

# Work-Based Learning Internship

## EMPLOYER QUICK GUIDE



### Program Overview

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The NVUSD Internship Program is a structured program between 8-12 weeks in length, consisting of 60 hours of on site career exploration and work learning. Students participate in the program to gain a real perspective of a potential career path prior to making post-secondary educational decisions.

### The Process

When a student enrolls in the Internship Program, he/she participates in a series of structured career exploration and preparation activities along with assessments through our web based college and career readiness platform. These activities and assessments build on additional preparation activities, including financial literacy, 10 year planning, professionalism, work ethic, communication and more:

**Personality Assessment:** helps the students connect personality traits to specific careers

**Strengths Explorer:** identifying personal strengths and how those strengths can be used in careers

**Career Exploration:** Dive deep into a career, looking at Labor Market data, salary scale, education requirements and long-term employment outlooks

**Education Exploration:** Students research colleges, vocational training, trades and other post-secondary education paths, looking at cost of education, length of commitment and ROI.

**Resume Writing:** Once students have identified strengths, they learn to articulate them into professional skills and build an entry-level resume, even without prior work experience!

**Cover Letter Writing:** Students learn how to write a proper business letter to a potential employer and pitch their goals, strengths and articulate how they might fit into an organization- This is harder than you might think for a high school student!

**Mock Interviews:** Students participate in a series of mock interviews to fine-tune the craft of selling oneself to an employer with confidence.

### Next Steps

Students research their top three employer choices using an online search and discuss why they are interested in each, including how the business relates to their career or educational goals.

The student reaches out to identified employers using an email script as a guide. The NVUSD Career Readiness Office then meets with the employer to discuss the program and answer any clarifying questions.

If the internship is approved, the student prepares their resume and letter of introduction, e-mailing to the employer. Upon receipt, the employer calls the student in for an interview, designed to replicate a job interview. If the two parties mutually agree the position and intern is a good fit, the Work-Based Learning Internship Agreement is completed and signed electronically.

### Employer Paperwork

During the internship, the employer will complete the following paperwork:

- Sign weekly timesheets, verifying the students scheduled attendance.
- Complete an electronic MidPoint Evaluation
- Complete an electronic Final Evaluation
- Write the student a letter of recommendation, if appropriate.



## Internship Approval

All Internship location must meet State and Federal Labor law requirements. A copy of the US Department of Labor's Fair Labor Standards Act as it pertains to Internships is provided to all employers, and can also be found [here](#). The California child labor laws can be found [here](#).

### Napa Valley Unified School District also has requirements:

To ensure that an experience is educational, and therefore eligible to be considered a legitimate internship by the Napa Valley Unified School District, all the following criteria must be met:

A. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom.

- **Defined:** If a student was taking a class called "how to be (insert your business here), what kinds of activities would they learn?"

B. The experience has a defined beginning and end, and a job description with desired qualifications.

- **Defined:** You have defined what the student will be doing, and there is both a start and end date of when this will take place- this is documented on the Internship Agreement.

C. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework (NVUSD's 6 C's).

- **Defined:** When filling out the student learning goals on the Internship Agreement, the student will list what skills they want to learn and you will write down what activities they will do to help them learn those skills.

D. Professional supervision is provided by an employee with expertise and educational and/or professional background in the field of the experience.

- **Defined:** There is a paid employee on site who does the job/s in a professional capacity your business is mentoring the student on.

E. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals in a relevant and meaningful way.

- **Defined:** The business has up to date tools and equipment that are industry standard for the career.

F. There is routine feedback by the experienced supervisor in the form of evaluations.

- **Defined:** The supervising mentor will review the evaluations with the student.

G. Interns cannot be expected to provide a skill your professional staff does not have the skills to perform (i.e., create a company website, social media, and develop a marketing campaign).

- **Defined:** The student's mentor must perform the activities he/she is mentoring the student on in a professional, paid capacity for your business.

H. Interns must have an appropriate on site workspace and tools with which to perform their duties (i.e., access to a computer, software, etc.).

- **Defined:** Students cannot participate in "telecommuting" or research work off premise to fulfill Internship hours. The student mentor or his/her designee must be available to the student at all times.

### Experiences that Typically Do NOT Qualify as an Internship:

- Opportunities where the work is done remotely. Interns must have face time with mentor at each visit.
- Positions where the student is paid commission.
- Position where the intern displaces an employee, or supplements existing staff (i.e. holiday help)
- Positions that require door-to-door canvassing, cold-calling, petition gathering or picketing, regardless of the cause.
- Family-owned businesses or positions supervised by a family member.
- Telemarketing positions.

