

State of Alaska
School-to-Work Intern Program for High Schools

Introduction

To help students direct their education, the School-to-Work (STW) program, encourages among other things, exposure to a broad variety of career options starting with speakers and field trips in elementary school and progressing to academically connected internships in a high school student's field of interest. The underlying goal is to provide students with knowledge and skills that will allow them to opt for college, additional training, or to be ready to work directly out of high school.

As an extension of the STW program, through a collaborative effort between employers, educators and the Alaska State Board of Education, the Alaska Employment Standards were developed and were adopted by the Alaska State Board of Education in September 1998. The intent of the Alaska Employment Standards is to show relevancy between academic expectations and employability standards so students will be able to make an easier transition from school to work. By seeing this relationship, students have a better chance of meeting benchmarks set by the Alaska Content Standards (including academic and employability). It is also important to note that these employability standards align with the (U.S. Dept. of Labor) Secretary's Commission on Achieving Necessary Skills (SCANS) to show the link between specific job related tasks and academics. It is the hope that by combining efforts between the State of Alaska and educational institutions, that a strong, viable workforce, will choose to remain in Alaska, and to develop the skills to become "good workers and lifelong learners."

As a pilot project since January 2001, the State of Alaska is working with Juneau-Douglas High School to enhance our high school intern program by incorporating the Alaska Employment Standards into intern learning plans. The program has been successful and other high schools throughout Alaska are being contacted and encouraged to participate.

It is not the intent of the intern program for students to be used as regular employees, nor is an internship to be "just a job". If the overriding need of a supervisor is to get temporary work done, then another type of nonpermanent position should be used. By contrast, employment in the Intern series requires that the employing department construct and require performance in a genuine training program developed in cooperation with the intern's educational institution.

In an internship, each party assumes certain roles and responsibilities which are key to the success and meaningfulness of the program.

The Student:

1. Will be an Alaskan resident.
2. Will currently be enrolled in high school and the Cooperative Program (COOP). For summer internships, the student will have been a student in good standing (at least a 2.0 GPA) in the immediately preceding spring term and will have proof of acceptance/admission for studies in the upcoming fall term. Students may be eligible who have graduated from high school and who intend to begin pursuing a higher level degree the next term.
3. Will be in good academic standing of at least a 2.0 overall GPA and will maintain the same.
4. Will provide transcripts, letters of recommendation, or other documentation as requested by the appointing authority to verify eligibility.
5. Will promptly notify the supervisor when any of the above conditions cease to be met. Such changes may be considered cause to terminate the internship.
6. Will fulfill the work plan and otherwise abide by the rules and conditions outlined by the employer.
7. Will meet with the School COOP Coordinator to identify academic standards being reinforced on the job.

The School:

1. Will help recruit interested, responsible, and competent students (e.g., by announcing internship openings, handing out applications to qualified students, etc.).
2. Will refer students to training opportunities that will complement their study and career objectives.
3. Will verify enrollment and academic standing of applicants and participating interns upon request of the appointing authority.
4. Will provide related instruction to help the student attain the SCANS needed to successfully complete the work plan.
5. Will participate with the employer to require and ensure the student maintains fully acceptable work ethics, performance standards and job behaviors.

The Employing Department:

1. Will become familiar with and integrate the SCANS Foundation Skills and Competencies (Attachment A) into the work environment. As a partner with the high school in this process, it is part of the employing department's responsibility to provide a School-to-Work experience for each student. In order for this program to be successful, and a meaningful experience for the student especially, it is imperative that the employing department understand how academic and employability standards are being integrated into work standards.
2. Will prepare a written Work Plan which identifies the position concept and specific tasks to be performed. The plan will include an orientation and as wide a variety of experiences as possible to maximize student learning.
3. Will provide a training/work station for the student and assign a training supervisor.
4. Will select the student to participate.
5. Will supervise the intern's work experience and help the student where needed.
6. Will prepare quarterly performance evaluations which document the student's progress toward meeting the SCAN Foundation and Competencies.
7. Will verify school program timesheets on a monthly basis.
8. Will be aware of and not violate Federal and Alaska Statutes and Regulations regarding child labor laws. Information regarding these laws can be found on the Internet at www.labor.state.ak.us/lss/childlaw/htm (for Alaska's laws) and www.stw.ed.gov/youngworkers/ or www.dol.gov/dol/asp/public/fibre/main.htm (U.S. Department of Labor's laws). Or you may contact the Alaska Department of Labor, Wage and Hour, at www.state.ak.us/offices/wh-of.htm to have a packet containing statutes and regulations for child labor laws sent to you.

