



# YOUTH EMPLOYMENT

Investing in your company & community

**A Guide for Employers  
Looking to Start an Internship Program**



# Introduction

There is a growing movement among employers who are willing to bring high school students into their workplaces. These employers are crossing racial, cultural, and generational divides, while developing a diverse pipeline of talent. There is a real need for such a movement. Despite a labor market recovery that has lifted employment rates for every other age group, youth employment rates remain at historic lows. Committed employers can make a significant difference by ensuring that young people get the workplace experience they need for career success.

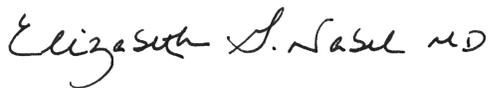
This Employer Guide to starting a high school internship program is grounded in many years of collaboration among Brigham and Women's Hospital (BWH), the Boston Private Industry Council (PIC), and the Boston Public Schools (BPS). It describes the benefits for students and employers and outlines how to develop such a program, including a timeline with action steps and answers to frequently asked questions.

Brigham and Women's Hospital has been hiring high school interns for more than three decades, and more recently began supplementing this effort with career counseling and college scholarships. Many students work in the hospital year-round through the BWH Student Success Jobs Program (SSJP). The outcomes of this effort are notable: 100 percent of graduates enroll in college and 75 percent major in healthcare or science, creating pathways to healthcare and science careers for a racially diverse group of Boston high school students, and serving as a valuable component of the hospital's human resource strategy.

We are fortunate that our public high schools value linking the classroom to workplace experiences and career opportunities that are emerging in our rapidly evolving economy. Many schools are developing pathways defined by career-oriented electives that complement high quality academics and student internships. With career specialists deployed in every BPS high school, the PIC is well-positioned to identify motivated students, prepare them for the interview process, and support them during the summer and throughout the school year.

Elected officials at all levels can play a very important role by encouraging employers to hire high school interns and by supporting youth employment initiatives. In Boston, Mayor Martin J. Walsh has brought 40 or more new employers into the Mayor's Summer Jobs Program each of the past three years. More recently, Governor Charlie Baker launched a new STEM Internship initiative on behalf of the Massachusetts STEM Advisory Council.

Across the Commonwealth of Massachusetts and throughout the country, there are employers such as BWH and intermediary organizations like the PIC that stand ready to assist with job descriptions, supervisor recruitment and training, and outreach to new departments and new employers. We hope that this guide facilitates collaboration among employers and schools, contributing to economic growth by developing a diverse, well-prepared workforce.



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President  
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Federal Reserve Bank of Boston  
Chair, Boston Private Industry Council

# TABLE OF CONTENTS

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- 1 Why develop a high school internship program?
- 3 How to develop a high school internship program
- 4 Summer internship program timeline
- 5 The role of the Boston PIC, a school-to-career intermediary
- 6 Frequently asked questions
- 7 Toolkit
  - 8 Sample student job descriptions
  - 10 Sample internship application
  - 11 Sample internship project descriptions
  - 12 New student intern checklist
  - 13 Sample year-round program timeline (SSJP)
  - 14 Massachusetts Work-Based Learning Plan (WBLP)

# Why develop a high school internship program?

Whether you are interested in corporate social responsibility or workforce development, there are many compelling reasons to develop a high school internship program at your company. Below are some of the short-term and long-term benefits that employers report from across industries.

## Benefits to Employers

### Invest in your future workforce and increase diversity.

An internship program can be the start of a “home grown” talent pipeline for your company. It is an opportunity to showcase your industry and to expose local students to high-demand occupations that could potentially be difficult to fill in the future. In addition, internship programs position a company to hire students from the surrounding neighborhoods and to increase the racial and ethnic diversity of its workforce.

### Support the local economy and meet corporate social responsibility goals.

Increasingly, companies are including corporate responsibility language into their business models and performance standards. Providing youth with meaningful employment opportunities in a supportive, educational environment is an excellent way to achieve these goals. Paid internship programs reinvest dollars into the community, increasing economic stability in the short run and economic mobility over time. Institutional employers have even more incentive to create a longstanding investment since they are uniquely tied to their communities and dependent on the local workforce.

