



CORPORATE WORK STUDY PROGRAM

San Miguel CWS Program Supervisor + Mentor Handbook



2026-2027

SAN MIGUEL CORPORATE WORK STUDY EXPECTATIONS AND PROCEDURES

How Students Are Placed: Each year, the Corporate Work Study Program carefully evaluates every student and every available job placement to create the best possible match for both the student and the workplace. While student interests are considered, placements are ultimately based on where students are most likely to succeed and where they can make a meaningful contribution.

When making placement decisions, the CWS team considers factors such as:

- Previous supervisor evaluations and Student Associate Performance Reviews (SAPRs)
- Attendance and punctuality
- Time card completion and workplace feedback
- Student interests and career goals
- Academic performance and workplace readiness
- Specialized skills, certifications, and experience
- The specific skills and responsibilities required by each partner organization

Returning students who have demonstrated success and whose workplace wishes to continue the partnership are given strong consideration for returning to the same placement. However, placement decisions are made with the student's overall development and long-term success in mind.

Our goal is to ensure every student is placed in an environment where they can grow professionally, develop new skills, and contribute meaningfully to your organization.

Communication: A student's CWS Coordinator is his or her first point of contact for all job-related issues. The CWS staff facilitates all communication between the student, school, and partnering businesses. Contacting the workplace is the sole responsibility of the CWS office. *Parents are not to contact their child at work or contact the workplace about issues regarding their child.* The CWS office is available to relay messages between the students' family/home and the workplace.

The Work Schedule: The daily schedule corresponds to that of most adults working in a professional work environment: approximately an 8-hour workday with appropriate breaks and time for lunch. You can determine the length of students breaks/lunch as well as the time that they may take their break/lunch (students must receive one-hour total in lunch/break time combined). Students are expected to use their break and lunch times as given by law. If a student completes their job assignment before the conclusion of San Miguel High School's regular academic day (3:20pm), they are required to return to the school and engage in academic or professional development activities as mandated by the United States Department of Labor.

Lunch: Lunch is the responsibility of every student associate. They are expected to bring their lunch or take the school option provided each morning and are not allowed to leave the workplace for lunch. Students **may not** have any visitors (including parents) at the worksite during the workday for any reason. Students **may not** leave the workplace alone ever (even for a short walk). **DoorDash and other delivery services may not be utilized by student associates.**

Transportation: Students travel to and from work in San Miguel CWS vans operated by trained drivers. Students may **not** transport themselves or any other student to and/or from work. Parents may not drop-off or pick-up students at the worksite without prior authorization of the CWS office, and only in cases of unique circumstances.

If the workplace wants to transport the student to a work related event on their workday, they must:

- *Get prior approval from their CWS Coordinator*
- *Provide the CWS Coordinator with the date, time, and event information*
- *Have **two adults** in the car with the student during all transit*

Illness at Work: If an illness occurs at work, students must notify their supervisor then contact the CWS office. At that time, the CWS office will handle communication to parents and arrange for transportation from the workplace back to San Miguel where the student will be assessed by the SMHS health aide.

Attendance: All student-associates are expected to report to work on all assigned workdays. If a student is absent on a workday, the CWS offices will call the student's supervisor to inform them of the absence by the time the student is expected to arrive at work. Student associates and parents **may not** contact the worksite to report an absence. Whenever a student is absent or leaves work early, he/she is responsible for making up the time missed at work in order to remove associated fees from their student account. Students know that medical/dental appointments and vacations should not be scheduled to conflict with or interrupt their workday.

Make-Up Days: When the student returns to his/her worksite after an absence, they must arrange a make-up workday (either full [>4hrs] or half day [<4hrs]). The make-up day needs to be scheduled through the online scheduling system and must be approved by their supervisor in order for students to receive their electronic time card. Make-up days must be done within the same semester. Upon completion of the make-up workday, students must complete an electronic make-up day time card verifying that the make-up day was completed. Supervisors can provide feedback for students' make-up days in the same manner they do a regular work day (via electronic time card). Completion of make-up days allow students to remove associated missed-day fees.

Dress Code: All student-associates are expected to maintain the established professional dress code at their assigned workplace. Standard Professional dress includes a San Miguel dress shirt in gray, red, or white worn tucked in, with a belt, dress slacks and closed-toe dress shoes. If the

worksite requires a modified dress code (scrubs, company polo, utility pants, sneakers, etc.) please notify both the student associate and his/her CWS Coordinator if not already communicated in Supervisor Information form. **Students are not allowed to wear dresses/skirts or jeans/black jeans to work.** Every morning the CWS staff will verify the dress code before the students are taken to work.

