the workplace.
II. Technical Skills Demonstration (25%)	2. 00: Apply concepts and technical skills relevant to the workplace.
III. Career Opportunities Evaluation (40%)	4. 00: Evaluate career opportunities in the aligned pathway(s).

WCPSS School to Career Internship Program

WCPSS INTERNSHIP RUBRIC AND GRADING POLICY

Student Name: _____

Requirements	Excellent 90-100	Above Average 89-80	Average 79-70	Below Average < 70
Employability Skills Showcase– 35% Timely completion and turn in of: <ul style="list-style-type: none"> Begin application process and seek employment through the assistance of the work-based learning designee Signed Student Intern Code of Conduct (5%) Signed Internship Placement Agreement (5%) Internship Journal (10%) Internship Timesheet (5%) Performance Review (mid and final)-supervisor evaluation (5% each for a total of 10%) Written acknowledgment to those who helped the student complete the work-based learning. (Send a thank-you note to the participating employer.) 				
Technical Skills Demonstration – 25% <ul style="list-style-type: none"> Learning Goals & Outcomes-Identify business needs and develop student learning goals and outcomes to address that need. (10%) Setting up a date and participating in CDC’s visit of the intern site using Internship Site Visit Checklist Internship Site Visit Data Collection Tool-Identify areas where these technical skills can be enhanced further to improve their future performance. (15%) 				
Career Opportunities Evaluation – 40% non-honors/25% honors Portfolio (20% non-honors, 10% honors) <ul style="list-style-type: none"> Research and analyze various career opportunities within the aligned pathway(s) using Major Clarity and other tools. Summarize job descriptions, required skills, qualifications, salary information, and growth prospects for each identified career opportunity. Develop a career action plan outlining steps for future career advancement and skill development. Presentation (20% non-honors, 15% honors) <ul style="list-style-type: none"> Develop presentation describing skills learned during the internship experience and how those skills are transferable to future careers. Reflect on personal career preferences, interests, and alignment with internship experiences. 				
Honors Level Enhancement – 0% non-honors /15% honors interns Honors Level Assignments – 15% (two assignments at 7.5% each)				

Internship Late Work Policy (CAC/CDC should insert school policy here)

Late assignments submitted within 1 week of the due date will receive a 20% penalty based on maximum point value of assignment. Late assignments submitted past 1 week of the due date, but before the grading quarter deadline, will receive a 50% penalty. The last date late assignments will be accepted (the “grading quarter deadline”) will be provided to students in advance.

By signing below the student and parent assert that they understand the **Internship Grading Rubric** and **Late Work Policy** and agree to abide by the details listed above.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

PRE-APPRENTICESHIPS PERFORMANCE-BASED MEASUREMENT GUIDELINES

WCPSS School to Career Pre-Apprenticeship Program

PBM ACCOUNTABILITY FORM



PBM Accountability Form

Directions: Complete this form, or the form provided by your district, to verify that students enrolled in this course have met or not met specific criteria to earn proficiency on the Performance-based Measurement (PBM). Refer to the Performance-based Measurement Guide for this course for details on course proficiency.

It is highly recommended that teachers keep a copy of all student records to verify PBM performance.

Course Number	Course Name
School/District Name	Teacher Name
Class Period	Semester and Year

Proficiency Status				
Student Name		Student ID	Met	Not Met
1			<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="checkbox"/>	<input type="checkbox"/>
5			<input type="checkbox"/>	<input type="checkbox"/>
6			<input type="checkbox"/>	<input type="checkbox"/>
7			<input type="checkbox"/>	<input type="checkbox"/>
8			<input type="checkbox"/>	<input type="checkbox"/>
9			<input type="checkbox"/>	<input type="checkbox"/>
10			<input type="checkbox"/>	<input type="checkbox"/>
11			<input type="checkbox"/>	<input type="checkbox"/>
12			<input type="checkbox"/>	<input type="checkbox"/>

