

NOT AS HARD AS YOU THINK: SCALING WORK-BASED LEARNING

Charlotte Cahill

Jobs for the Future | Pathways to Prosperity Network
January 26, 2016



Least Intensive Engagement

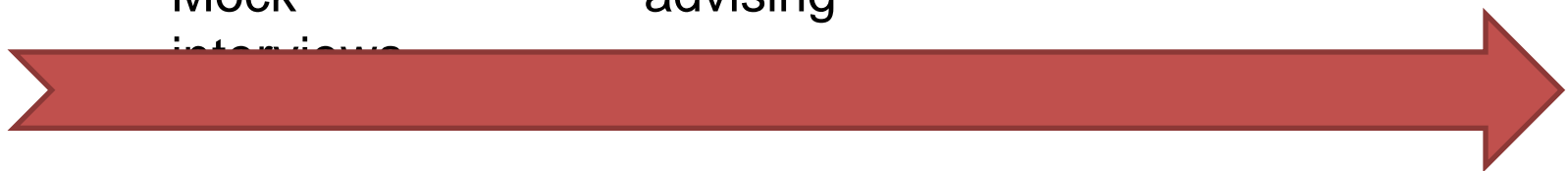
- Guest speaker
- Company tours or field trips
- Job shadows
- Mock interviews

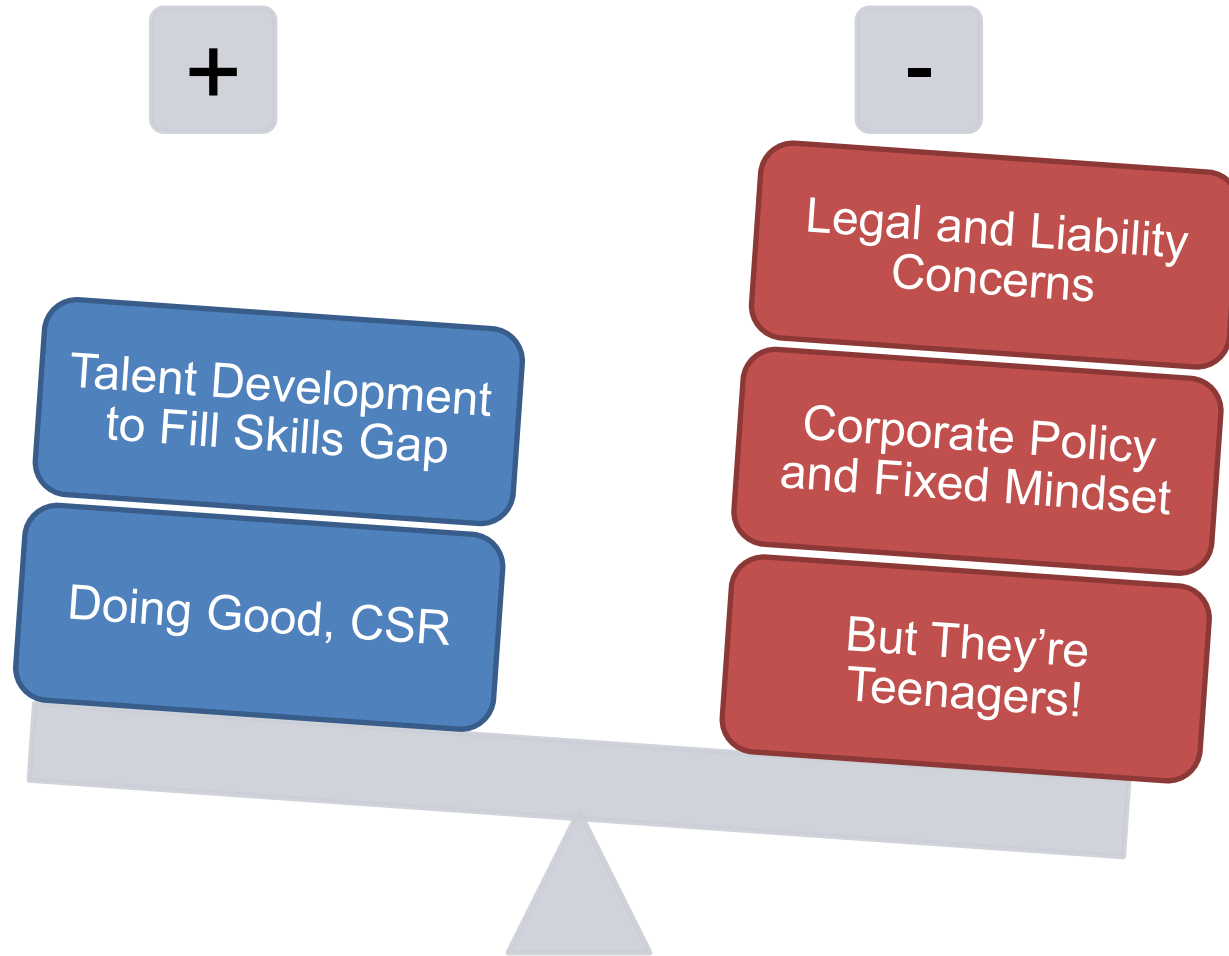
Moderately Intensive Engagement

- Service learning
- Class projects or challenges
- Mentorships
- Curriculum advising

Most Intensive Engagement

- Teacher externships
- Student internships
- Student assessments
- Convening/championing