Procedures

Alaska Statute 39.25.195-200 establishes the nonpermanent procedures as the mechanism whereby intern positions may be established and filled. In addition to these procedures, it is also necessary for the prospective appointing authority to establish contact with and begin the coordination process with the appropriate educational institution. Following are the guidelines for establishing and filling a Student Intern position:

1. Design the internship. Identify the work you want the intern to do. Consider the program's special emphasis on providing a training opportunity, as distinguished from getting labor done, and assign meaningful and varied experiences. Consider how basic orientation (e.g., to the section and division),

training and supervision will be given. Using the format provided in Attachment B, develop a Work Plan. Define the “Position Concept.” Include the purpose of the position and how the position will contribute to the organization. Secondly, define the “specific tasks” of the position.

2. Plan the duration of the internship as realistically as you can. No one individual internship may exceed 18 months in duration if, substantially, the identical work continues to be performed. Keep in mind that over time (past a year), as the student masters new skills, the job duties may become mundane and less challenging for the student. If you have a potentially long-term internship, extending beyond 18 months, you may want to consider rotating students so that they will be exposed to new job duties.
3. Plan the intern’s time commitment, especially when the internship is during the fall or spring term where studies, must take priority. Interns may work full-time in the summer. Interns generally work only part-time during the regular school sessions. The maximum number of work hours should not exceed 20 hours per week. During school holidays or summer break, the number of work hours may increase according to work demand. Be aware that high school students under age 16 are limited by law to a maximum of nine (9) hours per day of combined school and work time, and a maximum total workweek (including weekends) of 23 hours (AS 23.10.340).
4. Project funding source. Interns can be planned and budgeted as nonpermanent program positions. Funding availability must be determined prior to establishing the intern position.
5. Establish nonpermanent position. You will need to establish a PROGRAM nonpermanent position utilizing the nonpermanent procedures. If you are not familiar with the procedures, contact your human resource office for assistance.

Briefly you will need to:

- a) Complete a “Request for Nonpermanent Employee” form 02-230. Section D asks for a description of duties. Attaching a copy of the Work Plan developed in #1 above will generally suffice.
 - b) Once completed, submit the “Request for Nonpermanent Employee” form to your human resource office for processing. You must wait until you receive notification that your request has been approved and the position has been established to proceed.
6. School coordination. If you have not begun to work with the educational institution during earlier steps, you should begin now. You will want to begin the communication process by contacting the school work coordinator at Juneau Douglas High School at (907)463-1900. The school work coordinator will expect to receive a copy of your Work Plan. Prior to referring students, the coordinator will identify the SCANS necessary to perform the specific tasks identified in your Work Plan and will refer interested students who are enrolled in a course(s) that provides academic or vocational instruction in support of these SCANS.
 7. Interview and Selection. Applicants are not given numerical scores nor are they required to apply through Workplace Alaska for internships. However, selection should be guided by the same general principles, i.e., competition for the opportunity, selection from among the most qualified, etc. Therefore, consider especially the relevance of the student’s academic program, the student’s academic standing, and the opportunity for qualified minority or female students to participate in fields where they have historically been underrepresented. Your actions should be consistent with Administrative Order No. 75, which states there shall be no unlawful discriminatory treatment concerning any individual or group because of race, religion, color or national origin, age physical handicap, sex, marital status, changes in marital status, pregnancy, or parenthood.
 8. Appointment. When appointing an intern, documentation must be attached to the appointing Personnel Action attesting to the fact that the three criteria for appointment as an intern are satisfied. The criteria are:

Proof of enrollment in a high school

Enrollment is in a curriculum appropriate to the intern training; and

The student has the written recommendation of the high school work experience coordinator.

Some agencies have designed forms to document that these criteria. A memorandum or letter from the educational institution may be used for documentation. Regardless of the format, documentation must be provided and must PREDATE the appointment.

9. Train. Once your intern has been hired, proceed with the training program you have established. Remember, this is to be a learning experience for the intern, not just another way to get work done. Monitor your intern's progress and work regularly and closely with the intern and his or her School COOP Coordinator. Give the intern regular feedback on his or her progress, both positive and negative, and do the same with the school work coordinator.
10. Complete Evaluation Forms. The Employer must complete the Performance Evaluation Forms found in Attachment C **quarterly**. The actual timeline for preparing a Performance Evaluation will be established by the school program coordinator. Prior to completing the forms, the specific tasks identified in the Work Plan will need to be transferred to Part I of the Performance Evaluation. The Performance Evaluation is very important as it provides feedback to the student. It also provides important information to the educational institution regarding the student's progress toward meeting the benchmarks set by the SCAN skills and Employability Standards. The Performance Evaluation is also used by the educational institution to determine the student's grade.
11. Verification of Timesheets. The Employer must verify timesheets for the educational institution on a monthly basis.
12. Interns must be separated by the ending date on the "Request for Nonpermanent Employee" form 02-230, unless an extension is approved by your human resources office prior to this date.