13			<input type="checkbox"/>	<input type="checkbox"/>
	Student Name	Student ID	Met	Not Met
14			<input type="checkbox"/>	<input type="checkbox"/>
15			<input type="checkbox"/>	<input type="checkbox"/>
16			<input type="checkbox"/>	<input type="checkbox"/>
17			<input type="checkbox"/>	<input type="checkbox"/>
18			<input type="checkbox"/>	<input type="checkbox"/>
19			<input type="checkbox"/>	<input type="checkbox"/>
20			<input type="checkbox"/>	<input type="checkbox"/>
21			<input type="checkbox"/>	<input type="checkbox"/>
22			<input type="checkbox"/>	<input type="checkbox"/>
23			<input type="checkbox"/>	<input type="checkbox"/>
24			<input type="checkbox"/>	<input type="checkbox"/>
25			<input type="checkbox"/>	<input type="checkbox"/>
26			<input type="checkbox"/>	<input type="checkbox"/>
27			<input type="checkbox"/>	<input type="checkbox"/>
28			<input type="checkbox"/>	<input type="checkbox"/>
29			<input type="checkbox"/>	<input type="checkbox"/>
30			<input type="checkbox"/>	<input type="checkbox"/>

I verify that the students listed have met/not met the proficiency as stated in the Performance-based Measurement Guide for this course. I have reported course proficiency in NCCTE Admin, as documented on this form, for the purpose of CTE reporting and accountability (state and federal).

Teacher Signature: _____ Date: _____

The school Curriculum and Instructional Management Coordinator (CIMC) maintains the original form for five years. The teacher should retain a copy for their records.

Work-based Learning Designee Information

Apprenticeship Performance-based Measurement

Component	Standard
I. Apprenticeship - Portfolio	2. 00: Understand evidence of knowledge and skills application through completion of a portfolio capturing the apprenticeship experience.
II. Apprenticeship - Work Experience	3. 00: Apply career-related knowledge and skills through a real workplace environment related to career interests, abilities, and goals.

The instructions below outline guidelines for the work-based learning designee.

Component One-Apprenticeship Portfolio

- Review guidelines for portfolio with student
- Review rubric for portfolio with student
- Assist student with completing résumé
- Review student progress reports
- Consistently check hours-worked log

Component Two-Apprenticeship Work Experience

- Support student during the process of applying for apprenticeship
- Review guidelines for the work experience with student
- Review rubric for work experience with student
- Schedule jobsite visits
- Monitor student progress on the job
- Frequently check in with student's supervisor on the job
- Confirm the company is following North Carolina labor laws
- Provide student with continuous feedback
- Complete rubric and student score sheet

Student Information

Component One-Apprenticeship Portfolio Guidelines*

The portfolio content, monitoring process, and deadlines will be outlined by the work-based learning designee. Listed below are the required portfolio contents that will be evaluated in the rubric.

- Description of jobsite
- Description of the type of work-based learning being performed
- Documentation of related program area mastery, example: skills checklist
- Hours-worked log
- Journal entries
- Photographs or other visual media that document the student work experience
- Presentation
- Progress reports
- Résumé
- Written acknowledgment to those who helped the student complete the work-based learning. (Send a thank-you note to the participating employer.)
- Additional items that document progress preferred by student

** Supporting documents for the apprenticeship portfolio guidelines can be found in the North Carolina Department of Instruction WBXX Work-based Learning Manual.*

Apprenticeship Portfolio Rubric

Category	Advanced (3 points)	Experienced (2 points)	Developing (1 points)	Novice (0 points)	Points
Selection of Artifacts	All artifacts and work samples are clearly and directly related to the purpose of the portfolio A wide variety of artifacts is included.	Most artifacts and work samples are related to the purpose of the portfolio.	The artifacts and work samples show some relation to the purpose of the portfolio.	The artifacts and work samples have only one artifact related to the portfolio.	
Descriptive Text	All artifacts are accompanied by a caption that clearly explains the importance of the item including the title of task, description of the task learned, and the date the task was performed.	Most of the artifacts are accompanied by a caption that clearly explains the importance of the item work including a description of the task learned and the date the task was performed.	Some artifacts are not accompanied by a caption that clearly explains the importance of the item including description of task learned and date task was performed.	The artifacts and work show little relevance to the text in the portfolio.	
Writing Conventions	There are no errors in grammar, capitalization, punctuation, and spelling.	There are few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.	There are more than six errors in grammar, capitalization, punctuation, and spelling and will need to have revisions and edit.	Document is needing significant editing for grammar, capitalization, punctuation, and spelling requiring major edits and revisions.	
Organization and Layout	The portfolio is easy to read and follow, with great organization and layout of related documents, content, and subject/task relevancy.	The portfolio is generally easy to follow and fairly organized with relatable documents, content, and subject/task relevancy. Most of the artifacts included show a direct connection to the work that was completed.	The portfolio is difficult to read due to unorganized and unrelatable use of documents, subtitles, content, and subject/task relevancy. There is no connection to the artifacts and the work that was completed.	The portfolio cannot be read nor followed. Organization and layout of related documents, content, and subject/task relevancy is lacking.	

