



**Career & Technical
Education**
Empowering Success

DVUSD Career & Technical Education

CTE Internship
Internship Program Mentor Packet

Deer Valley Unified School District
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DEER VALLEY
Unified School District

DVUSD CTE MISSION:

CTE programs empower students to develop leadership, academic, and technical skills needed in the global economy for continuous learning and workforce success.

Career and Technical Education:

- offers opportunities to develop specialized skills while in high school and apply academic knowledge in real world settings
- provides all students with cutting edge training in their chosen program of study, leading to diverse post-secondary options

CTE programs are open to all students in Deer Valley Unified School District. All five high schools (Boulder Creek HS, Barry Goldwater HS, Deer Valley HS, Mountain Ridge HS and Sandra Day O'Connor HS) offer CTE programs.

CTE INTERNSHIPS

Learning is not limited to the classroom. Internship opportunities are a supervised work-based learning experience in a paid or unpaid position within the CTE program of study. The CTE internship provides on the job experience and valuable industry networking.

Thank you for choosing to partner with us as a host site participant in the DVUSD Career and Technical Education Internship Program! Students are expected to report to their work site at least 3 hours per week. You and the student will define his/her specific services and job expectations. The goal is that the student has the opportunity to connect what he/she has learned in class with work site applications.



Enclosed in this mentor packet are resources that are used to document the student intern's learning experience. We appreciate your contributions to the growth and learning of DVUSD's CTE students! If you have any questions or concerns, please contact us.



Jayme Fitzpatrick,
*Manager of Career
and Technical
Education*
Deer Valley Unified School District

TABLE OF CONTENTS

BENEFITS OF WORK-BASED LEARNING	3
Internships are a form of work-based learning that extend learning beyond the classroom. Students, mentors, schools, and community benefit from work-based learning.	
CTE INTERNSHIP PROGRAM AGREEMENT	4
All involved with the CTE Internship have responsibilities that are presented in the CTE Internship Program Agreement. This form should be completed at the start of an internship before any hours are logged to document agreement by each party.	
CTE INTERNSHIP TRAINING PLAN	6
Student extend their learning beyond the classroom through an internship. The Training Plan is a mutually agreed upon guide among the Business Partner, Employer-Mentor, the Student-Learner and Teacher-Coordinator as the target progression of skills to be obtained by the Student-Learner on the training site by the conclusion of the CTE Internship experience. The minimal State Standards (including State Workplace Standards and State CTE Program Standards) listed are to be addressed according to the agreed upon training plan. The student's career goal will be used as the basis for the development of the training plan. Progress checks will be conducted quarterly during evaluation visits.	
WEEKLY HOURS ACTIVITY REPORT	8
Interns record their activities and submit this document to their internship coordinator weekly.	
QUARTERLY HOURS VERIFICATION	9
Interns use their "Weekly Hours Activity Reports" to total their hours each quarter. Hours recorded need to be verified by you and signed off for submission by the intern twice per semester. This will be discussed and collected by the internship teacher-coordinator during quarterly evaluation visits.	
STUDENT TRAINEE EVALUATION REPORT	10
Mentors conduct evaluations to document student performance. Interns will request your completion of the evaluation twice per semester. This will be discussed and collected by the internship teacher-coordinator during quarterly evaluation visits.	

SAMPLE

BENEFITS OF WORK-BASED LEARNING

FOR STUDENTS

- Apply classroom learning, academic concepts, professional and technical skills
- Build confidence
- Improve judgement and decision-making skills
- Understand the politics and expectations of the work environment
- Establish a clear connection between education and work
- Collaboratively develop goals and objectives
- Develop outlines of potential career paths
- Practice positive work habits and attitudes
- Be motivated to stay in school, encouraging completion of secondary education and enrollment in post-secondary opportunities
- Opportunities to reduce educational costs
- Establish professional contacts for future employment and mentoring
- Gain a reference for future employment

FOR MENTORS

- Helps create a pool of skilled and motivated potential employees
- Improves employee retention and reduces training and recruiting costs
- Enables organizations to develop new projects with student assistance
- Encourages involvement in the curriculum development process
- Provides developmental opportunities for the current workforce
- Offers opportunities to provide community service