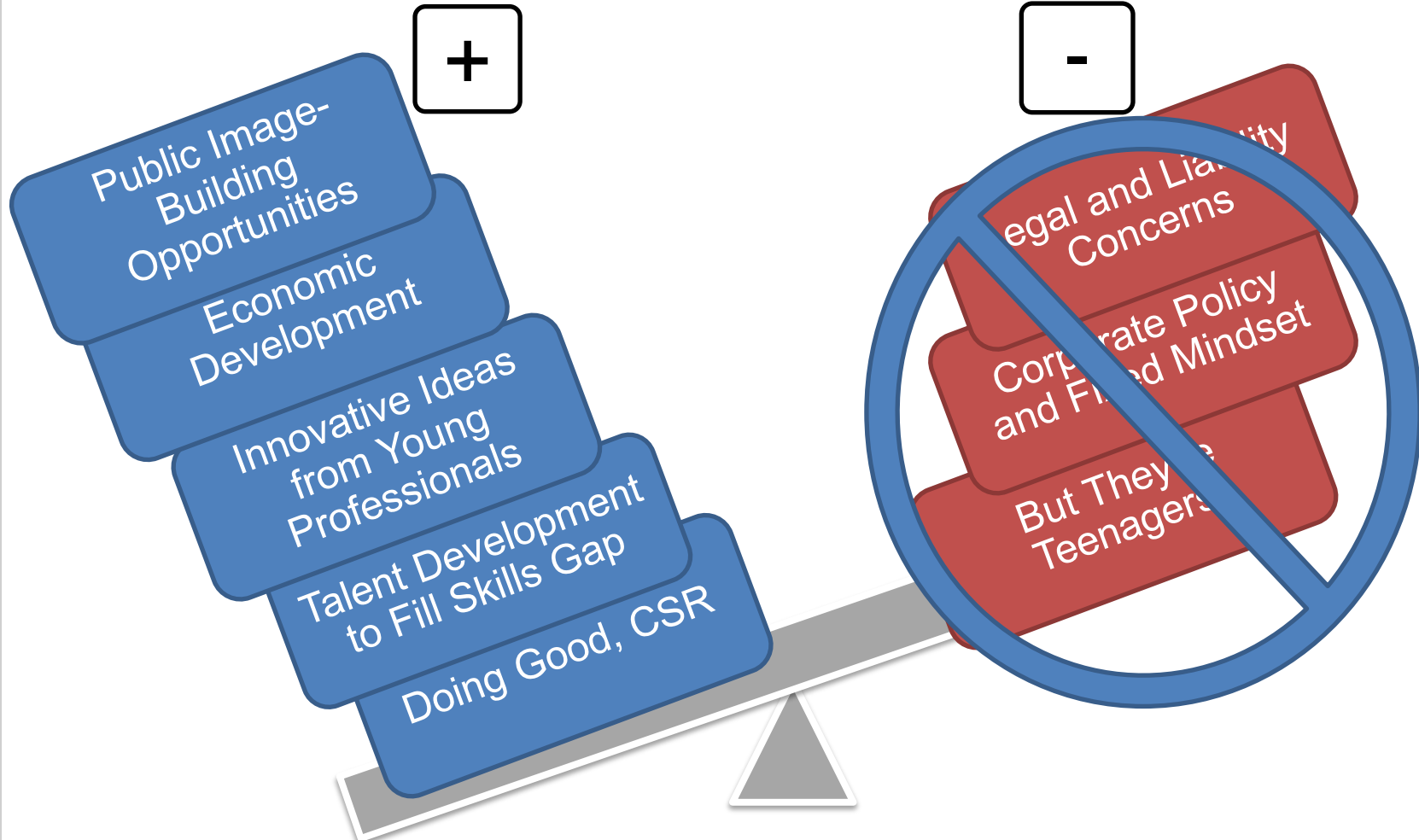




WE WANT TO HELP TIP THE SCALES



JOBS FOR THE FUTURE



Pathways to Prosperity Network



Are high school students mature enough to be in professional environments? What type of support and training do I need to provide them as an employer?

How do I recruit or identify and support staff to supervise high school students?

I require drug tests or TB tests of all my adult employees. Can or should I require the same of high school employees?



- > Treat young people like other employees—respect is key.
- > Use training and orientation sessions—which may be led by employers, schools, or intermediaries—to set expectations.
- > Create an environment in which young people feel comfortable asking questions and seeking help.
- > Start slow and scale up when recruiting staff.
- > Take advantage of available resources online and in the community.



What hours can high school students work?

Don't laws restricting child labor prevent high school students from working in many industries?

Does OSHA have special regulations on workplace safety for young people?



- > Most federal laws and policies governing workplace health and safety, including OSHA guidelines, are the same for minors and adults.
- > The Fair Labor Standards Act (FLSA) places some restrictions, especially in 17 “hazardous occupations,” on workers under 18.
- > FLSA limits work hours for youth 15 and younger, but not for 16- and 17-year-olds.



Am I liable if a student gets hurt on the job?

My business works with a lot of confidential and sensitive information. Can high school students really work with that type of data?

What if our corporate insurance policy prohibits students under 18 in our workplace?



- > Employers can—and should—ask students to sign confidentiality agreements where applicable.
- > HIPAA guidelines are not affected by the age of the worker.
- > Liability for paid student interns is generally the same as for other employees, and interns are often covered under existing workers' compensation policies.
- > Some employers have worked directly with insurance companies to achieve policy changes.
- > Students and parents can sign liability waivers and hold-harmless agreements.
- > Third parties—such as intermediaries and schools—can take on liability and payroll responsibilities.



- > Developing job descriptions
- > Recruiting and preparing students for placement
- > Teaching students work readiness skills
- > Structuring workplace activities
- > Training mentors and supervisors
- > Assisting employers with logistical issues such as health screenings, liability, and payroll



Southwire®



SUGAR FOODS CORPORATION



www.pathwaystoprosperity.org



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JOBS FOR THE FUTURE

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WWW.JFF.ORG



High School District 214 District Internship Program

Illinois 60 x 25 Network Conference
January 26, 2016

Krista Paul, Assistant Director of Career and Technical Education

District 214 Who We Are

Schools/Students/Staff/Programs

6

Comprehensive High Schools

- Buffalo Grove High School
- Elk Grove High School
- John Hersey High School
- Prospect High School
- Rolling Meadows High School
- Wheeling High School

11,974

Students

- Reside in 8 communities northwest of Chicago

1,548

Staff

- 858 Certified teachers;
86% with Master's or higher
- 388 Education Support Staff
- 162 Custodial/Maintenance
- 140 Administrators/Supervisors

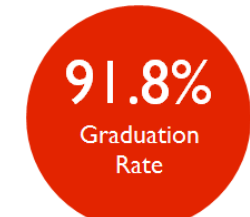
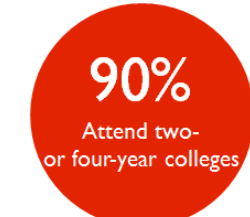
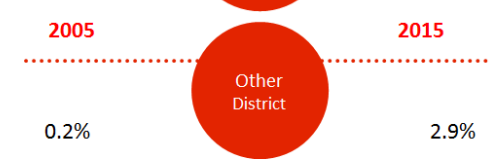
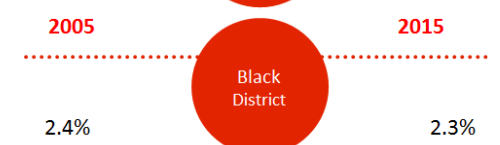
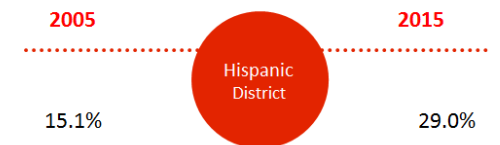
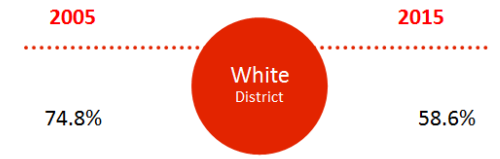
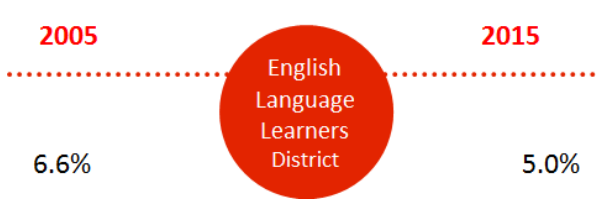
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Alternative School Programs

- The Academy at Forest View
- Vanguard School
- Newcomer Center
- Young Adult Program

District 214 Who We Are

Schools/Students/Staff/Programs



District 214 Career Pathway Philosophy

D214 Career Pathway Philosophy

“The restructuring of academic programs along career pathways elevates the rigor and relevance of elective coursework to more closely align the goals of a core curriculum with the demands of a continually evolving technology driven economy.”

Goal: Develop a curriculum that is relevant beyond high school so our students graduate with a Diploma +



District 214 Career Pathway Developments

Development and alignment of all District academic coursework to 16 Career Clusters across 43 programs of study.

D214 Program of Study Required Components

1. Sequence of coursework
2. Industry certificate or early college credit
3. External experience

D214 Career Pathway Booklet

<http://goo.gl/bfm5FQ>



D214 Program of Study Required Components

3. External Experience

External Experiences - **Extended** educational opportunities in which students engage in **authentic** and **relevant work** aligned with a career pathway. External experiences **include the involvement and support of industry partners** and provide students opportunities for career exploration and/or advanced career skill development (**ie. Internship, Micro-internship**)

Career Related Activities - Opportunities for student career exploration and/or career skill development which **may include the involvement of industry partners**. These opportunities are **generally less formal** and/or **intensive than external experiences** in the areas of career exploration and/or career skill development. (**ie. Career Night, Focused Career Trek; In-Class Industry Speaker**)

District 214 Teaching and Learning

Center for Career Discovery



Center for Career Discovery

Department within Teaching and Learning designed to link ALL students to industry supported career-related experiences

Assistant Director of Career and Technical Education

Career and Technical Education Programs Supervisor (1)

External Career Advisors (3)

Internal Career Advisors (3)

ELL focused Career Advisor (1)

Vocational Programs Supervisor (1)

Job Placement Specialists/Job Coaches (12)

Disability Employment Initiative SPED IT focused Career Advisors (3)

Special Ed focused Career Advisor (1)

Vocational Evaluation Coordinator (1)

District 214 Internship Program

Our Goal



Provide students an opportunity to prepare for career success beyond high school through customized, authentic learning experiences. The unique formalized program integrates academic curriculum with supervised work experience in the local community which assists the student with post-secondary decision making.