Apprenticeship Portfolio Rubric (continued)

Category	Advanced (3 points)	Experienced (2 points)	Developing (1 points)	Novice (0 points)	Points
Reflective Commentary	All reflections clearly explain how the artifacts demonstrate growth, competencies, and accomplishments, and include goals for continued learning and development.	Most of the reflections explain growth and include goals for continued learning and development. Most of the reflections illustrate the ability to effectively critique work.	The reflections show little growth or include goals for continued learning and development. The reflections show little illustration to the ability to effectively critique work or provide suggestions for constructive practical alternatives.	The reflections do not explain growth. Few goals included to document continued learning and development. The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives.	
Employability Skills	The portfolio has relatable artifacts that include all the six NC Employability Skills. There is knowledge and understanding of the employability skills in the portfolio.	The portfolio has no more than four relatable artifacts to the NC Employability Skills. Some knowledge of The employability skills are evident in the portfolio.	The portfolio has less than three relatable artifacts to the six NC Employability Skills. Knowledge of the employability skills is lacking or evident in portfolio.	The portfolio has less than two relatable artifacts to the six NC Employability Skills. Little knowledge of employability skills is evident in the portfolio.	
TOTAL					
Comments:					

Student Information

Component Two-Apprenticeship Work Experience Guidelines*

- Begin application process and seek employment through the assistance of the work-based learning designee
- Attend orientation at the workplace
- Complete placement report
- Track hours worked
- Practice professionalism
- Demonstrate integrity and high ethical standards
- Write journal entries describing tasks performed at work
- Complete work assignments
- Follow employer dress-code policies
- Adjust to company's culture
- Learn company's mission, goal, and vision

**Supporting documents for the apprenticeship work experience guidelines can be found in the North Carolina Department of Instruction WBXX Work-based Learning Manual.*

Apprenticeship Work Experience Rubric

Category	Advanced (10 points)	Experienced (8 points)	Developing (6 points)	Novice (4 points)	Points
Quality of Work	Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made few if any errors.	With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors.	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors.	Little if any effort was shown to complete work.	

Ability to Learn	<p>Consistently asked relevant questions and sought out additional information from appropriate sources.</p> <p>Quickly understood new concepts, ideas, and work assignments.</p> <p>Was always willing to take responsibility for mistakes and to make needed changes and improvements.</p>	<p>In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments.</p> <p>Was usually willing to take responsibility for mistakes and to make needed changes and improvements.</p>	<p>Asked few if any questions and rarely sought out additional information from appropriate sources; was unable.</p> <p>Slow to understand new concepts, ideas, and work assignments</p> <p>Was unable or unwilling to recognize mistakes.</p> <p>Was not receptive to making needed changes and improvements.</p>	<p>Did not ask additional information from appropriate sources.</p> <p>Did not understand new concepts, ideas, and work assignments.</p> <p>Was unable or unwilling to recognize mistakes.</p> <p>Was not receptive to making needed changes and improvements.</p>	
Character Traits	<p>Demonstrated an exceptionally positive attitude.</p> <p>Consistently exhibited honesty and integrity in the workplace.</p> <p>Was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner.</p>	<p>Except in a few minor instances, student demonstrated a positive attitude.</p> <p>Regularly exhibited honesty and integrity in the workplace.</p> <p>Was usually aware of and sensitive to ethical and diversity issues on the job.</p> <p>Normally behaved in an ethical and professional manner.</p>	<p>Regularly exhibited a negative attitude.</p> <p>Was dishonest and/or showed a lack of integrity on several occasions.</p> <p>Was unable to recognize and/or was insensitive to ethical and diversity issues.</p> <p>Displayed significant lapses in ethical and professional behavior.</p>	<p>Negative attitude and demonstrated lack of interest.</p>	

Apprenticeship Work Experience Rubric (continued)