Technology Expectations: Technology is an important tool in today's workplace, but it can also become a distraction if expectations are not clearly established.

Supervisors are encouraged to discuss expectations regarding:

- Personal cell phone use
- Earbuds and headphones
- Listening to music
- Personal internet browsing
- Appropriate use of workplace computers and technology

Students should understand when technology is appropriate for work-related purposes and when it should be put away.

If expectations are not being met, address the behavior directly and immediately. Clear, respectful feedback helps students learn professional workplace habits and prevents small issues from becoming larger concerns.

DEPARTMENT OF LABOR REGULATIONS:

Fair Labor Standards Act (FLSA):

- Prohibits minors from performing hazardous jobs (e.g. power tools, hazardous chemicals, mining, etc)
- 14 & 15 year olds can be employed in non-hazardous and non-manufacturing jobs
- Minors under 14 cannot be employed (with few exceptions, outside of CWS)

Cristo Rey Network DOL Policies:

- CWS follows FLSA guidelines
 - 14 & 15 year olds are not permitted to work more than 18 hours per week
 - CWS will perform two site visits per year to each company
 - 14 & 15 year old students complete five hours of DOL training through CWS
 - Parent-student work agreements are signed and kept on file for all student-associates
 - Timecards are sent to all student-associates
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BEST PRACTICES FOR SUPERVISING STUDENT ASSOCIATES

Supervising a high school student is an opportunity to make a lasting impact on a young person's personal and professional growth. While our student associates receive ongoing workplace readiness training through the Corporate Work Study Program, they continue to develop the professional skills and confidence needed to succeed in the workplace. The most successful partnerships occur when supervisors view themselves not only as managers, but also as mentors.

Working with Teen Professionals: For many of our student associates, this is their first professional work experience. While they are eager to learn and succeed, they are still developing the confidence and communication skills expected in the workplace. One of the most common misconceptions is assuming that a student understands instructions simply because they nodded or said, "Okay." Often, students are trying to be respectful or may feel uncomfortable admitting they need clarification.

Help students succeed by:

- Providing clear, specific instructions.
- Asking students to explain assignments back to you in their own words.
- Encouraging questions and reassuring students that asking for clarification is a sign of professionalism.
- Checking in periodically on larger projects rather than waiting until they are complete.
- Celebrating curiosity, initiative, and honest communication.

Creating an environment where students feel comfortable asking questions helps build confidence, reduces mistakes, and promotes long-term professional growth.

Creating a Successful Workday: Students are most successful when they understand both what they are doing and why it matters. Providing structure, meaningful work, and regular guidance helps students remain engaged while developing valuable workplace skills.

We encourage supervisors to:

- Keep students engaged with meaningful work throughout the day.
- Establish a clear chain of command so students know who to approach with questions or concerns.
- Explain how each task contributes to your organization's mission and goals.
- Expose students to different departments, projects, or team members whenever appropriate. A balance of routine responsibilities and new experiences helps students remain engaged while broadening their understanding of your organization.
- Whenever possible, provide opportunities for students to observe different career paths and professional roles within your workplace.

Coaching Through Feedback: Consistent feedback is one of the most valuable tools you can provide to your student associate. Teenagers often have limited professional experience and rely on supervisors to help them understand workplace expectations, recognize successes, and identify opportunities for growth. Effective feedback should be timely, specific, honest, balanced, and actionable. Whenever appropriate, allow students the opportunity to correct mistakes, revise projects, or improve their performance before removing responsibilities. Learning from mistakes is an important part of professional development. If performance concerns continue after coaching, please contact your CWS Coordinator. We are committed to partnering with you to support student growth and address challenges together.

Communication is Key: Successful partnerships are built on open, consistent communication between supervisors, student associates, and the Corporate Work Study office. Please communicate any student concerns, questions, or successes with your CWS Coordinator as soon as possible. Early communication allows us to provide additional coaching, training, or support before small issues become larger concerns. It is equally important to communicate directly with your student associate. Providing regular, constructive feedback helps students build confidence, improve performance, and develop professional communication skills.

Set Clear Expectations: Students perform best when they understand exactly what is expected of them. At the beginning of the school year, we recommend providing your student associate with:

- An overview of your organization and its mission.
- A brief description of their responsibilities and daily tasks.
- Workplace-specific expectations and procedures.
- Guidance on who to approach with questions and how communication should occur throughout the workday.

Students should know not only what is expected of them, but also how success will be measured.

Introduce Students to Your Team: Helping your staff understand the purpose of the Corporate Work Study Program creates a stronger experience for everyone involved. Introduce your student associate to colleagues, explain the student's role within your organization, and encourage staff members to include the student in appropriate projects and conversations. This not only helps students feel welcomed but also increases learning opportunities and reinforces that they are valued members of your team. By creating an inclusive and supportive workplace, you help students develop the confidence, professionalism, and workplace skills they will carry with them long after graduation.