District 214 Internship Program

Student Benefits



- Increase learning and drive individual success through engagement in meaningful, real-world experiences
- Observe and engage with professionals in their typical work setting
- Explore interests, abilities, and values that align with a particular career area of interest
- Gain awareness of the ethics and societal world issues that may affect the workplace
- Connect, evaluate, and reflect on the experience with personal interest, abilities, and values, and integrate and apply knowledge through structured decision making about a career of interest
- Understand the skills and contributions made to the organization's success
- Develop and utilize networking skills to promote relationship building with industry partners
- Enhance the experience section of resume and/or career portfolio

District 214 Internship Program

Types of Internships

- 16-week Internship
- Micro-internship



District 214 Internship Program

Types of Internships and Requirements

16-Week

Open to Juniors and Seniors
Available to intern 5-10 hs/wk during the
Fall/Spring semester either during
school or after school/weekends; 15
hs/wk for 6-wk Summer semester
Credit bearing course
Moodle as our Learning Management
System
Assignments and participation monitored
and evaluated by instructor

Micro-internship

Open to Juniors and Seniors
Available to intern 5-10 hrs/wk for a 1-4
week period during the Fall, Spring, or
Summer Semester
Non-credit bearing career exploration
experience

District 214 Internship Program

Requirements and Process



Before Applying

Student has met with school counselor to discuss self-identified career goals

Has taken approved career pathway coursework

Must be able to intern 5-10 hs/wk during the Fall/Spring semester either during school or after school/weekends

Consider schedule and after school activities/commitments

School attendance and discipline records must reflect mature responsibility and behavior

Internet access is necessary for ongoing communication and submitting online assignments

Apply

Complete student application, parent recommendation and consent forms, and obtain teacher recommendations

All paperwork must be received by the deadlines

District 214 Internship Program

Requirements and Process



Screening

A District Internship Program staff will screen the student and assess professional behavior, attendance records, and overall grades to deem if the student is eligible for an internship. Every student will be looked at on an *individual* basis and the student will be able to clarify any part that is unclear during the interview process.

Interview

Students will be contacted to set up an interview date and time.

Criteria Strongly Considered for Acceptance

Past or current enrollment in Career Area Pathway Courses

Past or current enrollment in Related Electives

Career-Related Activities and/or Experiences

District 214 Internship Program

Student Expectations



- Establish a schedule with the site supervisor that is mutually agreed upon for the duration of the internship and desired hours
- Collaborate with the site supervisor to develop learning objectives, including a balance of short and long term tasks/projects, which will then be measured at the end of the experience
- Attend on the days/times agreed upon and arrive on time
- Dress appropriately to their site - similar attire to what their site supervisor wears
- Students should demonstrate an interest and professional demeanor at all times while at the site
- Demonstrate safety conscientiousness at all times and wear any safety equipment or clothing that is deemed necessary by the site supervisor

District 214 Internship Program

Business Partner Communication



Follow-up communication

Initial site visit

Internship paperwork

 Agreement Form

 Evaluation

Student/employer interview and orientation

District 214 Internship Program

Business Partner Expectations



- Communicate with the district a description of the internship
- Establish a mutually agreed upon schedule with the intern
- Provide the intern with an orientation during the first week of the experience to teach about the company and discuss the required job tasks, rules, regulations, policies, and procedures
- Designate a mentor to oversee the internship and provide constructive feedback
- Collaborate with the intern to develop learning objectives, including a balance of short and long term tasks/projects, which will then be measured at the end of the experience
- Allow intern to partake in relevant job duties to help orientate to the career field and industry, keeping in mind the job responsibilities should not entail more than 25% clerical work
- Supply intern with any supplies or equipment they will need to be successful
- Abide by the Department of Labor standards in regards to interns at all times
- Completion and submission of an initial agreement form and student evaluations

District 214 Internship Program

Business Partnerships



District 214 Internship Program

Ongoing Efforts Toward Establishing Business Partnerships

Cold calls

Career Night, Career Day, In-Class speakers

Rotary, Chamber of Commerce

Advisory Boards

Parents

Alumni

District 214 Internship Program

Business Partner Benefits

- Concerted efforts toward career skill training and career awareness to promote a seamless transition into society with a career interest in mind
- Create positive press and enhance your organization's image in the community
- Provide leadership opportunities for your employees through supervision and mentorship of an intern
- Flexible, no cost work force support which does not require a long-term employer commitment
- Gain insight, a fresh perspective, and an opportunity to recruit and evaluate potential employees

District 214 Internship Program

Program Statistics

Fall 2015

1450+ students participated in an internship/external experience
(ie. Internships, Micro-internships, ProStart, Medical Academy, Education Academy)

Spring 2016

With new semester starting this week and student schedules being finalized,
data will be available in next few weeks

Of D214's partnerships with 750+ organizations, almost half have served as
internship/external experience sites for students

District 214 Internship Program

Workflow

	August	September	October	November	December	January	February	March	April	May	June	July
Student Applications Due				Spring					Summer	Fall		
Review Student Files/Screen Students				Spring					Summer	Fall		
Conduct Student Interviews				Spring					Summer	Fall		
Secure Placements	Fall	Fall			Spring	Spring			Summer	Summer/ Fall	Summer Fall	
Conduct Site Visits			Fall	Fall	Fall		Spring	Spring	Spring		Summer	Summer
Supervisor & Student Evaluations			Fall Quarter 1			Fall Quarter 2		Spring Quarter 1		Spring Quarter 2	Summer	Summer
Business Site Development												

District 214 Internship Program

Additional Information



Tracking System

Implementation of relational management system (CSO – www.csoresearch.com) to support external experience tracking and management, as well as support growth of the model

Funding

Through the unification of philosophy and structure across once divided departments, we can best use siloed funding sources to support one unified goal - help students self-identify and prepare for their career focused, post-secondary goal

Traditional CTE Sources

Local Property Tax

CTEI

Perkins Grant

Special Funding Sources

Department of Labor Disability Employment Initiative

Non-traditional CTE Sources

IDEA

Department of Human Services - STEP Grant

DCEO WIA Grant

District 214 Internship Program

Future Implementation Plan



Expansion of external experiences through Center for Career Discovery

2016-2017 Goal – 3,000+ external experiences per year

Increase staffing to support growth of model

Growth of business partnerships

Recognition/recruitment events

Continued development of Advisory Boards

Questions/Comments?