### Fill real business needs.

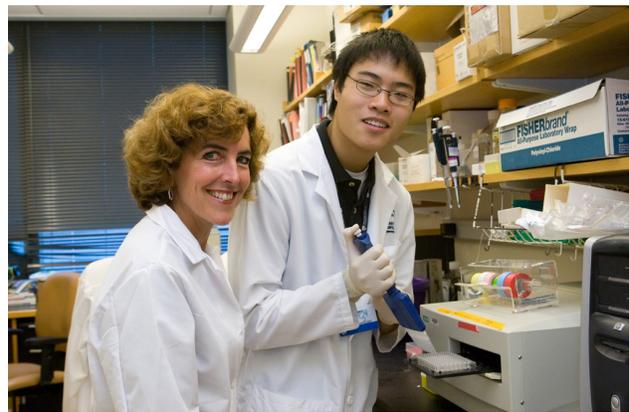
Student interns demonstrate valuable work skills and bring a fresh perspective to the workplace. They tend to be creative, tech savvy, and often have the ability to speak multiple languages. Students are also able to assist in filling gaps during periods of high need.

### Increase your company's brand recognition and enhance its reputation.

When a company creates a comprehensive student internship program, it often gets the attention of elected officials and other civic leaders who want to applaud the community investment. In addition, internship programs generate a larger customer base and communications opportunities, such as website content, social media posts, internal newsletters, press releases, and media coverage.

### Provide opportunities for professional development and increase job satisfaction.

Managing a student intern can be an excellent leadership experience for an employee. Supervisors learn the importance of goal setting, supervision, and performance evaluation. Many supervisors report increased job satisfaction as a result of the opportunity to mentor a young person and give back to the local community.



## Student Success Jobs Program (SSJP) Supervisor Story: Cindy Lemere, PhD

“It’s incredibly important and meaningful to get Boston’s high school students excited about science—especially those who might not otherwise have access to this unique opportunity,” says Cindy Lemere, PhD, Center for Neurologic Diseases, an SSJP mentor since the program began.

Over the years, Dr. Lemere has mentored several students in her lab at Brigham and Women’s Hospital. She even hired a former student of hers who then gave back by mentoring a new SSJP student. “It’s a pleasure to watch students evolve and bloom into exceptional young adults,” says Dr. Lemere.

## Benefits to Students

### Create both short and long-term economic stability.

Students who work during high school have higher employment rates and higher earnings later in life. These students stay in school, graduate high school, and enroll in college at higher rates than their peers.<sup>1</sup> Additionally, when students earn money, they have an immediate opportunity to contribute to family income and learn the basics of budgeting, saving, and healthy spending. Many students are able to save part of their paychecks for future college costs.

### Reinforce the link between academic performance and career attainment.

Internship programs expose students to the variety of jobs within a company while allowing them to explore a particular area or department more deeply. Students are often surprised to learn about the broad spectrum of opportunities within a single organization. Internships also allow students to apply the lessons learned in the classroom to real-world situations they encounter at the workplace.

### Gain an understanding of workplace norms.

Jobs and internships teach students the habits of paid work—attendance and punctuality, speaking and listening, and accepting direction and criticism.

### Support social-emotional development.

Internships can provide the opportunity for students to build relationships with caring adults in a safe and supportive environment. Some supervisors choose to take on a mentorship role with their students within the context of the job, providing direction and advice and acting as a positive role model. As students excel in their roles and learn new skills, they build self-esteem and develop a sense of accomplishment.

### Provide networking opportunities.

Internships allow students to connect with professionals they likely would not have met through their own personal or family networks. When students interact with their co-workers, attend meetings, or shadow senior staff members, they are building these professional connections.



## Student Success Jobs Program (SSJP) Student Story: Sasha DuBois, MSN, RN

Sasha DuBois found long-term support and amazing professional experiences through SSJP.

“I walked into the doors of BWH in October 2002, a junior in high school from Roxbury,” says DuBois. “I gained wonderful mentors from all disciplines, and worked in the Emergency Department throughout college because I was able to prove myself by being in SSJP.”

DuBois now serves as a Nurse Administrator and was recently named the inaugural Mairead Hickey Fellow in Nursing Leadership. Named in honor of Mairead Hickey, PhD, RN, FAAN, former chief nursing officer at BWH, the fellowship prepares nurses for leadership by pairing them with senior-level mentors and engaging them in new roles and responsibilities.

