

**PINELLAS COUNTY SCHOOLS
EXECUTIVE INTERNSHIP PROGRAM
SPONSOR HANDBOOK**

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EIP, a countywide program serving Pinellas County High Schools since 1974.

Boca Ciega High School
Dunedin High School
Hollins High School
Northeast High School
Palm Harbor University HS
Tarpon Springs High School

Clearwater High School
East Lake High School
Lakewood High School
Osceola High School
St. Petersburg High School
St. Petersburg College ECP, EA, & Collegiate High School Programs

Countryside High School
Gibbs High School
Largo High School
Pinellas Park High School
Seminole High School
St. Petersburg College ECP, EA, & Collegiate High School Programs

Executive Internship Program
Pinellas County Schools
PO Box 2942
Largo, FL 33779-2942

www.pcsb.org/eip

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Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

ADMINISTRATION BUILDING

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PINELLAS COUNTY, FLORIDA**

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EXECUTIVE INTERNSHIP PROGRAM

The Executive Internship Program offers academically talented students professional experiences in a community setting. Geared to developing management skills and refining career preparation goals, this program provides the opportunity for carefully selected secondary students to intern with community leaders. Through involvement in actual problem solving, students apply advanced academic skills and define goals for further study. It is offered as a dual enrollment course through a cooperative agreement between Pinellas County Schools and St. Petersburg College. Executive Internship Coordinators, who are certified teachers, serve as liaisons between students, schools, and agencies involved; both high school and college credit are earned for the course.

The course credit which is awarded for this experience recognizes the importance of school and community partnerships in developing dedicated professionals and effective leaders. By extending career development beyond selecting appropriate professions and defining long-term goals, students actively work with personnel in a variety of professional fields, such as medicine, law, communications, government, business, and social services. Interns attend important meetings, prepare reports, analyze data, make public presentations, and recommend courses of action. Unlike a work study experience where students are paid for work in entry level positions, the Executive Internship Program pairs students with professionals who model leadership skills. In addition to determining their aptitude for a specific profession, students are encouraged to aspire to leadership roles and to explore career options within the field.

Colleges and universities find that professional goals of Executive Internship graduates have been tested through experience and students have become effective self-directed learners. They are recognized as excellent candidates for the high expectations of colleges and universities and are often awarded scholarships or admitted to target programs as a direct result of their manifested commitment to the career and to personal and professional excellence. Sponsors who have participated in the Executive Internship Program see internship students as having well-focused goals, interest in the field, and practical ability in problem solving. Similar programs are offered across the nation, and since its introduction to Florida in 1972, the program has provided thousands of students with unique career-related experiences. Follow-up surveys indicate that graduates of Executive Internship have completed programs of higher education and have become successful professionals who credit the Executive Internship Program as being a defining experience in their lives.

**EXECUTIVE INTERNSHIP PROGRAM
PINELLAS COUNTY SCHOOLS
DUAL ENROLLMENT**

The Executive Internship Program was introduced in Pinellas County high schools in 1974. Today, the Executive Internship Program is affiliated with a national organization of experiential education programs, and close to 10,000 students in Pinellas County have participated in the program.

The program represents a unique blending of the business community, the local college and the public schools. It is available to eligible high school students during their senior year. The students spend an average of 10 - 15 hours a week working with a professional at decision-making levels in their future career field. Students are not paid by their sponsors, but they do receive high school elective credit and college credit from St. Petersburg College for their participation. The serious educational nature of the program requires that interns keep daily analytical logs of their activities; participate in designated seminars; prepare presentations demonstrating what they have learned during the internship; and submit a program evaluation.

Some of the benefits of the program enable the students to: 1) make more informed decisions regarding college course work and potential majors, 2) see the relationship between theoretical classroom knowledge and the practical application of that knowledge, 3) develop a mentor relationship with a professional in their chosen career field, 4) explore a chosen field of interest, and 5) develop peer relationships with adults.

The program coordinators carefully pair sponsors and students. Pairing considerations include geographical locations, student interest, and sponsor availability, expertise and commitment to the program.

The caliber of students, cooperation and support from the community, St. Petersburg College and Pinellas County Schools are responsible for the success of the program. Eligible students demonstrate high levels of integrity, leadership, motivation, and flexibility; these are supported by a strong grade point average and an excellent school attendance record. Most sponsors have expressed their strong support of the program by their continuous participation and referral of other potential sponsoring organizations. Program sponsors serve as mentors; they monitor interns' progress, and provide resources and opportunities to foster a successful experience. Throughout the internship, sponsors collaborate and assist in goal setting and achievement and prepare periodic written evaluations of the students and their internship experiences.

Major colleges and universities around the country have recognized and acknowledged the academic merit of a student's internship experience. One university wrote:

Many scholarships at colleges and universities are based not purely on academic performance but also on outstanding leadership qualities. An internship program can add valuable experience and competence in that field.