FOR SCHOOLS

- Expands curriculum and learning facilities
- Provides access to state-of-the-art techniques and technology
- Enhances the ability to meet the needs of diverse student populations
- Provides opportunities for individualized instruction
- Promotes faculty interaction with the community
- Contributes to staff development
- Makes education more relevant and valuable for students
- Encourages a cross-discipline dialogue regarding learning outcomes

FOR COMMUNITY

- Creates an environment of collaboration and cooperation
- Encourages respect and tolerance between different groups
- Builds the foundation for a more productive economy
- Builds confidence in the school system as practical results are observable

Deer Valley Unified School District
CTE INTERNSHIP PROGRAM AGREEMENT

STUDENT _____

DATE OF BIRTH _____ STUDENT ID # _____

HOME ADDRESS _____

TELEPHONE HOME _____ CELL _____

JOB TITLE _____

PLANNED SCHEDULE OF HOURS _____

BUSINESS _____ TELEPHONE _____

ADDRESS _____

MENTOR _____ TITLE _____

EMAIL ADDRESS _____

PARENT/GUARDIAN _____

HOME TELEPHONE _____ WORK/CELL TELEPHONE _____

EMAIL ADDRESS _____

INTERNSHIP COORDINATOR _____

TELEPHONE - SCHOOL _____

EMAIL ADDRESS _____

In order to operate an effective Career and Technical Education (CTE) internship program, it is necessary that all parties understand and adhere to the terms of the CTE internship program agreement.

EVERYONE UNDERSTANDS:

1. Term of placement is for the current school year (August – May) only.
2. This agreement shall not be terminated without the knowledge of all parties concerned.
3. The student must be 18 years of age. (Must have secured a social security card or TIN for paid employment)

THE STUDENT AGREES TO:

1. Understand that this is no guaranteed or assigned workplace.
2. Accepts responsibility for providing transportation to and from the workplace.
3. Abide by the regulations set for the by the school, the employer and the teacher/coordinator.
4. Understand that once a position is accepted, a commitment has been made to the Business Partner Employer-Mentor.
5. Understand that the student-learner will be at the Business Partner Company for the length of the Work-Based Learning.
6. Notify the mentor and the teacher/coordinator in advance of necessary absences.
7. Follow the directions of the Business Partner Employer/Mentor.
8. Do nothing intentionally to disrupt the normal routine of the workplace.
9. Exercise confidentiality and respect with regard to information gained at Business Partner Company and Business Partner staff with regard to the Work-Based Learning program, teacher-coordinator, or student-learner.
10. Be prompt and accurate in completing all required assignments, forms and reports for the Work-Based Learning program, the teacher-coordinator, and the Business Partner Employer-Mentor.

10. Agrees to demonstrate courtesy, a cooperative attitude, appropriate dress, and a willingness to learn. Behavior to the contrary may lead to dismissal from the Work-Based Learning Program and/or the Business Partner Company.
11. Understands that any breach of trust, professionalism or ethical behavior (i.e. any evidence of dishonesty with money, merchandise, time or effort) may result in dismissal from the Work-Based Learning Program and/or the workplace.
12. Agrees to communicate with the Business Partner Employer-Mentor and the Teacher-Coordinator at all times.
13. Participate in the end of year appreciation activity as determined by CTE Internship program.

THE PARENT/GUARDIAN AGREES TO:

1. Commit to support the student, Business Partner Employer/Mentor, and Work-Based Learning Program.
2. Participation of the student-learner in the Work Based Learning Program and will encourage the student-learner to effectively carry out duties and responsibilities both in the classroom and at the training site.
3. Contact the Teacher-Coordinator regarding all questions/concerns pertaining to the Business Partner Employer experience.

THE TEACHER/COORDINATOR AGREES TO:

1. Ensure the enrollment of the student-learner is in a state-approved Career and Technical Education Work-Based Learning Program.
2. Provide related classroom instruction, including safety instruction (especially for hazardous occupations), and provide provisions for the student-learner to receive additional workplace readiness instruction.
3. Periodically observe the student-learner on the job and to visit with the Business Partner Employer-Mentor in order to aid in the student-learner's development.
4. Consult with the Business Partner Employer-Mentor in the evaluation of the student-learner.