Krista Paul - krista.paul@d214.org

The 4 Ps of Internships

Joan Matz

January 26, 2016

Top Locations for IT Job Postings – Q3 2015

Top States for Core IT Job Postings

1.	California
2.	New York
3.	Texas
4.	Virginia
5.	Illinois
6.	Florida
7.	New Jersey
8.	Georgia
9.	Massachusetts
10.	Ohio

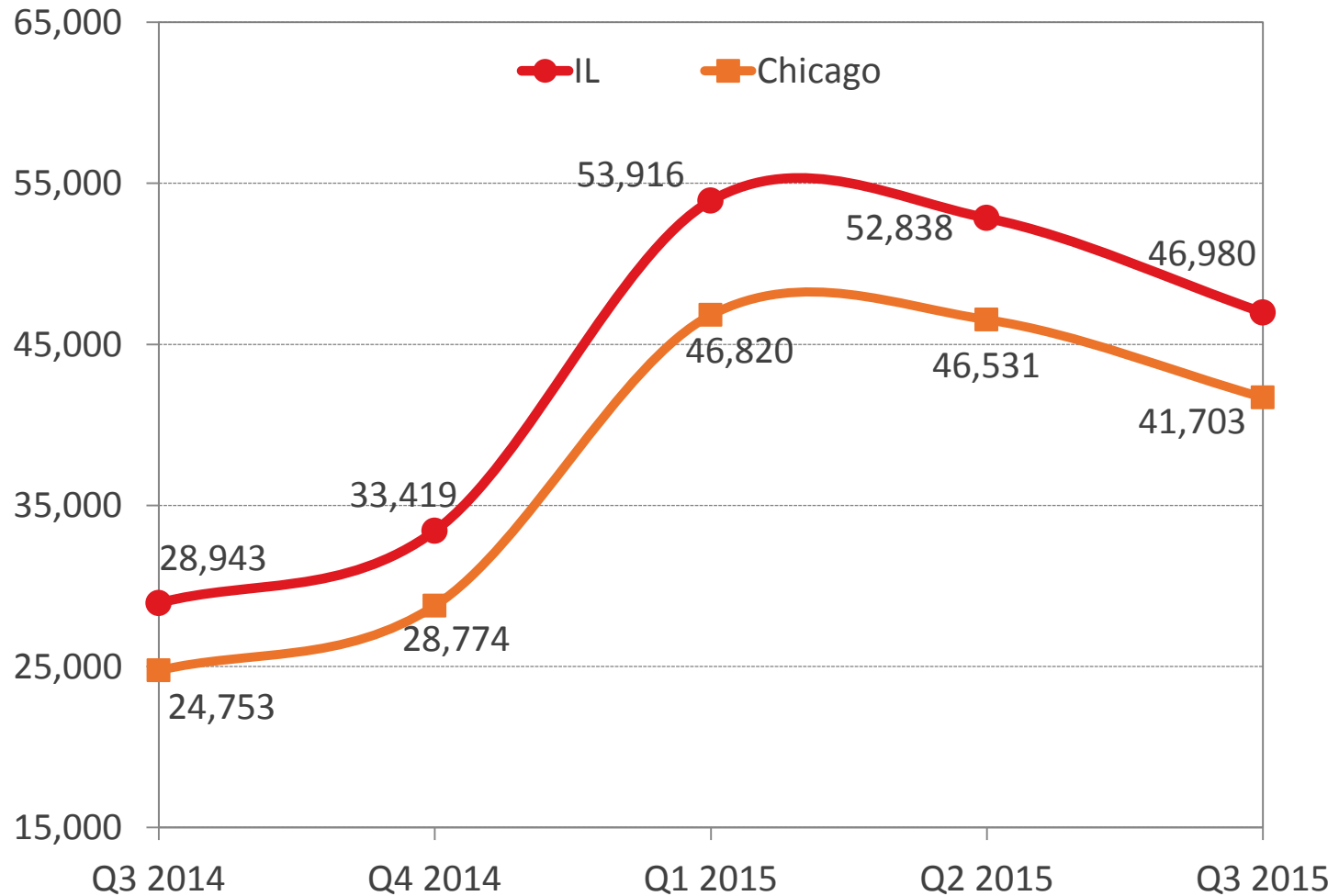
Top MSAs* for Core IT Job Postings

1.	New York-Northern New Jersey
2.	Washington-Arlington-Alexandria
3.	San Francisco-Oakland-Fremont, CA
4.	Los Angeles-Long Beach-Santa Ana, CA
5.	Chicago-Joliet-Naperville, IL-IN-WI
6.	Dallas-Fort Worth-Arlington, TX
7.	San Jose-Sunnyvale-Santa Clara, CA
8.	Boston-Cambridge-Quincy, MA-NH
9.	Atlanta-Sandy Springs-Marietta, GA
10.	Seattle-Tacoma-Bellevue, WA

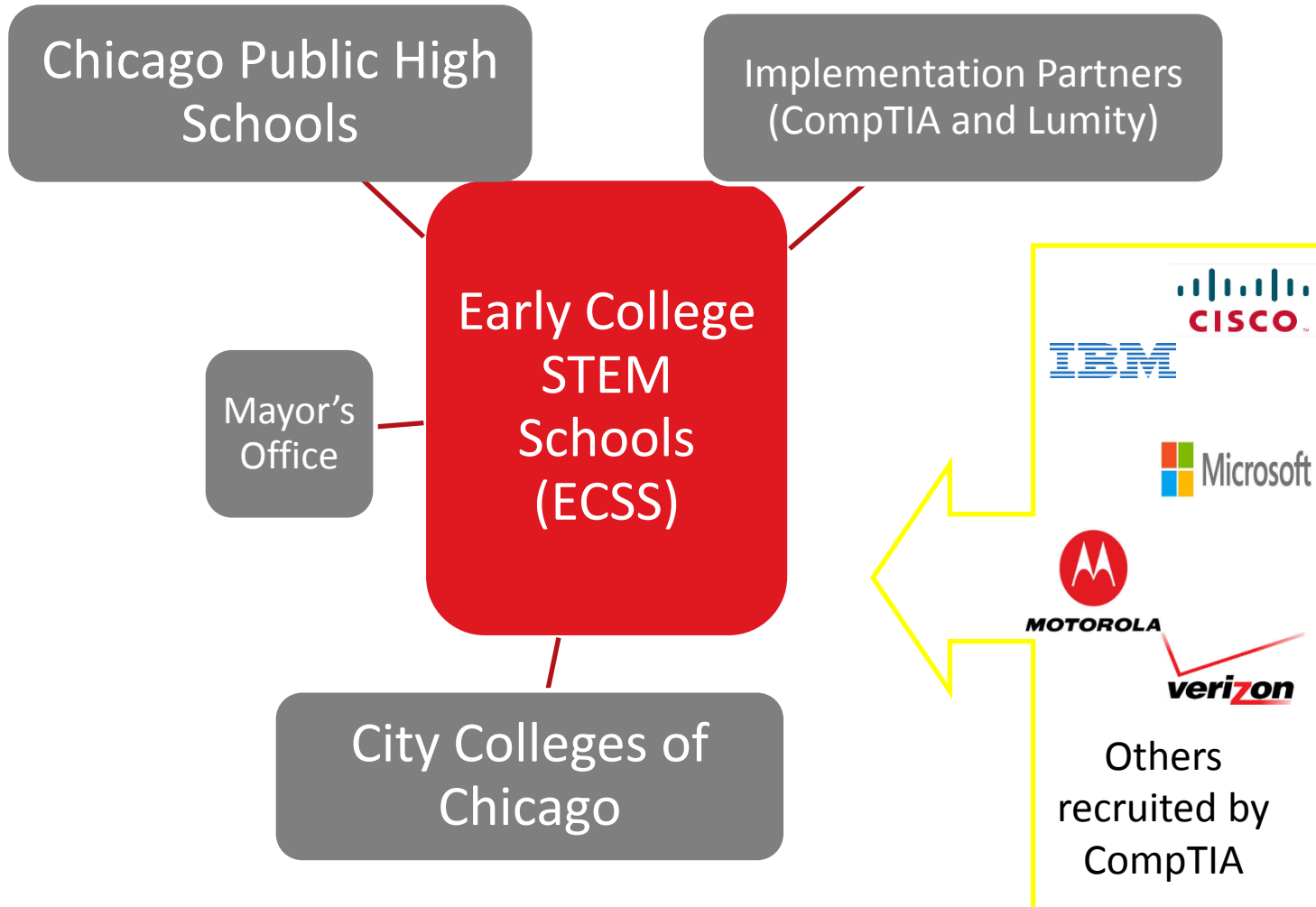
*MSA = Metropolitan Statistical Area

1,001,573 total US IT job postings in Q3 2015.