Category	Advanced (10 points)	Experienced (8 points)	Developing (6 points)	Novice (4 points)	Points
Dependability	<p>Student was consistently reliable in completing work assignments.</p> <p>Always followed instructions and procedures well.</p> <p>Was careful and extremely attentive to detail.</p> <p>Required little or minimum supervision.</p>	<p>Student was reliable in completing tasks.</p> <p>Normally followed instructions and procedures.</p> <p>Was usually attentive to detail, but work had to be reviewed occasionally.</p> <p>Functioned with only moderate supervision.</p>	<p>Student attempted to complete some assignments but was unreliable in completing most work assignments.</p> <p>Student attempted to follow instructions and procedures promptly and accurately.</p> <p>Was careless at times.</p> <p>Work needed follow-up and supervision.</p>	<p>Student was unreliable in completing work assignments</p> <p>Assignments were not submitted in timely manner,</p> <p>Assignments were submitted late with careless mistakes and procedures not being followed.</p> <p>Did not follow instructions and procedures in a prompt and accurate manner.</p> <p>Work was submitted in a careless format.</p> <p>Work needed constant follow-up and required close supervision.</p>	
Attendance and Punctuality	<p>Student always reported to work as scheduled with no absences and was always on time.</p>	<p>Student reported as scheduled and was almost always on time.</p> <p>Usually reported to work as scheduled and was always on time.</p> <p>Usually reported to work as scheduled and was almost always on time.</p>	<p>Student was absent excessively and/or was almost always late for work.</p>	<p>Student was not present for many of the assigned days.</p> <p>Most of the assignments were submitted late.</p>	

Apprenticeship Work Experience Rubric (continued)

Category	Advanced (10 points)	Experienced (8 points)	Developing (6 points)	Novice (4 points)	Points
Response to Supervision	<p>Student actively sought supervision when necessary.</p> <p>Was always receptive to constructive criticism and advice.</p> <p>Successfully implemented supervisor's suggestions when offered.</p> <p>Was always willing to explore personal strengths and areas for improvement.</p>	<p>On occasion, student sought supervision when necessary; was generally receptive to constructive criticism and advice.</p> <p>Implemented supervisor's suggestions in most cases.</p> <p>Was usually willing to explore personal strengths and areas for improvement.</p>	<p>Student sought supervision when necessary.</p> <p>Was willing to accept constructive criticism and advice.</p> <p>At times implemented supervisor's suggestions.</p> <p>Was open to explore personal strengths and areas for improvement.</p>	<p>Student rarely sought supervision when necessary.</p> <p>Was unwilling to accept constructive criticism and advice.</p> <p>Seldom if ever implemented supervisor's suggestions.</p> <p>Usually unwilling to explore personal strengths and areas for improvement.</p>	
Company Fit	<p>Student completely understood and fully supported the company's mission, vision, and goals.</p> <p>Readily and successfully adapted to company norms, expectations, and culture; consistently functioned within appropriate authority and decision-making channels.</p>	<p>Student adequately understood and supported the company's mission, vision, and goals.</p> <p>Satisfactorily adapted to company norms, expectations, and culture.</p> <p>Generally functioned within appropriate authority and decision-making channels.</p>	<p>Student was willing or open to understanding and supporting the company's mission, vision, and goals.</p> <p>Exhibited interest in adapting to company norms, expectations, and culture.</p> <p>Was open to appropriate authority and decision-making channels.</p>	<p>Student was unwilling or unable to understand and support the company's mission, vision, and goals.</p> <p>Exhibited difficulty in adapting to company norms, expectations, and culture.</p> <p>Frequently seemed to disregard appropriate authority and decision-making channels.</p>	
TOTAL					

Comments:	
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Student Name _____

Apprenticeship PBM Final Score Calculation Sheet

Component	Score from Rubric Score
TOTAL SCORE FOR PORTFOLIO WORK	
TOTAL SCORE FOR WORK EXPERIENCE	
TOTAL SCORE FOR PBM	

Proficiency is a score of 62 PBM or higher.