“SSJP gives students a chance to start their careers early,” says DuBois. “SSJP helped me carry out my dream of becoming a nurse by giving me opportunities to not only get my foot in the door of the healthcare industry, but to thrive.”

<sup>1</sup>Paul Harrington and Nancy Snyder, Signaling Success: Boosting Teen Employment Prospects, Commonwealth Corporation, April 2013.

# How to develop a high school internship program

Starting a student internship program from scratch may seem overwhelming at first. Below are a few recommendations that will allow you to build a program incrementally and to capitalize on existing resources within your company. We also share the experience of the Student Success Jobs Program (SSJP) at Brigham and Women's Hospital (BWH) as a case study of a youth employment program.

## Start small.

Many large student internship programs started by hiring just one or two students. Starting small allows companies to build slowly and pilot strategies for supervisor recruitment, student orientations, and program timelines to define their own best practices.

>> SSJP started in 2000 with 10 students when the hospital was interested in developing an employment pathway for high school students with an interest in a career in healthcare. The program grew incrementally and now has 100 Boston high school students in over 60 hospital departments. Increasing the size of the program gradually enabled BWH to grow support internally and to continue to refine the program, including developing new components such as tutoring, college application and SAT preparation, workshops, and one-on-one counseling.

## Connect with a partner organization.

An intermediary organization, such as the Boston PIC, can provide an employer with logistical support throughout the planning and implementation of its internship program. The intermediary will share best practices around job descriptions, program timelines, student enrichment, and supervisor recruitment and training. Perhaps most importantly, intermediaries that work directly with high school students can deliver well-prepared, job-ready students. Intermediary staff are skilled and knowledgeable when it comes to engaging students productively at the workplace, and they are available to provide support to both students and supervisors throughout the internship.

>> The PIC was a partner from the start of SSJP, providing a connection to area high schools and assisting with identifying and preparing students for the program. SSJP works with both the PIC career specialists based in partnering high schools, as well as the PIC employer engagement staff. This partnership has been instrumental to the program's success.

## Identify internal champions.

Most internship programs designate a program coordinator, usually from a workforce development, talent acquisition, or community relations department. The internal coordinator makes sure funding is budgeted to support the program. The coordinator arranges cooperation and approvals from various internal departments. Similar to any new hire, human resources will need to onboard students and run payroll, and information technology will need to provide students with relevant equipment and systems access.

>> SSJP works closely with various hospital departments including human resources and occupational health to ensure that students meet all of the requirements needed to become a hospital employee. Over the years, SSJP has developed a strong network of hospital staff who participate as supervisors and mentors.

## Recruit supervisors.

It is helpful to cast a wide net. Identifying supervisors who can benefit from students' creative and technical skills is a good starting point, but it is also important to remember that students can work anywhere an adult is willing to supervise and mentor them. Many employers recruit through a variety of internal communications, even handing out flyers during lunch. In addition, many large companies have employee affinity groups that may have an interest in promoting diversity or supporting community outreach.

>> The support of hospital leadership as well as long-term returning mentors has allowed SSJP to grow and strengthen over the years. Mentors who are happy with the program tell other potential mentors about the opportunity. Staff are pleased to know that they have the support of leadership to participate and become a mentor to a SSJP student, and can support young people to develop job skills and networks in a major academic medical center.

# Summer internship program timeline

*...in collaboration with the PIC or similar intermediary*



## **PREPARATION**

**October - February**

- Secure commitment from organizational leadership and identify internal champions
- Develop program goals and timeline
- Determine program budget (number of students, wage, hours per week, duration); identify necessary funding and other resources



## **GETTING STARTED**

**January - April**

- Organize career awareness activities such as job shadows, career panels, and site visits
- Recruit supervisors and work with departments to create job descriptions and to identify projects and other opportunities for students to add value
- Develop the application, interview, and selection process
- Distribute program information and applications to schools and students

**April - June**

- Identify appropriate students and conduct interviews, including supervisors whenever possible
- Match selected students with suitable positions
- Onboard students (collect required documentation for payroll, conduct background checks, etc.)
- Conduct supervisor and student orientations