THE MENTOR AGREES TO:

1. Abide by Federal, State, and Local regulations regarding employment, duties and the provisions of an equal opportunity employer.
2. Understand and enforce Child Labor Laws (DOL 579.50) with Part F regarding occupations particularly for the employment of minors between the ages of 16 and 18 and order, and exceptions to the order for non-agricultural work.
3. The work of the student-learner in the occupation declared particularly hazardous shall be incidental to the training and such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.
4. Provide applicable general safety guidelines to the work environment.
5. Understanding the status of the student while in training shall be that of student-learner; however, work standards expected of the student-learner shall be the same as those expected of other beginning workers.
6. Function as a training site and as an employer-mentor who is assigned to the student-learner. This employer-mentor will be allowed time to work with the student-learner so that this Work-Based Learning will be a viable educational experience.
7. Provide a variety of related experiences for the student-learner consistent with his or her career/occupational competencies.
8. Follow the training plan (a schedule of organized and progressive work experiences) to be performed at the training site.
9. Understand that once a student is accepted, a commitment has been made to the student-learner. It is expected that the student-learner will be at the Business Partner Company for the duration of the Work-Based Learning unless a serious situation arises and prior arrangements have been made.
10. Exercise confidentiality regarding to information gained during the Work-Based Learning program.
11. Assist in the evaluation of the student-learner.
12. Contact the Teacher-Coordinator if any problems arise regarding the student-learner.
13. Work with Teacher-Coordinator to mutually agree to transfer or withdraw the student-learner when he/she deems such actions to be in the best interest of those concerned.

The signatures will indicate approval by all parties involved.

Student **Date**

Mentor **Date**

Parent/Guardian **Date**

Internship Coordinator **Date**

Career and Technical Education (CTE) Internship Training Plan

Student-Learner Name: _____

Business Partner Mentor: _____

Business Partner Company: _____

Teacher-Coordinator: _____

Student-Learner Career Goal: To obtain a CTE Internship experience in the field of my CTE program.

CTE Program of Study: _____

CTE Program Courses Completed & Dates of Enrollment:

CTE Program Courses in Progress & Dates of Enrollment:

Prior attainment of CTE program standards: (attached)

CTE program standards to be assessed at work site: (attached)

Purpose of the Training Plan:

The Training Plan is mutually agreed upon and signed by the Business Partner Mentor, the Student-Learner and Teacher-Coordinator for a targeted progression of skills to be obtained by the Student-Learner on the training site by the conclusion of the CTE Internship experience. The minimal State Standards (including State Workplace Standards and State CTE Program Standards) listed are to be addressed according to the agreed upon training plan. The student's career goal will be used as the focus for the development of the training plan. Progress checks will be conducted quarterly.

<u>Workplace Employability Skills Standards</u>	Proficiency Goal Date	Date Achieved	Mentor's Initials
Employment			
Communication			
Collaboration			
Problem Solving			

<u>CTE Program Standards</u>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Mentor's Initials</u>

Select the six CTE program standards that best relate to your internship responsibilities.

<u>Business Partner Mentor Goals</u> <i>(Goals can include specific job functions or goals)</i>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Mentor's Initials</u>
Read company philosophy and/or mission statement			
Follow company policy and procedures including attendance <i>(Who do I contact when I need to miss?)</i>			
Comply with company safety standards			
Describe company hierarchy			
Learn company hiring and promotion process			

Identify with your mentor at least three other goals.

<u>Student Learning Goals</u> <i>(Goals will include specific goals leading to career goal)</i>	<u>Goal Date</u>	<u>Date Achieved</u>	<u>Mentor's Initials</u>
Obtain a CTE Internship experience in my career choice.			
Complete the required hours for my CTE Internship experience.			
Identify next steps in my career plan.			
Receive a recommendation letter from my mentor.			

Identify at least three other goals.

The Business Partner Mentor carries the responsibility to comply with all applicable federal and state laws. The CTE Internship Experience will not interfere with the schooling of the minors or with their health and wellbeing.

I have received and read a copy of my responsibilities and will abide by them:

Business Partner Mentor: _____ Date: _____
 Student: _____ Date: _____
 Teacher-Cordinator: _____ Date: _____

Internship, DVUSD Career & Technical Education Department

Implementing my skills as a graphic designer to meet the needs of my employers.