Quarterly Number of IT Job Openings in IL & Chicago



Joining Together to Build A New Kind Of Education



Building an IT talent pipeline

College Curriculum

Computer Science (AS)
Networking Technology (AAS)
IT Web Development (AAS/AS)

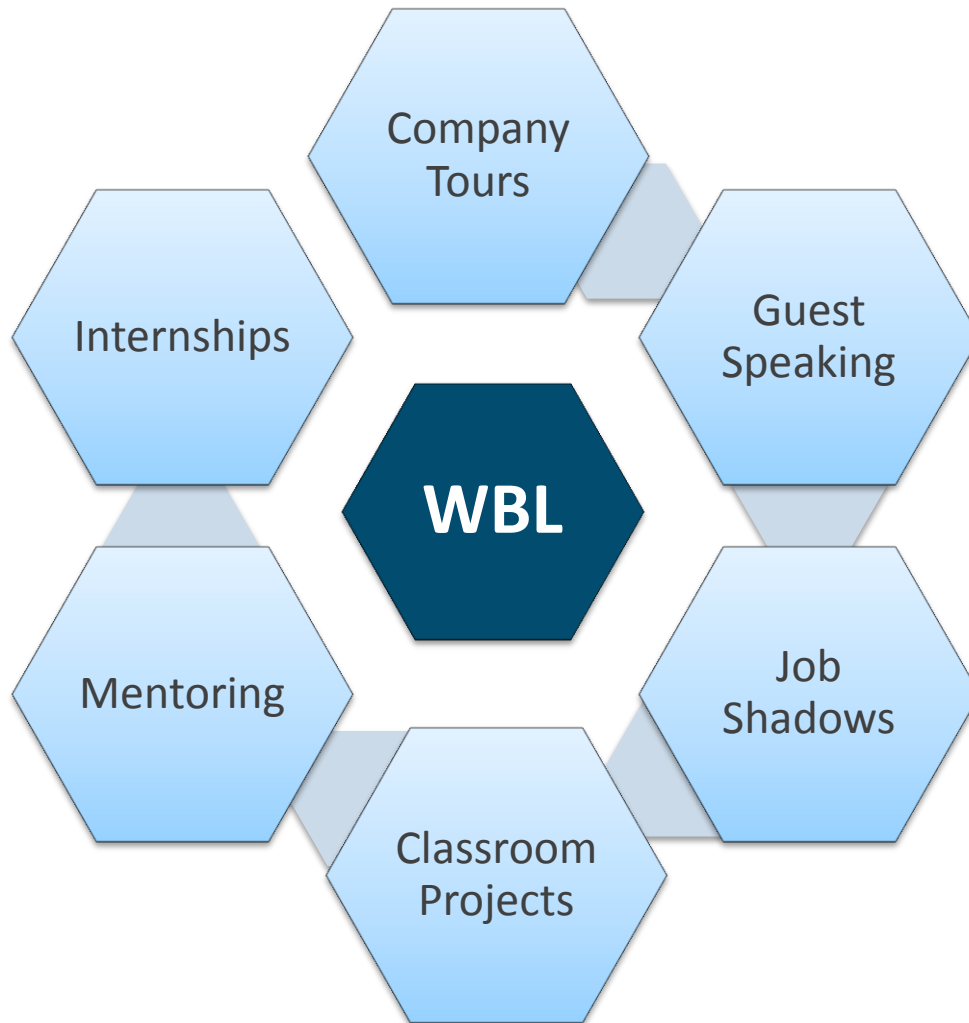
Work-Based Learning (WBL)

Experiences from
Leading Industry
Employers

Industry Certifications



Work-Based Learning Continuum



Student Benefits:

- Career Exploration
- Exposure
- Employer Values
- Skills Development
- Understanding the link between school and work
- Transition Preparation

All supported by an online career prep platform

Thinking Beyond the Traditional Internship Model

the 4Ps of internships.

Project

for the student to work on that's both challenging and valued



Personnel

who will both care about and supervise the students



Successful Internship

Place

for the student to work on the project



Payment

to the students for the work they do

Thinking Beyond the Traditional Internship Model

MODEL 1: **TRADITIONAL INTERNSHIP**

In the traditional model, employers provide all 4Ps of the internship at their workplace.



Project

On-site project
of value to
the employer



Place

At the
employer's place
of business



Personnel

Intern
Supervisor
on-site



Payment

Preferably
monetary payment
to the intern

Thinking Beyond the Traditional Internship Model

MODEL 2: **SHARED MANAGED**

Not all employers can facilitate an internship on-site. The shared managed model allows for part of the internship to be handled virtually in cooperation with the employer's remote offices.



Project

On-site project

Virtual project



Place

At the employer's place of business



Personnel

Virtual connection:
Project leader is at different location than the intern, but an internship manager is on-site with the intern



Payment

Preferably monetary payment to the intern

Thinking Beyond the Traditional Internship Model

MODEL 3: PARTNER

Some large corporations can't supervise an intern on location. But they can coordinate with their local channel partners to offer students internships.



Thinking Beyond the Traditional Internship Model

MODEL 4: **CONSULTANT**

Smaller businesses often are too small to have enough room or workload for an intern, but they can aggregate their projects with other small businesses through a school/district or other organization like a Chamber of Commerce.