## **PROGRAM**

**June - August**

- Set expectations with individual students on the first day of work
- Assess baseline skills and identify ways the student can use the internship to progress
- Rely on the PIC (intermediary) staff to support both supervisors and students
- Complete student evaluations to measure skill gain and provide feedback, using the Massachusetts Work-Based Learning Plan or similar protocol
- Host closing ceremonies / student presentations



## **WRAP-UP**

**August - November**

- Gather supervisor and student feedback to inform future activities
- Debrief with PIC (intermediary) staff
- Develop program goals for next summer
- Plan and coordinate school-year career awareness activities

*See page 13 for a sample year-round program timeline.*

# The role of the Boston PIC, a school-to-career intermediary

An intermediary organization facilitates connections between various parties in pursuit of shared objectives. In this particular case, the PIC, in its role as Boston's Workforce Development Board, is working with the Boston Public Schools and the business community to develop a future workforce that is more diverse and better prepared to meet the demands of the local labor market.

Through its youth employment initiative, the PIC connects high school students and employers to provide youth with job opportunities and to help employers meet their hiring needs. The PIC works in the schools to prepare students for the workplace and with employers to make appropriate student/employer matches, and helps develop and support employers' internship programs during the employment experience and over time.

## Employer recruitment and preparation

- Employer engagement staff recruit employers to secure hiring commitments. Whenever possible, they enlist the help of public officials or longtime employer champions to connect with new employers.
- Employer engagement staff work with employer partners to set expectations and to craft job descriptions, organize interviews, and assist with onboarding.
- Employer engagement staff create opportunities for business volunteers to meet students before they commit to supervising them and organize conversations among employers to discuss working with adolescents effectively.

## Student preparation and referrals

- Career specialists work with students throughout the year to prepare them for employment by delivering workshops on topics such as resume writing and workplace etiquette, by organizing job shadows and mock interviews, and by engaging students in a variety of career exploration activities.
- Career specialists identify job-ready students with employer engagement staff to make appropriate referrals and support them through the interview process.

## Ongoing Support

- Career specialists support students on-the-job to make sure that they are meeting employer expectations and engaging in a productive work-based learning experience that connects back to the classroom.
- Employer engagement staff regularly check in with employers to address any issues as they arise.
- Following the employment period, staff conduct in-person meetings with employers for their feedback.

## PIC Employer Network

A broad-based network of employers depends on the PIC to identify, prepare, and match Boston high schools students with jobs and internships during the summer and throughout the school year. The PIC has a presence in every BPS high school, creating access for motivated students regardless of where they attend.

The PIC convenes program leaders from the various companies and organizations that make up this employer network. These leaders share internship models, project descriptions, timelines, and professional development ideas, fostering quality program development within and across industries.

Brigham and Women's Hospital is one of many major hospitals that participate, including Massachusetts General Hospital, Dana-Farber Cancer Institute, Tufts Medical Center, Boston Children's Hospital, and Beth Israel Deaconess Medical Center.

Financial services companies have always been a big part of the network—firms such as State Street Corporation, Bank of America, Liberty Mutual Insurance, Fidelity Investments, Santander, John Hancock Financial Services, Citizens Bank, Blue Cross Blue Shield of Massachusetts, DTCC, and the Federal Reserve Bank of Boston.

Vertex Pharmaceuticals and Sanofi Genzyme bring life sciences to the network. The Boston Bar Association, Tech Apprentice, and Youth Design coordinate opportunities in their respective professions. Higher education is well represented as an employer by Boston College, Harvard University, Suffolk University, and UMass Boston. Other employers include the Boston Red Sox, Aramark, Starbucks, and MassDOT/MBTA.

# Frequently asked questions

## How much does it cost to hire a student?

Hiring a student costs less than you might expect. The tables below display the cost of hiring one student for either a seven or 30-week work experience at different wages and hours per week.