Date Range

August 08, 2023 - May 15, 2024

Company/Organization Address

20402 N 15th Ave
Phoenix, AZ
85027

Teacher/Sponsor

Jeffrey Samant
jeffrey.samant@dvusd.org

Location

On-Site

Class/Program

Graphic Design

Compensation

Paid

Supervisor/Presenter

Jayne Fitzpatrick
jayme.fitzpatrick@dvusd.org

Time Entries

Total Time Logged: 81.0 hrs

10/10/2023 - 3.0 hrs

10/12/2023 - 3.0 hrs

10/17/2023 - 2.5 hrs

10/19/2023 - 3.5 hrs

10/24/2023 - 3.0 hrs

10/26/2023 - 8.0 hrs

10/31/2023 - 3.0 hrs

11/2/2023 - 3.0 hrs

11/7/2023 - 3.0 hrs

11/21/2023 - 3.0 hrs

1/9/2024 - 2.5 hrs

1/11/2024 - 2.5 hrs

1/16/2024 - 2.5 hrs

1/18/2024 - 2.5 hrs

1/22/2024 - 2.5 hrs

1/30/2024 - 2.5 hrs

2/1/2024 - 3.0 hrs

2/6/2024 - 2.5 hrs

2/8/2024 - 2.5 hrs

2/13/2024 - 2.5 hrs

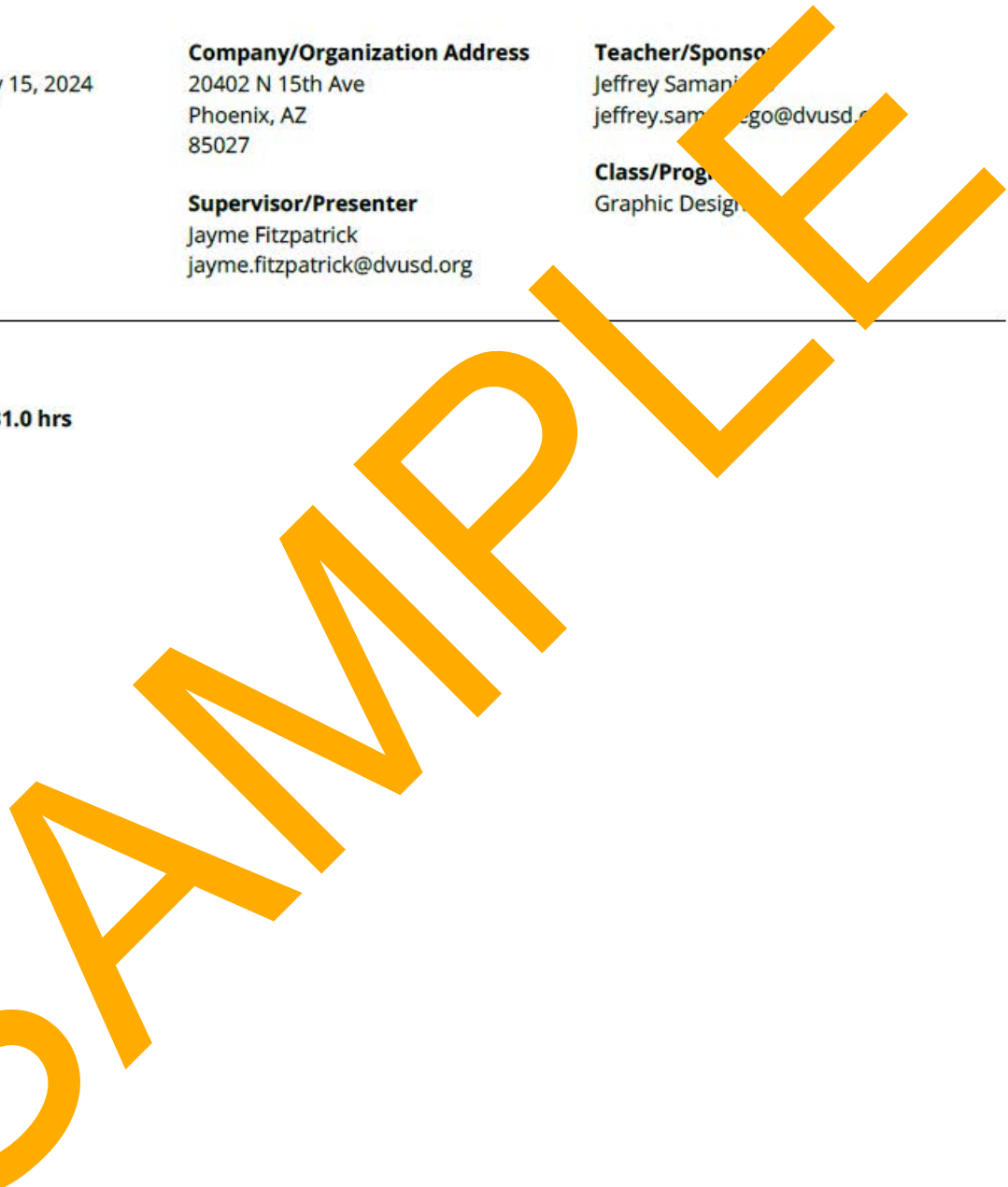
2/15/2024 - 2.5 hrs

2/20/2024 - 2.5 hrs

2/22/2024 - 2.5 hrs

3/5/2024 - 2.5 hrs

3/6/2024 - 3.0 hrs



Deer Valley USD Professional Skills

SELF MANAGEMENT - The measure of an individual's ability and willingness to organize and manage self, time, and work commitments.

Expert

- Takes initiative and accepts additional commitments and responsibilities
- Produces high-quality work consistently and advocates for self and others

Proficient

- Actively participates and works toward a useful outcome
- Perseveres through challenges to produce quality work on time
- Advocates for self and takes responsibility for commitments and actions

Approaching Proficiency

- Strives to participate and work towards a useful outcome
- Produces work on time
- Takes responsibility for commitments and actions

Novice

- Developing the ability to organize and manage self, time, and work commitments

COMMUNICATION - The measure of an individual's ability and willingness to exchange information using a variety of methods.

Expert

- Inspires others to have a voice
- Accepts and implements feedback with a constructive outlook

Proficient

- Utilizes a responsible and respectful approach in verbal, written, digital, and multimedia communication
- Actively listens and asks questions to understand
- Communicates effectively with the audience in mind using appropriate body language, content, and vocabulary

Approaching Proficiency

- Strives to utilize a responsible and respectful approach in communications
- Listens and asks questions