Project

Provided by a client,
school/district
or other organization



Place

School/district
or other
organization



Personnel

Managed by
school/district or other
organization



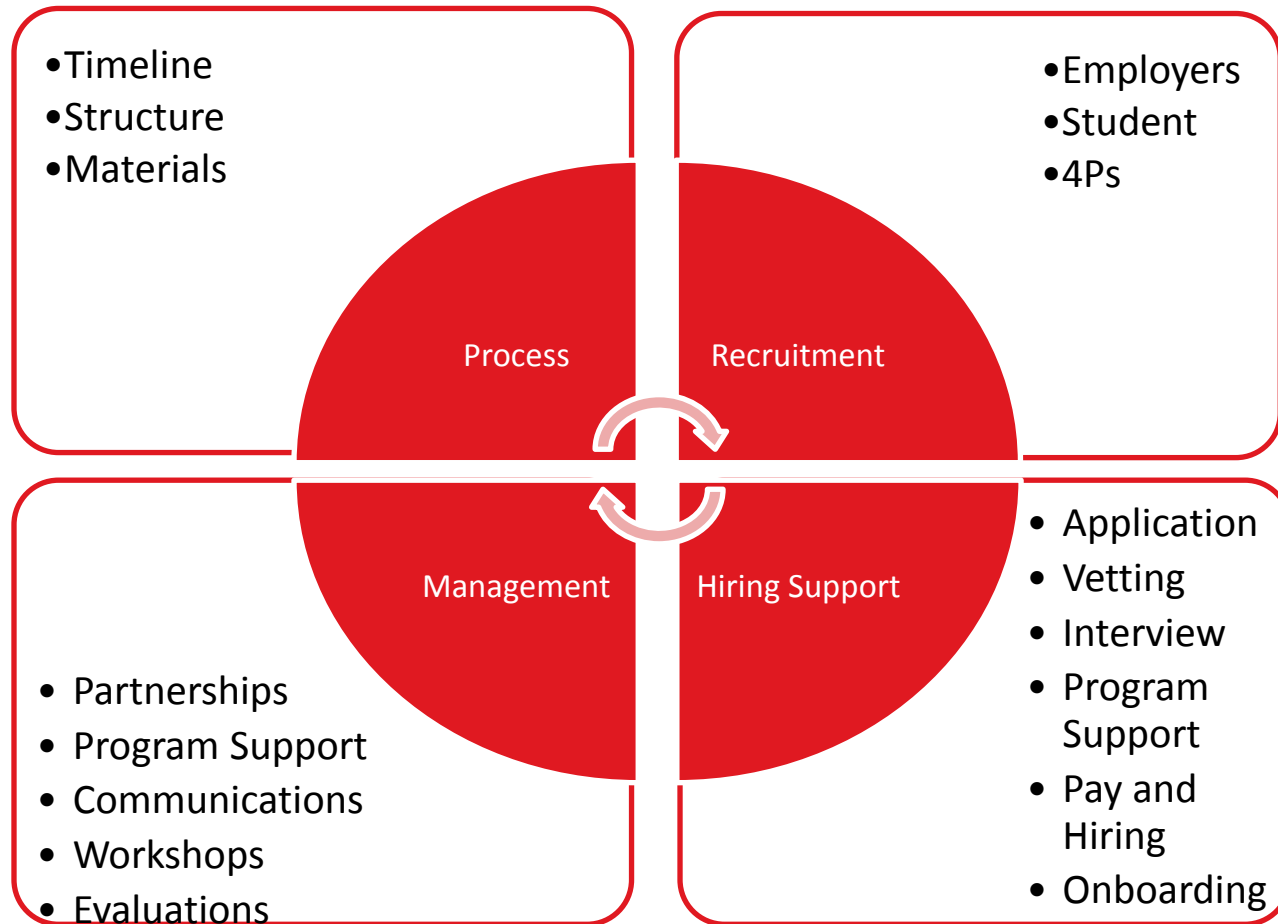
Payment

Paid by the school with
potential contributions
from clients

It Takes a Village!!

- <https://www.youtube.com/watch?v=FxmlhjPFDqY&feature=youtu.be>

Components: Internship Package



Timeline



Structure

- Digital application process
- Functional website for downloading information
- Google drive folder management
- Partnership parameters
- Funding sources

Materials

Marketing

- Overview
- Involvement Opportunities
- Partnership card

Student Development Application

- Application Form
- Skills Assessment
- Parent Consent Forms

Employer Recruitment

- Internship flyer
- FAQ
- Employer Guide
- Interview Packet

Employer Involvement Opportunities

SHORT TERM ACTIVITIES

- Guest Speaker
- Job Shadow
- Company Tour
- Mock/Informational Interview

Chicago's Early College STEM Schools

Powered by the IL IT Learning Exchange

Partner with Chicago's Early College STEM Schools

Powered by the IL IT Learning Exchange

The Early College STEM Schools need the help of additional Chicago IT professionals and organizations to provide vital work-based learning experiences for our students. Please indicate any ways of partnering for which you would like to get additional information.

- Internship: A summer internship gives students practical working experience, starting after junior year.
- Mentorship: Match students with an IT industry professional for mentoring, 1:1 or 1:2 group, based on shared interests.
- Project: Provide work-based challenges for students to explore and solve for real-world projects.
- Site Visit: Host a class of ECS students to bring them to your "world of work."
- Speaker: What does your job entail? Invite students about their career path and how it relates to ECS.
- Other: ECS is always seeking to build a tight partner with professionals and organizations to develop opportunities and experiences that can help our students. Please contact us for more information, after school, before school, guest teacher, scholarship, and donations. What are you doing?

Fill this out online! Visit: <http://goe.gi/forms/9K7B07p6h>

ECS\$ Internship Application Form
To be completed by the student.

Please make sure you answer all questions in full.

Date: _____ School: _____

Contact information

Last name: _____ First name: _____ Middle name / initial: _____

Street address: _____ City: _____ State: _____ ZIP Code: _____ Home phone: _____ Cell phone: _____

Your CPS Email address: _____

Name of parent / guardian: _____ Phone no.: _____

Employment / Extracurricular history

Please attach a resume of any paid or community / volunteer work you have performed and extracurricular activities you are currently involved in.

Education / Skill Development to date

Are you currently or planning to pursue one of the ECS\$ IT Pathways?

	Networking <input type="checkbox"/>	Web Development <input type="checkbox"/>	Computer Science / Programming <input type="checkbox"/>			
What other technical skills do you have and what level of expertise?				Beginner	Intermediate	Advanced
Microsoft Excel (VLOOKUP, SUMIF, IF, writing formulas)	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adobe Media (Dreamweaver, Wix, graphic design, Final Cut Pro, iMovie)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSS, PHP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Early College STEM Schools Employer Guide

Frequently Asked Questions and ECS\$ Answers Regarding Internships

Company FAQ | ECS\$ Response

Flexible Solutions for Your Business Needs Hire an Intern Support Workforce Diversity

INTERNS CAN PROVIDE:

- Design/develop website or mobile app
- Technical customer service
- Client research and competitive analysis
- Testing new applications/product software
- Help desk support
- Office administrative assistance
- Social media/communications strategy
- Sales/marketing support

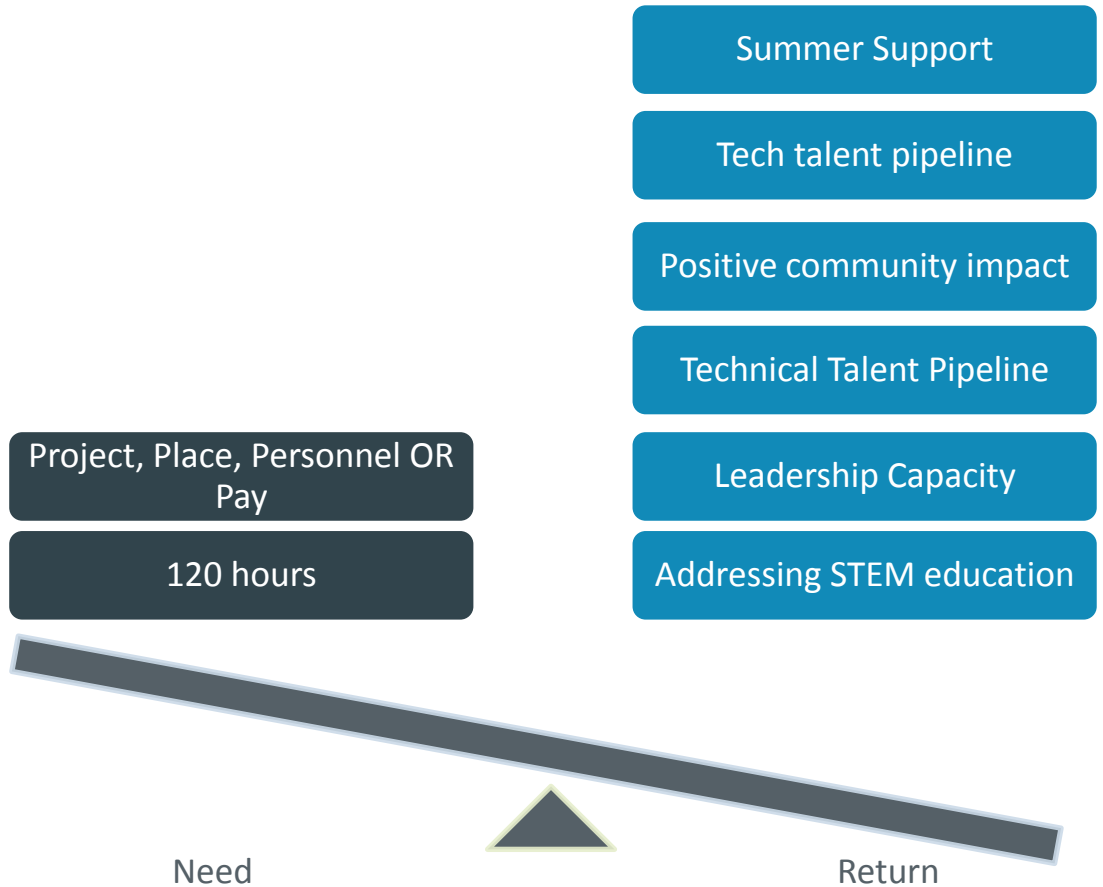
CUSTOM SOLUTIONS

Need help in another area? Interns can contribute to a real, meaningful work project aligned with their skill strengths. While the work assignments do not have to be technical in nature, they should expose students to various aspects of technology.