### 1 student for a 7-week summer experience:

	25 hours/week	30 hours/week	35 hours/week
\$11/hour	\$2,137	\$2,564	\$2,991
\$13/hour	\$2,525	\$3,030	\$3,535
\$15/hour	\$2,914	\$3,497	\$4,079

### 1 student for a 30-week school-year experience:

	8 hours/week	10 hours/week	12 hours/week
\$11/hour	\$2,930	\$3,663	\$4,396
\$13/hour	\$3,463	\$4,329	\$5,195
\$15/hour	\$3,996	\$4,995	\$5,994

Notes:

- Wages include an 11% fringe: FICA & Workers Comp in MA
- \$11/hour is the minimum wage in MA as of 2017

## How do I resource the program?

Identifying funding and other resources is critical to supporting the program. These may include internal financial support, grants, and in-kind donations. Examples of in-kind resources include staff time, program space, and use of existing organizational supports and processes. It is important to identify both internal and external partners to support the program.

## What is the role of the supervisor?

Student interns should be assigned one primary supervisor, and ideally a back-up supervisor in case the primary supervisor is unavailable. Supervisors are responsible for developing and monitoring the intern's tasks and assignments. The supervisor should ensure that an intern has the resources and support necessary to carry out the required tasks. As part of students' professional development, supervisors should work with students to craft a work-based learning plan and provide regular feedback, including at least one formal evaluation.

## What roles and responsibilities can I assign my student? What skills can I expect from a high school student?

The application and interview process is designed to ensure that students are placed in an internship that is well aligned with their skills and interests. For very outgoing students or students with prior retail experience, a customer service role could be a great fit. Other students add value to any department by performing administrative tasks including answering phones, scheduling meetings, entering data, and planning events. Many supervisors are also able to create projects that take advantage of students' creative and technical skills such as website design, video editing, photography, and social media. *Please see sample job descriptions on page 8.*

## What do I need to know about youth labor laws, and where can I find this information?

When hiring minors, it is important to know your state's laws regarding minimum hourly wage, lunch break requirements, and the maximum number of hours a minor can work per week. It is also important to have students fill out a work permit if required in the state. This information can normally be found through your state's Attorney General. Youth labor law information for Massachusetts can be found here:

[www.mass.gov/ago/doing-business-in-massachusetts/workplace-rights/child-labor/](http://www.mass.gov/ago/doing-business-in-massachusetts/workplace-rights/child-labor/).

# Toolkit

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[Sample student job descriptions](#)

[Sample internship application](#)

[Sample internship project descriptions](#)

[New student intern checklist](#)

[Sample year-round program timeline \(SSJP\)](#)

[Massachusetts Work-Based Learning Plan \(WBLP\)](#)

# Sample student job descriptions

## Healthcare

### Pathology Intern

- Data entry and reporting in Microsoft Excel
- Inventory of pathology paraffin blocks
- Return loan materials for second opinion reports to referring institutions
- Fill paraffin blocks that have been cut for diagnosis
- Clean and take inventory of lab equipment

#### **Preferred Skills:**

- Strong data entry skills
- Detail oriented

### Central Transport Intern

- Transport patients in wheelchairs from departments or waiting rooms to various parts of the hospital
- Deliver specimens throughout the hospital to their appropriate destinations
- Learn the layout of the hospital and how to interact with hospital employees in various departments

#### **Preferred Skills:**

- Strong customer service skills
- Detail oriented

## Technology

### Help Desk Support Intern

- Assist employees with any technology issues they might have
- Work with IT team to develop and implement creative solutions for IT issues in the office
- Support IT team in any long and/or short-term projects
- Create data management solutions

#### **Preferred Skills:**

- Familiar with basic office computer and content management software
- Highly organized, personable, and able to prioritize time-sensitive assignments
- Comfortable learning new programs and able to do so at a fast pace
- Capable of troubleshooting hardware and software issues

## Life Sciences

### Cardiovascular Marketing Intern

- Attend weekly marketing and weekly agency meetings with members of the Cardiovascular Team
- Provide marketing support to case managers supporting patients receiving drug therapies
- Coordinate cardiologist speaking engagements
- Provide general clerical support
- Coordinate team mailings
- Conduct research and prepare reports for the team

#### Preferred Skills:

- Basic computer skills, including knowledge of Microsoft Outlook, Excel, Word & PowerPoint
- Good organizational and communication skills
- Quality proofreading skills
- Ability to work independently and handle confidential information discreetly