FINAL COMMENTS/FEEDBACK FOR STUDENT

Business Sponsor Internship Guide



Coordinator: Corina Murray

Holly Springs High School
5329 Cass Holt Rd.
Holly Springs, NC 27540
919.577.1444 ext. 23466
cmurray@wcpss.net

WCPSS School to Career Internship Program

INTRODUCTION TO SCHOOL-TO-CAREER

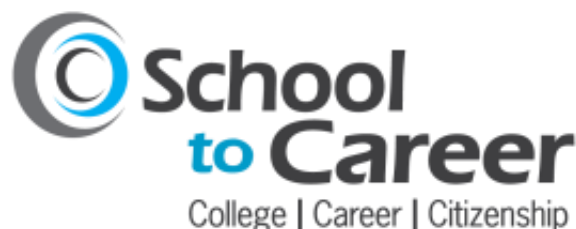
School-to-Career is an initiative — a philosophy — a method of delivering curriculum. The Wake County Public School System (WCPSS) believes that all children learn better when information is made relevant. WCPSS believes that relevancy occurs when students link their school curriculum to workplace realities.

Wake County's pursuit of an ambitious academic achievement goal has focused attention on motivating students to excel academically in school and to make wise career choices. School-to-Career directly reinforces the school system's work towards its high academic achievement goals: more students at or above grade level, fewer students dropping out of school, and more students going on to post-secondary education or training.

Work-based learning experiences are a valuable component of the School-to-Career program. It is also a requirement for students enrolled in a Career Academy in Wake County Public School System to complete a 120-hour internship between their junior and senior year. Students who participate in work-based learning experiences are prepared to be career focused and globally competitive. Work-based learning experiences provide an integration of core and technical instruction, which enhances the overall curriculum, increases learning, promotes instructional rigor, and meets the educational needs of all students.

Wake County Public School System offers a variety of work-based learning (WBL) opportunities that are available to all high school students. Job Shadowing gives the student the opportunity to watch someone work for a half day. Internships are career-track jobs that link what the student is learning in school to what they are learning in the workplace. Internships require 120 or more hours of work (if for high school credit). WBL activities can occur during or after school hours.

This *Business Sponsor Internship Guide* provides instructions for the workplace partners on how to help students involved in internships.



WCPSS School to Career Internship Program

INTERNSHIP OVERVIEW

An internship is a career preparation activity in which students are placed at a worksite for a defined period of time to participate in and observe work firsthand within a given industry. An internship is an excellent way to determine if the industry and the profession is the best career option to follow before investing a lot of time and money in training and education. Internships engage students in their own learning and provide multiple opportunities for reflection on the experience, both verbally and in writing. Quality internships are designed to directly support academic learning.

Work Experience vs. Internship: Unlike work experience, internships often allow students to rotate through a number of departments and job functions. Internships provide the student an opportunity to “test-drive” career possibilities, gain experience in the field they are interested in pursuing, determine if they have an interest in a particular career, create a network of contacts, and gain school credit.

Eligibility: Any eleventh or twelfth-grade student with the maturity to work independently in an area of career interest and is in good academic standing may apply to the Internship Program. Students applying for an internship should have a minimum GPA of 2.5 and should not have more than 5 absences. If a student has less than a 2.5 GPA, they must submit a written request for an internship, including bulleted reasons why the student should be awarded an internship. Students will complete an application and briefly explain how the internship is related to their high school and/or career goals. Students must provide their own transportation to and from the internship site. Students participating in the internship program must continue to abide by all school and worksite rules and regulations including but not limited to attendance policy, tardy policy, and academic eligibility.

Student Interns: Many students have had previous work experience, but some will be on the job for the first time. Students bring enthusiasm for work, and the ability to learn and follow directions. The Career Development Coordinator/Career Academy Coordinator and teachers will be able to tell you specifically about the characteristics and skill of your intern. You will also have the opportunity to interview the intern before he/she is placed at your site.

You can expect the student intern to:

- Fulfill the responsibilities and tasks assigned while learning about the workplace and gaining important job skills.
- Listen to constructive feedback and learn from successes and challenges.
- Succeed in the internship through a combination of appropriate job tasks, support, and flexibility.

Please don't expect the student intern to:

- Know how to do everything right away. Interns are neither temp workers nor regular paid adult employees. They are students who are learning what it means to hold a job.
- Complete repetitive, boring assignments for prolonged periods of time in isolation or without understanding why the work is important.
- Complete high-profile work that is crucial to your department/organization right from the beginning. By the end of the internship, the intern may be ready for more difficult work, but he/she should not be set up for failure.
- Do everything perfectly all the time. Interns need to be given a chance to understand what they do wrong so they can learn from their mistakes.