In the *Executive Internship Program Follow-Up Survey of Former Students*, one student wrote:

The Admissions Board at Harvard was impressed with the program. From what I gather, the university feels that a professional experience adds a great deal to a high school education. I really feel that this program influenced their decision to accept me.

Also in the *Survey*, in response to the question asking students to rate their experience in the Executive Internship Program, 95% stated that it was either the "best" or a "very good" high school experience, and 98% supported the continuation of the program. In response to the question regarding the factors that influenced a change in the students' career goals, one student responded, "The internship showed me that even though I enjoyed my internship, I decided that a career in medicine or the health professions was not what I wanted . . ."

The Executive Internship Program is an excellent opportunity for capable college-bound seniors to be introduced not only to their possible future careers, but also to life's realities. A former student summed it up when she wrote,

My internship was a learning experience in life, not just job/skill knowledge. I . . . wholeheartedly endorse the . . . Executive Internship Program.

Internship placements include but are not limited to:

Law	Banking	Engineering	Dentistry
Computers	Public Relations	Business	Government/Politics
Medicine	Law Enforcement	Fire and Rescue	Architecture
Advertising	Social Services	Cultural	Science
Communications	Accounting	Education	Environmental Marine
Archeology	Physical Therapy	Media Productions	Veterinary Medicine

Business/Community Sponsor Commitment

The sponsor must agree to fulfill the program obligations so as to enable the students to experience a quality internship. The sponsor shall commit to the program within the following guidelines:

- **Breadth:** Provide an internship experience, without pay, which is broadly educational in scope, supportive of the goals and purpose of the program, and directed toward providing the student with a comprehensive understanding of how the organization functions.
- **Organizational Overview:** Brief the student about the organization, and when possible, give examples of the decision-making processes.
- **Activities:** Provide the student with opportunities to accompany the sponsor to staff meetings and conferences, and allow the intern to undertake certain special assignments with necessary supervision which will enhance the intern's learning experience without violating the Fair Labor Standard's Act.
- **Business Procedures:** Advise the student on the appropriate behavior when attending staff meetings and when relating to other staff members and/or clients and others who may have a relationship with the organization. Provide information on hours, office procedures, and appropriate dress for the staff of the organization.
- **Staff Briefing:** Brief key staff members at the beginning of the internship about the purposes of the program, roles and functions of the intern in the organization and solicit their cooperation in providing support and supervision for the intern.
- **Intern Conference:** Designate a regular weekly meeting time with the intern in order to review the student's progress, share observations, answer questions, assess overall performance, suggest areas of improvement, and provide general support and encouragement.
- **Coordinator Communications:** Meet with the coordinators periodically; keep the coordinators apprised of any problems in the relationship; outline steps necessary for improvement, and follow up to assess progress of the student.
- **Backup:** Designate a staff member to provide supervision and assistance when the sponsor is unavailable.
- **Evaluation:** Make time available at the end of the term to participate in the evaluation of the program's overall effectiveness.
- **Wages and Hours:** Adhere to the regulations of the Fair Labor Standards Act. Students are exempt from the Fair Labor Standards Act as indicated in the letter that follows.

U.S. Department of Labor

Employment Standards Administration
1375 Peachtree Street, N.E.
Atlanta, Georgia 30367



June 12, 1989

Drs. Deidra K. Honeywell and Linda McPheron Coordinators, Executive Internship Program Pinellas County (Florida) Schools P. O. Box 4688 Clearwater, Florida 7146184688

Re: Employer-Employee Relationship of Student Participants

Dear Drs. Honeywell and McPheron:

This will acknowledge receipt of your May 18, 1989 correspondence, with enclosures, requesting our current position on your system's program of placing selected students in an Executive Internship Program. We had previously (August 3, 1973) indicated to your offices that we would not assert such students under provisions of the Fair Labor Standards Act (FLSA).

As described in your letter and brochure outlining this program, the involved students are either rising high school seniors or in their senior year. The selected students are chosen from those who apply and who have exhibited strong grade averages and a particular area of future professional direction. Students chosen are placed for one semester with a sponsoring firm to work with a professional employee of the sponsor whose function relates to the student's desired field of interest. Students are not paid for this career exploration experience but do receive high school and junior college academic credits for their participation. Sponsors accept participants as students and do not utilize the students for purposes of replacing regular employees.

The FLSA provides minimum wage and other protections only where an "employment relationship" exists between an "employer" and an "employee". The U. S. Supreme Court has consistently stated that jurisdictional determinations in this area must be made on a case-by-case basis. The Court has further noted that such determinations must be made from the total situation as a matter of "economic reality" rather than technical legal conceptions. The Court further stated these definitions are "obviously not intended to stamp all persons as employees who, without any express or implied compensation agreement, might work for their own advantage on the premises of another".