## Real Estate

### Property Management Intern

- Greet all visitors in a professional manner and refer them to appropriate staff
- Answer all incoming calls and direct them to appropriate personnel
- Gather mail from designated area; open and date-stamp all incoming mail; route mail to appropriate personnel/building/department
- File material in appropriate files
- Accurately type memos/letters/spreadsheets
- Make outgoing calls and page staff members
- Receive and process work orders
- Contact appropriate person in case of any emergency

#### Preferred Skills:

- Strong customer service skills
- Professional attitude

## Financial Services

### Governance, Risk and Compliance Team Intern

- Research and prepare business continuity session presentations
- Research topics for other Governance, Risk and Compliance training modules
- Enter items into contract system
- Review contract files for appropriate documentation
- Maintain and audit user IDs for several applications
- Monitor and audit secure folder memberships

#### Preferred Skills:

- Strong attention to detail
- Working knowledge of Microsoft Excel

Today's Date: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ Cumulative GPA: \_\_\_\_\_  
Hours Available: \_\_\_\_\_

Days Available (circle all that apply):  
Monday Tuesday Wednesday Thursday Friday

## INTERNSHIP APPLICATION

PLEASE PRINT CLEARLY

Name: \_\_\_\_\_  
*First Last Middle Initial*

Address: \_\_\_\_\_  
*Street Apt # City State Zip*

Social Security: \_\_\_\_\_ Email Address: \_\_\_\_\_  
*Required*

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

### Parent Information

Name: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

In case of emergency notify: \_\_\_\_\_  
*Name Relationship*

\_\_\_\_\_ *Address Phone Number*

### EMPLOYMENT AND/OR DOCUMENTED VOLUNTEER HISTORY (Circle one)

Have you had past employment history? YES / NO

Have you had past volunteer history? YES / NO

### WHICH AREA OF WORK ARE YOU HOPING TO PURSUE ?

(Note: Please understand that if accepted, you are not guaranteed to work in the department of your choice.)

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

### Please submit the following three documents with this completed application:

1. School Transcript      2. Essay      3. Recommendation Letter

**Essay Question:** Why do you want to work at [company name]? Describe why you are interested in working in this field.

**Your essay should be at least 500 words.**

The information supplied on this application is true and complete to the best of my knowledge. I understand and agree that any false information or material omissions of fact may disqualify me from further consideration for employment, or may be considered for dismissal if I am hired.

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Date*

### FOR OFFICIAL USE ONLY

NOTES: \_\_\_\_\_  
\_\_\_\_\_

Date of Interview: \_\_\_\_\_ Venue of Interview: \_\_\_\_\_ Interviewed By: \_\_\_\_\_

Department Assigned: \_\_\_\_\_ Name of Supervisor/Mentor: \_\_\_\_\_

# Sample internship project descriptions

## Vertex Pharmaceuticals

Boston public high school students who work at Vertex have opportunities to learn about a variety of functional areas within the company. Depending on their skills and interests, students are placed in internships that are lab-based, business-focused, technology-focused, or a combination of two or more areas.

A returning student working in the research lab last summer used E.coli and affinity chromatography to express and purify a clinically relevant protein for downstream applications. The student was exposed to a variety of techniques in molecular biology, including gel electrophoresis and selective DNA binding assays.

A second student working in the IT group helped with the archiving of dispositioned test scripts, built a working python program from a sample code, and effectively made web API calls. He also performed the unit testing of the code, and assisted in documenting the functional script for the rollout of a mobile application.

## Federal Reserve Bank of Boston

The Federal Reserve Bank of Boston provides opportunities for Boston public high school students to work in a wide variety of departments. Examples of these departments include the Real Estate Services Group, Information Technology, Community Outreach, Corporate Communications, and Executive Offices.

In the IT department, interns are assigned to a variety of projects, from deploying computers to R&D projects in emerging technologies such as virtual and augmented reality. Most recently, students collaborated with senior software engineers to develop an Amazon Echo (Alexa) proof of concept skill. This opportunity exposed students to leading edge cloud computing tools, Artificial Intelligence (AI) technology, and the full software development life cycle. Students were also introduced to Agile concepts and collaborated with the department's business partners.