For more information on becoming an internship provider, visit the ECS\$ webpage at <http://www.goe.gi/forms/9K7B07p6h> or sign up HERE.

Employer Recruitment

- Partnership landscape
- Identify capacity
- Target partners
- Strategic partnerships
- The pitch
- Programming



Panel Discussion: "The State of IT: The Diversity Divide"

- Awareness
- Recognition
- Recruitment
- Excitement



Join us on February 18th for a panel discussion on
"THE STATE OF IT: THE DIVERSITY DIVIDE"
 and learn how Chicago is closing the gap with summer internships
Featuring: Blue 1647, Cisco, IBM, and Microsoft

RESERVE YOUR SPOT [TODAY!](#)

PANELISTS

Emile Cambry
Blue 1647
Founder and CEO



Jerry Rocco
Cisco
City of Chicago and Cook County Account Manager



Stephanie Anderson
IBM
Corporate Citizen and Corporate Affairs Manager



Shelley Stern
Grach
Microsoft
Director of Civic Engagement



Eric Bergen
Sarah E. Goode
STEM Academy
Technology Department Chair



Diversity in technology is an extremely hot topic. Recent employee demographic reports published by major tech companies have sparked national interest and scrutiny. It is clear, now more than ever, that tech companies must step up and tackle the need for equal representation in IT.

Don't miss this panel discussion featuring Chicago tech leaders as they dive into the topics of

- Underrepresented groups in tech
- Existing barriers of entry
- The need for private/public partnerships
- Ways to attract and retain diverse talent

Also learn about how several local companies are using the Early College STEM School Summer Internship Program to create a pipeline of diverse tech talent and how your business can help do the same.

Panel moderated by:
Brenda Darden Wilkerson
Sr. Manager for Computer Science and IT Education, Chicago Public Schools



Date: Wednesday, February 18th, 2015
Time: 4:30pm - 6:30pm

Location:
 Chicago Public Schools' Central Office
 42 W. Madison St
 Chicago, IL 60602

Event details:
 4:30 - 5:00pm - Networking & Refreshments
 5:00 - 6:15pm - Panel discussion & The Power of Internships
 6:15 - 6:30pm - Q&A



Registration Required.
 Reserve your spot [TODAY!](#)
amcmillan@comptia.org

Hiring Support

- Informational Session
- Application Process
- Vetting
- Interview Matching
- Job Offer
- Hiring and payroll
- Orientation



Program Management

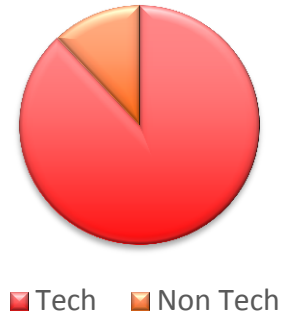
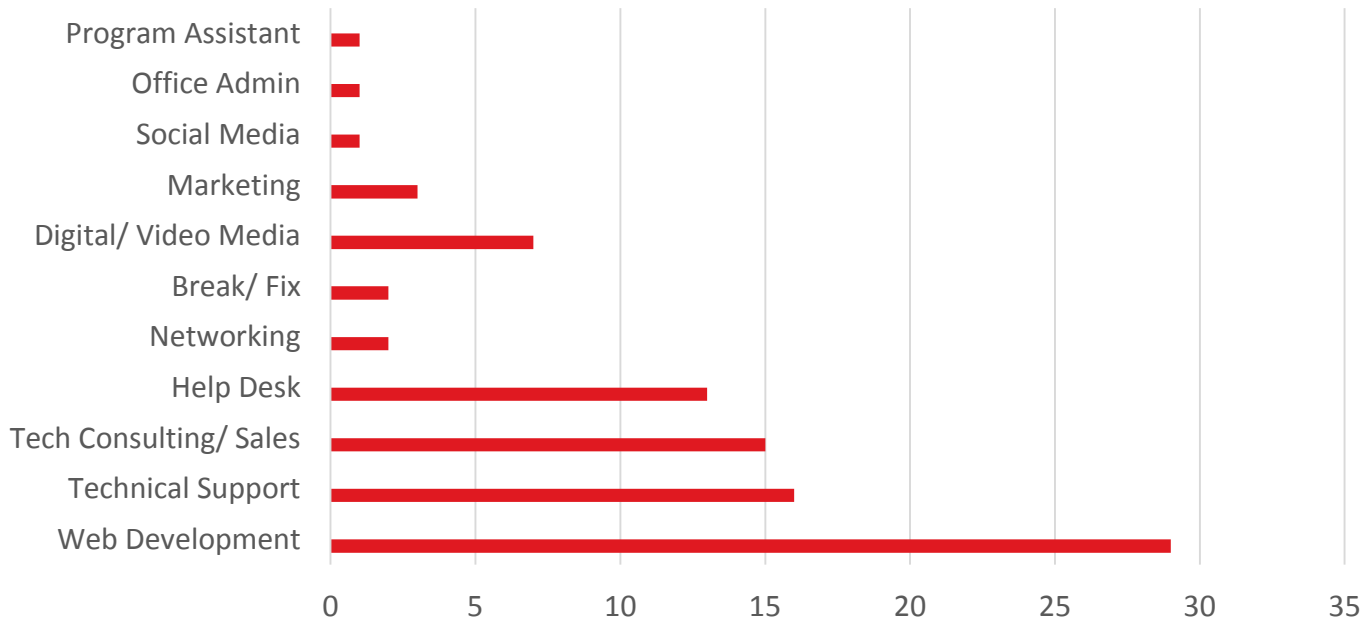
- Ongoing Support
 - Workshops
 - Program manager/Coordinator status reports