What You Can Expect From CWS...

- **Regular Communication**
 - Your CWS Coordinator will check in with you regularly about your student-associates
 - Timely follow up on time card feedback
 - Monthly e-newsletter with important announcements
 - Site visits to your office at least once each semester (if work is in-person)
- **Continued Support**
 - We are here to support you and your student associates in any way possible. Please do not hesitate to contact us if there is something we can do to support you and/or your student-associates. **For example:**
 - When student associates need additional training
 - When you need support during difficult student performance conversations
 - If you have suggestions on how to improve the program, etc.

What We Expect From You...

- **Open and Honest Communication**
 - This program is most successful (and mutually beneficial) when we communicate and work together! Please communicate with us regularly about your experience – good, bad or otherwise – so that we can address any concerns and meet your needs.
 - **Support of our Student Associates**
 - Although we continually coach and train our student associates, the most effective (and arguably most valuable) training and coaching happens at the worksite with you. Please continue to support and encourage our students while they are at work.
 - Provide them with regular and honest feedback about their performance.
 - Give them an opportunity to correct a mistake, fix a project, etc. before taking the responsibility away all together.
 - If you have a concern with a student Associate's performance, please use the following process to address the concern:
 - *Contact your CWS Coordinator*
 - *Talk to the student openly and honestly about the concern*
 - *Meet with the student and CWS Coordinator to make an action plan*
 - *Re-evaluate student performance*
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EXPECTATIONS THROUGHOUT THE YEAR

Completion of Electronic Time Cards ([Link Here](#))

- Goal: To communicate student-associate performance to CWS coordinators efficiently in order to allow for effective support for students and supervisors in the workplace.
- What to expect:
 - Coordinators review time cards daily and follow up with supervisors for students scoring a 2 (Need Improvement) or below within 1 business day.
 - Supervisor feedback is used to praise students.



Visits to Your Worksite

- Goal: To better support students on the job and gain a more in-depth understanding of student tasks and responsibilities as well as verify student safety.
- What to expect:
 - Corporate Work Study staff will visit your worksite, observe students, and discuss student performance with you at a pre-scheduled time.

Mid-Semester Performance Pulse Checks

- Goal: To provide an opportunity for students to initiate and engage in dialogue with you to gather detailed feedback about their performance at work.
- What to expect:
 - Performance Pulse Checks initiated by students in Fall and Spring semesters, utilizing a structure provided by CWS. Students report back to CWS and plan next steps.

Student Associate Performance Review (SAPR)

- Goal: To provide students with specific feedback on their work performance, help the CWS Coordinator identify areas for focused training, and fulfill Department of Labor requirements.
 - What to expect:
 - You will receive a survey link near the end of each semester. Completing the survey is essential for CWS to ensure proper training and meet DOL compliance. The survey provides clear feedback on strengths, opportunities, and includes a required safety question.
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REMOTE WORK EXPECTATIONS

What you can expect from CWS:

- All students will work remotely from either the Community Foundation for Southern Arizona (CFSA) in the San Miguel Suite or in a designated cubicle in the CWS office space at the SMHS campus.
- Student-associates are supervised by CWS staff during their workday
- Students have their own Chromebooks or PC laptops
- Students will arrive for work on campus between 8:05-8:40 am on their workday
- Students receive a 1 hour lunch break around noon (time subject to slight change)
- Students check-out around 3:30pm
- Coordinators are available for questions, feedback, or needs

What is expected from you:

- **Determine your structure for remote work**
 - Establish communication preferences with your student early on
 - How will you send assignments?
 - Will students need a login for an online platform?
 - Does the student need a laptop from your company to access certain software?
 - If your student is having trouble with troubleshooting, who can they reach out to?
 - **Prepare the workday schedule/expectations**
 - The workplace will need to outline a plan/expectations for the student (eg. Login and check your email for the assignment, get on Zoom call at 1pm, send a check-out email with completed project before leaving for the day)
 - *The expectations can be simple, but structure and clear direction is key to student success*
 - **Student Feedback**
 - To help your student-associate gauge how they are doing with remote-work expectations, complete their timecards with comments for feedback
 - Complete surveys 1x per semester
 - Determine times to check-in with your student-associate on some of their workdays via email, phone, or Zoom
 - Plan to do a remote hub site visit once or twice per school year
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CWS Office Contact List

CWS Office Direct Line: (520) 294 - 6403 x 1400

CWS General Email: cws@sanmiguelhigh.org

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Executive Leadership

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