# New student intern checklist

Name of Student Intern: \_\_\_\_\_

Work Schedule: \_\_\_\_\_

Supervisor: \_\_\_\_\_

## 1. Introduction to Department and Workplace

- a. Introduction email \_\_\_\_\_
- b. Department tour and introduction to staff \_\_\_\_\_
- c. Review of organizational chart \_\_\_\_\_
- d. Informational meeting with key staff \_\_\_\_\_
- e. Identify back-up supervisor (for when primary supervisor not available) \_\_\_\_\_

## 2. Tools and Training

- a. ID card (if needed) \_\_\_\_\_
- b. Computer access \_\_\_\_\_
- c. Schedule any required training \_\_\_\_\_
- d. Orientation to time-keeping procedure \_\_\_\_\_
- e. Overview of organizational policies relevant to student \_\_\_\_\_

## 3. Emergency Contact Info and Protocols

- a. Securing personal belongings \_\_\_\_\_
- b. Security protocols \_\_\_\_\_
- c. Emergency code chart \_\_\_\_\_
- d. Emergency exits / evacuation procedure \_\_\_\_\_
- e. Emergency contact info (parents/guardians) \_\_\_\_\_

## 4. Goals and Development

- a. Develop learning goals and expectations (student & supervisor) \_\_\_\_\_
- b. Schedule regular check-in meetings \_\_\_\_\_
- c. Schedule mid-point goal assessment \_\_\_\_\_

## 5. Conclusion of Internship

- a. Final assessment/reflection session with student and supervisor(s) \_\_\_\_\_
- b. Celebrate achievements \_\_\_\_\_
- c. Assist student to develop summary of job for his/her resume \_\_\_\_\_

Please complete, sign, and date and return to (Name of staff member)

\_\_\_\_\_  
**Completed by**

\_\_\_\_\_  
**Date**

# Sample year-round program timeline (SSJP)

## PREPARATION

### August - October

- Meet with the PIC to discuss recruitment, application, and interview timeline
- Recruit new mentors and work with departments to develop intern job descriptions
- Prepare mentors and set expectations
- Visit partner schools to share information and host recruitment sessions
- Disseminate applications to interested students
- Review applications and select students to interview
- Match selected students with appropriate departments and mentors
- Onboard students (e.g., collect required documentation for Human Resources and Occupational Health)
- Conduct team building retreat for all SSJP student participants
- Conduct student orientations (e.g., hospital, SSJP, and department)

## YEAR-ROUND INTERNSHIPS

### November - June

- First day of work (end of October / early November)
- Ongoing support provided by SSJP staff for both supervisors and students
- Conduct mid-year student/mentor check-ins
- Tutoring provided to students receiving a B- or lower in Math/Science
- Monthly seminars (life skills, financial literacy, career panels, etc.)
- SAT and college preparation provided
- End of program year celebration / senior graduation (scholarships awarded)

## SUMMER JOBS

### July - August

- Students have the option to work 25 hours/week for 6 weeks
- SSJP college interns work 35 hours/week for 10 weeks
- Staff planning for upcoming program year



# Massachusetts Work-Based Learning Plan

Participant's Name:	_____	Participant's ID Number:	_____
Participant's Email:	_____	Worksite:	_____
Supervisor Name:	_____	Job Title:	_____
Supervisor Email:	_____	School / Program:	_____
Teacher Name:	_____	Start Date:	_____
Program Staff Name:	_____	End Date:	_____

## JOB DESCRIPTION – tasks, responsibilities, projects:

## EMPLOYABILITY SKILLS

These employability skills are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. **(Two reviews to capture growth -- be objective!)**

### Key

- 1=Performance Improvement Needed: Needs to have a strategy to improve this skill
- 2=Developing: Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill
- 3=Competent: Demonstrates this skill; aware of the importance of this skill
- 4=Proficient: Consistently demonstrates this skill; shows initiative to learn about, enhance or apply this skill
- 5=Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