- Project Updates/timeline changes

- Evaluations

- Immediate Needs
 - Pay/hiring
 - Supplies/needs
 - Concerns

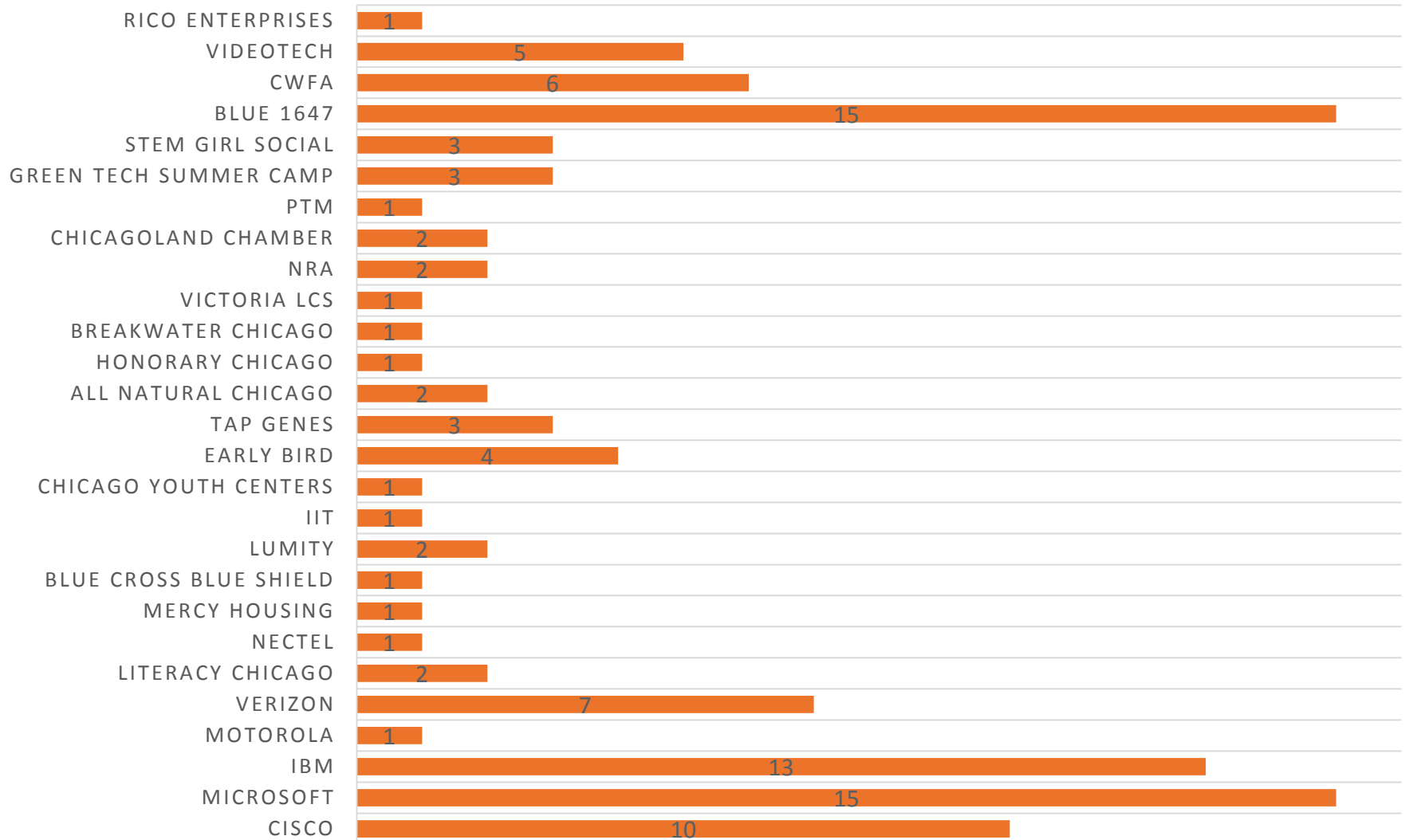
Work Activities



- 85% of internships were tech-based
- The interns primarily worked in Web Development (29) Technical Support (16) and Technical Consulting (15) positions.

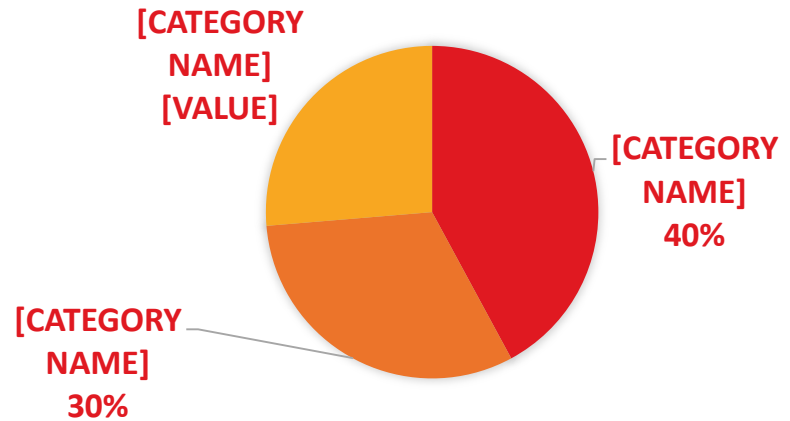


Internship Providers



Partnerships

- 33 organizations
- 6 Pay
- 4 Place
- 4 Strategic partners



Organization Profile

- The majority of internship providers were small businesses with 10 employees or less
- 2 membership organizations



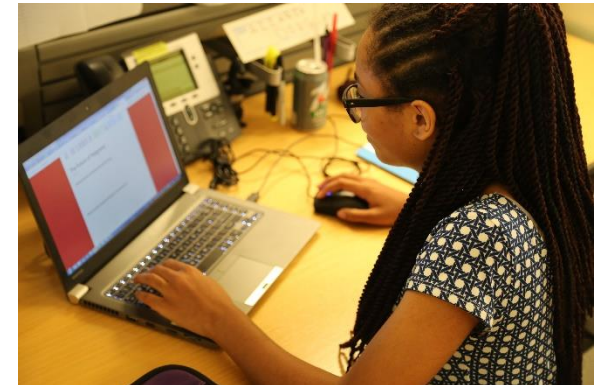
Results

Providers

- 85% Providers had an excellent or good experience
- 90% likely to recommend participation to a colleague
- 85% satisfied with student skills
- 70% likely employ the intern again

Students

- 83% of students had an positive experience
- 90% of student are likely to recommend
- 80% of students intend to participate again
- 73% of students felt their internship will help future employment opportunities.



Questions??

Forms/guides are available on:

www.illinoistechlex.org

- RESOURCES tab
 - High School Work-Based Learning Materials

Contact: Joan Matz

jmatz@comptia.org

630.678.8445



RESOURCES

Click a Resource Theme on the left to see a list of valuable resources.

SORT BY RESOURCE THEME

HIGH SCHOOL INTERNSHIPS

GENERAL WORK-BASED LEARNING

INTERMEDIARY ORGANIZATIONS

ASSET MAPPING

COLLECTIVE IMPACT

WALL-TO-WALL CAREER PATHWAYS

TEACHER LEADERSHIP

CRAFTING PATHWAYS



Resources for Developing High-Quality HS Internships

Creating a high school internship program can be an intimidating process. The Illinois 60 by 25 network has collected a set of resources to help schools and employers understand the elements of successful programs, as well as provide examples of job descriptions that may be useful in establishing internships or work based learning opportunities for youth.

General Resources

The resources included on this page include reports outlining basic structural elements of high school internship programs, as well as challenges and myths surrounding such initiatives.

Job Descriptions

Attached to this page are also sample job descriptions to give schools and employers an idea of what to expect from high school interns.

Downloadable Files

Conexus Interns Framework (Manufacturing)

The Conexus Interns Program is an advanced manufacturing and logistics (AML) high school internship program in Indiana that is fully compliant with state and federal insurance and labor laws. This program uses an industry driven framework with the goal of converting current advanced manufacturing and logistics students to employees or post-secondary students in the AML field.

Early College STEM Schools Employer Guide

This document provides an overview of ECSS internship programs and requirements, as well as job descriptions and useful internship evaluation forms.

Employer Guide to Structuring a Successful Internship Program

This report from BRIDGE Rhode Island outlines several elements of successful high school internship programs, including learning goals, how to effectively structure the program, consideration of benefits structures, sample evaluation forms, and sample job descriptions.

Not As Hard As You Think: Engaging High School Students in Work Based Learning

A report by Jobs For the Future (JFF) outlining the value high school work based learning activities, as well as clarifying myths around challenges therein.

Sample Internship Descriptions (Health Science)

These sample job descriptions include a variety of health science internships high school interns could complete, from pathology to nursing.

Sample Internship Descriptions (Information Technology)

These sample job descriptions include a variety of roles high school interns can play in an IT department, from help desk support to data and quality assurance.

Sample Internship Descriptions (Manufacturing)

These sample job descriptions include a variety of roles high school interns can play in a manufacturing company, from quality assurance to production support.

Related Resources

District 214 High School Internship Program Resources

This IOER resource page contains the resources and forms developed by District 214 for their successful high school internship program.

IT Learning Exchange Work Based Learning Resources

This IOER resource site contains resources for employer engagement and structuring work based learning opportunities that have been developed by the IT Learning Exchange as part of the Illinois Pathways STEM Learning Exchanges.