WCPSS School to Career Internship Program

ROLES & RESPONSIBILITIES

Student requirements:

- Complete 120 hours (for 1 unit of credit) of work-based experience
- Complete a portfolio and final presentation
- Complete and present two (2) of the seven (7) enhanced internship lessons for honors credit.
- Attend intern meetings with the Career Development Coordinator/Career Academy Coordinator
- Complete Performance Review

Worksite supervisors/mentors:

- Provide a challenging learning situation for the student intern
- Provide an orientation of workplace for intern
- Assign a mentor(s) to work with the student intern
- Confer with the student intern to provide feedback on strengths and areas to be improved
- Keep a record of student intern's hours (need 120 hours for 1 unit of credit)
- Allow the Career Development Coordinator to visit the site during the internship
- Notify the Career Development Coordinator/Career Academy Coordinator if the student intern is not attending the internship promptly and regularly
- Complete Performance Review (mid and final)

Career Development Coordinator/Career Academy Coordinator:

- Monitor the students' performance during the internship
- Evaluate the final presentation
- Serve as contact for the business sponsor
- Conduct a site visit and schedule meetings as needed with the student to advise the student intern on appropriate behavior, performance standards, and academic information.
- Hold meetings with and advise the student intern on appropriate behavior, performance standards, and academic information
- Provide assistance to the student and the business sponsor during the internship
- Register the student intern via the work-based learning roster with WCPSS Central Services Office in OASIS

Paid or unpaid: Internships may be paid or unpaid; students gain school credit upon successful completion of the internship. If a paid opportunity meets the requirements of the Internship Program, it is acceptable.

Liability insurance: The Wake County Public School System has liability insurance coverage on all students who participate in officially recognized work-based learning activities. Basically, each student is covered with a \$1,000,000 liability policy. Students are registered before they begin their work-based learning experience. If an accident does occur, the Career Development Coordinator completes an accident report and submits it to Wake County Public School System Central Services.

WCPSS School to Career Internship Program

PERFORMANCE REVIEW

Performance Review (Mid and Final)

Student Name: _____ Dates of Internship: _____

Internship Organization: _____ Evaluators Name: _____

This form is intended to help interns learn more about their strengths and the areas they might need to develop to be successful in the workforce. Please put further explanation into the comments section for any criteria evaluated as “Disagree” or “Strongly Disagree”

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N/A	Points Given
Attendance and Punctuality						
Showed up to work on time and as scheduled						
Communicated any absences or issues getting to the job in a timely manner.						
Dependability/Quality of Work						
Accurately completed tasks once instruction was given						
Worked with a minimum amount of supervision						
Completed tasks within reasonably allotted time						
Accepted criticism, took ownership of mistakes, and sought help						
Critical Thinking/Problem Solving						
Showed a sincere interest in understanding the organization, their role, and their assigned tasks						
Practiced sound judgement based on available information						
Functioned within established decision-making channels						
Demonstrated creativity in approaching tasks, solving problems, and overcoming obstacles						
Sought out resources and/or asked for help when unsure about how to proceed on tasks						
Communication/Leadership/Character						
Clearly and efficiently conveyed ideas orally to the responsible persons within the organization						
Communicated ideas clearly in writing in a manner suited to the intended audience						
Managed their own emotions and works to understand and empathize with others						
Took initiative and sought opportunities to contribute once task were completed.						
Teamwork/Collaboration/Intercultural Fluency						
Built working relationships with individuals from a range of backgrounds						
Demonstrated inclusiveness, sensitivity, and respect for individuals' differences						
Worked well in a team/collaborative environment						
Adapted well to emerging requests from managers, coworkers, and/ or customers						

WCPSS School to Career Internship Program PERFORMANCE REVIEW (continued)

Professionalism/Dependability/Work Ethic/Technology						
Demonstrated respect for organizational staff, policies, and norms						
Organized and prioritized work, managed time, and saw tasks through from start to finish						
Identified and effectively used appropriate technologies and programs to complete work						
Company Fit						
Understood a company's mission, goals, and vision						
Readily adapted to company's norms and culture						
Career Management						
Self-advocated in a professional manner						
Could identify their strengths and weaknesses						
Could articulate next steps to further prepare for their future						
						Total Points Given: _____/108= _____

Comments: _____

Additional Feedback:

If learning or performance goals were established, please comment on the intern's progress towards their goals.

What do you perceive to be the intern's greatest strengths that might be an asset(s) to an organization?

What areas of growth could improve the intern's success in your field? If possible, please give specific examples.

Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____