Skill	Performance Expectations	Reviews (1-5 Scale) (See Key)		Comments (Notes, goals, reflections / Review 1 and Review 2)
Attendance and Punctuality	<ul style="list-style-type: none"> <li>• Arrives on time and prepared for work.</li> <li>• Provides sufficient notice if unable to report for work</li> </ul>	Rev #1		
		Rev #2		
Motivation and Initiative	<ul style="list-style-type: none"> <li>• Participates fully in tasks or projects from start to finish</li> <li>• Initiates interaction with supervisor for next task or project upon successful completion of previous one.</li> </ul>	Rev #1		
		Rev #2		
Communication	<ul style="list-style-type: none"> <li>• Communicates effectively, orally and in writing, using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers</li> <li>• Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions</li> </ul>	Rev #1		
		Rev #2		
Teamwork and Collaboration	<ul style="list-style-type: none"> <li>• Works productively with co-workers, individually and in teams; supports organization's mission and goals</li> <li>• Accepts direction and constructive feedback with positive attitude</li> </ul>	Rev #1		
		Rev #2		
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> <li>• Notices and identifies challenges and problems that arise in the workplace</li> <li>• Brings concerns to attention of supervisors when appropriate</li> <li>• Develops solutions to challenges and problems by analyzing available information and looking at options, guided by expectations for the position and goals of the organization</li> </ul>	Rev #1		
		Rev #2		
Workplace Culture, Policy and Safety	<ul style="list-style-type: none"> <li>• Exhibits understanding of workplace culture and policy</li> <li>• Dresses appropriately for position and duties</li> <li>• Practices personal hygiene appropriate for position and duties</li> <li>• Follows professional standards for use of computers, phones and social media</li> <li>• Respects confidentiality</li> <li>• Complies with health and safety rules for the workplace</li> </ul>	Rev #1		
		Rev #2		

## WORKPLACE AND CAREER SPECIFIC SKILLS

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. Skill definitions are available in the resource guide and the online screens. See <http://massconnecting.org/wblp>

### Career / Engagement Skills

Active Learning  
Collecting and Organizing Information  
Creativity  
Customer Service  
Leadership  
Project Management  
Public Speaking / Presentations  
Teaching/Instructing  
Time Management  
Understanding All Aspects of the Industry

### Digital Literacy Skills

Computer Technology  
Database Use  
Graphic Design  
Media Literacy  
Office Suite Software  
Photo Editing  
Software Development  
Spreadsheet Use  
Web Development  
[Or industry specific technology]

### Applied Academic Skills

Applied Mathematics  
Reading  
Research and Analysis  
Writing  
**STEM-Related Skills**  
Engineering Concepts  
Environmental Literacy  
Health Literacy  
Research and Analysis  
Science Lab Concepts

### Technical / Career-Specific Skills

Applied Arts and Design  
Blueprint Reading  
Child Development  
Cooking / Culinary Arts  
Early Childhood Math/Reading Literacy  
Equipment Operation  
Landscaping  
Maintenance / Repair / Painting  
Medical Office Skills  
[Or other skills applicable to the work experience]

Skill	Skill Definition	Reviews (1-5 Scale) (See Key)		Comments (Notes, goals, reflections / Review 1 and Review 2)
Skill #1:		Rev #1		
		Rev #2		
Skill #2:		Rev #1		
		Rev #2		
Skill #3:		Rev #1		
		Rev #2		
Skill #4:		Rev #1		
		Rev #2		
Skill #5:		Rev #1		
		Rev #2		

## COMMENTS AND SIGNATURES

Review #1:

Review #2:

Participant Signature: \_\_\_\_\_

Participant Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_





### Brigham and Women's Hospital

Center for Community Health and Health Equity  
41 Avenue Louis Pasteur  
Boston, MA 02115  
617-264-8750  
ssjp@partners.org  
[www.brighamandwomens.org/about\\_bwh/  
communityprograms/ssjp](http://www.brighamandwomens.org/about_bwh/communityprograms/ssjp)

### Boston Private Industry Council

2 Oliver Street, 3rd Floor  
Boston, MA 02109  
617-488-1300  
[info@bostonpic.org](mailto:info@bostonpic.org)  
[www.bostonpic.org](http://www.bostonpic.org)

All are welcome to use this guide to create employment opportunities for young people. If citing this publication, please use the following citation: Brigham and Women's Hospital, Center for Community Health and Health Equity and Boston Private Industry Council (2018). Youth Employment: Investing in Your Company & Community. Boston, MA.

This publication can also be accessed online at [www.bostonpic.org/employerguide](http://www.bostonpic.org/employerguide)