- Attempts to communicate with effective language, content, and vocabulary

Novice

- Developing verbal, written, digital and multimedia communication skills

TEAMWORK - The measure of an individual's ability and willingness to work with others to achieve a shared goal or objective.

Expert

- Cultivates a positive culture by motivating others to grow personally and professionally
- Takes accountability for the performance of the team

Proficient

- Supports the diverse values, strengths, and talents of all team members and project needs and team resources
- Completes tasks with flexibility and a positive attitude

Approaching Proficiency

- Identifies the diverse values, strengths, and talents of all team members
- Recognizes project needs and attempts to use team resources
- Completes tasks with some flexibility and positivity

Novice

- Developing the ability to collaborate with others to achieve a shared goal or objective

PROBLEM-SOLVING - The measure of an individual's ability and willingness to apply logic and analytical skills to find answers to complex issues.

Expert

- Generates innovative solutions through reflecting and learning from failure
- Continuously seeks and provides feedback to improve problem-solving

Proficient

- Defines problems, identifies opportunities, and applies insight to solve complex issues
- Takes initiative to implement solutions and remains open to new ideas and perspectives as a lifelong learner

Approaching Proficiency

- Identifies problems and applies insight to solve issues
- Implements solutions with guidance
- Shows willingness to consider new ideas

Novice

- Developing the ability to identify problems and solutions

Continuous Notice of Non-Discrimination:

The Deer Valley Unified School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, or age in its programs, services, activities or in any aspect of their operations. The Deer Valley Unified School District does not discriminate in its employment or hiring practices.

For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age of Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

Questions, complaints or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s).

Scott Warner, District Title IX Coordinator, 623-445-4981 scott.warner@dvusd.org

Melissa McCusker, 504 Coordinator, 623-445-4941 melissa.mckusker@dvusd.org

SAMPLE