Attachment A
A Summary of SCANS Skills

A THREE-PART FOUNDATION

Basic Skills

The ability to read, write, perform arithmetic and mathematical operations, listen and speak.

Thinking Skills

The ability to think creatively, make decisions, solve problems, visualize, reason and know how to learn.

Personal Qualities

Displays responsibility, self-esteem, sociability, self-management, integrity and honesty.

FIVE COMPETENCIES

Resources

Effective management of time and money to complete tasks within budget and deadline constraints. Ability to organize co-workers based on personal qualities and work requirements, and to use materials and facilities effectively.

Information

Identifying and analyzing relevant information and keeping track of it in an organized method. Includes synthesizing and using a computer to manipulate information to be communicated in the most effective format.

Interpersonal

Objectively working with others as an effective member of a team, as a trainer of new co-workers, and being able to assist customers effectively. Includes the ability to lead, negotiate, and work well with people from culturally diverse backgrounds.

Systems

Understanding and manipulating a procedure to produce desired results. To measure and correct the procedure for improvement or even design a new alternative method.

Technology

Understanding and applying the most appropriate piece of equipment for the job, maintaining that equipment in good condition, and troubleshooting any problems for correctable solutions.

Attachment B
Work Plan

A School-to-Work Experience with _____ High School and

Department/Division _____

Supervisors name & title: _____

Phone #: _____

Position Concept:

Specific Tasks (e.g. Assist in preparing documents for archiving).

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Student: _____

Date: _____

Supervisor: _____

Date: _____

Attachment C
Performance Evaluation Form – Part I
_____ High School –School-to-Work Experience

NAME: _____ **DATE OF EVALUATION:** _____

State agency: _____

INSTRUCTIONS FOR EVALUATOR: Circle the number for each performance rating that, in your judgement, best describes the actual performance of the student.

KEY TO RATING: 3 - EXCEEDS EXPECTATIONS - Demonstrates exceptional performance. "Among the very best."
 2 - MEETS EXPECTATIONS - Performs consistently well with little supervision. Tasks done on time.
 1- DOES NOT MEET EXPECTATIONS - Requires much supervision. Inconsistent performance.
 0 - NOT APPLICABLE

(1)	Performance of Tasks/Projects/Job Title	Rating			
1		3	2	1	0
2		3	2	1	0
3		3	2	1	0
4		3	2	1	0
5		3	2	1	0
6		3	2	1	0
7		3	2	1	0
8		3	2	1	0
9		3	2	1	0

OVERALL EVALUATION OF STUDENT'S PERFORMANCE OF TASK/PROJECTS

3 2 1 0

Attachment C
Performance Evaluation Form – Part II

Student's Name: _____ Job Title: _____

(2) Performance Against SCANS Skill Goals & Alaska Employability Standards

SCANS	Skill/Competency	Definition	Rating				Comments
Foundation Skills							
<u>Basic Skills</u>	The ability to read, write, perform arithmetic and mathematical operations, listen and speak.						
	Demonstrated Reading Skills		3	2	1	0	
	Demonstrated Writing Skills		3	2	1	0	
	Demonstrated Arithmetic and Mathematics Skills		3	2	1	0	
	Demonstrated Speaking Skills		3	2	1	0	
	Demonstrated Listening Skills		3	2	1	0	
Thinking Skills	The ability to think creatively, make decisions, solve problems, visualize, reason and know how to learn.						
	Demonstrated Ability to Learn		3	2	1	0	
	Demonstrated Reasoning Skills		3	2	1	0	
	Demonstrated Creative Thinking Skills		3	2	1	0	
	Demonstrated Decision Making Skills		3	2	1	0	
	Demonstrated Problem Solving Skills		3	2	1	0	
<u>Personal Qualities</u>	<i>Personal Qualities Displays responsibility, self-esteem, sociability, self-management, integrity and honesty.</i>						
	Demonstrated Qualities of Individual Responsibility		3	2	1	0	
	Demonstrated Qualities of Self-esteem		3	2	1	0	
	Demonstrated Qualities of Self-Management		3	2	1	0	
	Demonstrated Qualities of Sociability		3	2	1	0	
	Demonstrated Qualities of Integrity and honesty		3	2	1	0	
	Demonstrated Attendance & Punctuality		3	2	1	0	
	Demonstrated Personal Appearance		3	2	1	0	
	Demonstrates Following Instructions		3	2	1	0	

Evaluator's Comments:

Attachment C
Performance Evaluation Form – Part III

Student's Name: _____ Job Title: _____

Supervisor Name & Title: _____

Supervisor Phone #: _____

Performance evaluation Summary

Evaluator's Summary Comments

Student's comments on the School-to-work Experience

Evaluator's Signature _____ Date: _____

Student's Signature _____ Date: _____