The program you describe appears to be one in which no employment relationship exists between your students and the business sponsors. So long as these student participants in the Executive Internship Program continue not to displace regular employees; understand they will not receive compensation (other than academic credit); and receive no promise of employment upon concluding this program, this office will not, for enforcement purposes, assert any employment relationship exists.



DRS. HONEYWELL AND MCPHERON
June 12, 1989

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I hope this provides the response desired. Should any additional information or clarification be required, please contact me.

Sincerely,

Alfred H. Perry
Acting Regional Director

CC: ESA Regional Administrator Gaudin
District Director Traczewski, Tampa DO
Branch Chief Pierce

Archived, EIP

Course Descriptions

To view the Executive Internship Program/St. Petersburg College Dual Enrollment Course Descriptions and the Florida Department of Education Course Descriptions, please go to:

www.pcsb.org/eip

Use the left navigation for EIP Schools/Guidance Information

**Pinellas County Schools
Executive Internship Program
Student Performance Evaluation**

STUDENT NAME:
SPONSOR NAME:
ORGANIZATION:
REVIEW PERIOD:

<p>SAMPLE Sponsors complete a similar form online.</p>

INSTRUCTIONS: Please indicate the appropriate rating level, and provide supporting comments as necessary for explanation or elaboration. Any factor which cannot be applied to the intern's experience may be marked **N/A**.

RATING LEVELS:

- 4 (A) - Excellent: The student Performs in a highly skilled and competent manner with consideration to age, education, and training level expectations.
- 3 (B) - Above Average: The student shows motivation to learn and takes initiative
- 2 (C) - Average: The student performs required tasks at a satisfactory level, commensurate with age, education, and training level expectations.
- 1 (D) - Needs Improvement: The student is not working satisfactorily/improvements must be made.
- 0 (F) - Unacceptable Performance and/or behavior
- NA - Not Applicable to the intern's experience

1. **QUALITY OF WORK** - When assigned tasks, the student takes care in seeing that tasks are completed accurately and with quality

NA	0	1	2	3	4	COMMENTS:
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2. **QUANTITY OF WORK** - When assigned tasks, the student completes the required amount of work in a timely manner.

NA	0	1	2	3	4	COMMENTS:
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3. **JOB KNOWLEDGE** - The student seeks the knowledge and skills required for the performance of assigned tasks and responsibilities.

NA	0	1	2	3	4	COMMENTS:
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4. **PLANNING & PRIORITIZING** -The student is able to plan time for assigned tasks, establish and adjust priorities as necessary.

NA	0	1	2	3	4	COMMENTS:
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5. **WRITTEN & VERBAL COMMUNICATION** - The student is able to transmit ideas, instruction, and information with clarity and accuracy.

NA	0	1	2	3	4	COMMENTS:
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6. **INITIATIVE & MOTIVATION** - The student takes initiative in obtaining and completing tasks and remains motivated to perform with a high level of intensity and interest.

NA	0	1	2	3	4	COMMENTS:
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7. **ATTENDANCE** - The student is timely and attends regularly. When to be tardy or absent, the student gives punctual notification.

NA	0	1	2	3	4	COMMENTS:
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8. **PROBLEM SOLVING** - The student is able to identify problems and initiates alternatives and solutions.

NA	0	1	2	3	4	COMMENTS:
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9. TEAMWORK - The student productively interacts and contributes as a group member.

NA 0 1 2 3 4 COMMENTS:

10. LEADERSHIP - The student exhibits a mature attitude and when appropriate, attempts to influence others' decisions and actions.

NA 0 1 2 3 4 COMMENTS:

11. ADAPTABILITY - The student is able to accept and adapt to changes in the work place.

NA 0 1 2 3 4 COMMENTS:

12. ORGANIZATIONAL IMPROVEMENT - The student attempts to contribute to the continual improvement of the organization by offering age- and experience-appropriate perspectives.

NA 0 1 2 3 4 COMMENTS:

13. HUMAN RELATIONS - The student is positive in communications and actions.

NA 0 1 2 3 4 COMMENTS:

14. SELF-IMPROVEMENT - The student seeks and acquires skills and experiences for self-improvement and development.

NA 0 1 2 3 4 COMMENTS:

15. POLICY COMPLIANCE

A. The student is compliant to the organization's policies and standards.

NA 0 1 2 3 4 COMMENTS:

B. The student dresses appropriately for the professional environment.

NA 0 1 2 3 4 COMMENTS:

16. TECHNOLOGY UTILIZATION - (Indicate N/A if not applicable)

A. The student competently utilizes technology as a tool to complete required tasks.

NA 0 1 2 3 4 COMMENTS:

B. The student requests tasks which demonstrate technological competency.

NA 0 1 2 3 4 COMMENTS:

C. The student is eager to complete tasks which require technology

NA 0 1 2 3 4 COMMENTS:

17. GOAL SETTING - The student presents a plan for achieving experiences that will promote personal/professional growth. (This is part of the EIP curriculum, and students are required to discuss goal setting with the sponsor and determine three major learning goals for each semester. Students are expected to show continuous progress by use of weekly or bi-weekly T-Charts.)

NA 0 1 2 3 4 COMMENTS:

18. ADDITIONAL FACTORS - Are there any factors which may be unique or relevant to the tasks that the student is required to complete which may impact the learning experience?

19. RECOMMENDATIONS/ACTION PLAN FOR CONTINUED IMPROVEMENT - Do you have any recommendations or suggestions as to how the student can grow or improve in the immediate future

If you were to assign your intern an overall grade, it would be: A B C D F
I would like this grade factored into the intern's grade: Y N

T-Chart for Forecast, Follow-up, & Feedback

Forecast Learning, Seeing, Doing - To Do List	Follow-up Learning, Seeing, Doing - Outcomes

Date: _____

T-Chart Seminar # _____

Intern Name: _____

Mentor Name: _____

Purpose: The **T-Chart** serves as a reminder and organizer of information to facilitate continuity and communication of weekly activities and goals.

Procedure: On the intern's first and last days of the week on-site, the intern and mentor (supervisor) should meet briefly (five minutes may suffice) to:

1. forecast activities, areas, events, personnel, goals, etc. to be addressed by the intern in the interim before the next T-Chart conference; create a learning, seeing, doing to-do list
2. review and plan for closure of any unfinished items from the last T-Chart

**FINAL PRESENTATION
PROJECT GRADE SHEET
(4-POINT GRADING SCALE)**

Exam Purpose: To provide two culminating activities for the student, representing all of the learning, activities, and knowledge the intern has experienced and gained during the internship.

FINAL EXAM PART I - 50% OF FINAL EXAM GRADE:

ELECTRONIC PRESENTATION: All students will submit to the EIP Syllabus Assignments: FINAL EXAM section online, a Power Point presentation that is representative of the learning that has taken place during the internship. The Power Point should be self-explanatory, meaning that it provides enough information for the viewer to understand the breadth of each student's experience. It is expected to be an example of the student's best work.

Failure to submit a presentation results in failure for the semester as final exam participation is mandatory; Pinellas County Schools requires all students to be present for the exams or they incur a failing semester grade.

Aesthetics and Content _____

- _____ Presentation looks appealing
- _____ Contains student photos/videos about career field (may be obtained from site)
- _____ Photos/videos add meaning to the presentation
- _____ Layout shows balance through alignment, color, text and media
- _____ Color is appealing and not overwhelming
- _____ Text is easily readable; no more than 4 words per slide; Key words are highlighted
- _____ Contains 5-7 slides not including introductory and concluding slides

Organization _____

- _____ Introduction with thesis (States the purpose and direction of the presentation)
- _____ Body (at least 3 points)
- _____ Conclusion

Degree of Preparation _____

- _____ Knowledge of the topic (specific details)
- _____ Evidence of forethought and effort

Clarity of Information _____

- _____ Clear and concise; Terms defined
- _____ Judicious use of jargon
- _____ Appropriate vocabulary
- _____ Free of spelling errors

STUDENT _____

TOTAL _____

DATE _____

GRADE _____

FINAL EXAM PART II - 50% OF FINAL EXAM GRADE:

ORAL PRESENTATION: All students will deliver an 5-7 minute oral presentation. This presentation may take on many forms, and it should be representative of the learning that has taken place during the internship. It is expected to be an example of the student's best work.

Final exam participation is mandatory; failure to present orally results in failure for the semester. Pinellas County Schools requires all students to be present for exams or they incur a failing semester grade.

Degree of Preparation _____

- ____ Outline submitted
- ____ Knowledge of the topic (specific details)
- ____ Evidence of forethought and effort

Use of Media: _____

- ____ CD/DVD, Overhead transparencies, Power Point
- ____ High quality
- ____ Visible to audience
- ____ Adequate explanation of visuals

Time of Presentation

5-7 Minutes Per Person ____ Begin Time ____ End Time

Considers Audience _____

- ____ Keeps audience interest
- ____ Prompts participation

Clarity of Information _____

- ____ Clear and concise
- ____ Judicious use of jargon
- ____ Appropriate vocabulary
- ____ Terms defined

Style of Presentation _____

- ____ Professional dress and appearance
- ____ Good posture
- ____ Confidence
- ____ Eye contact
- ____ Smooth integration between presentation modes
- ____ Appropriate audible level

Organization _____

- ____ Introduction with thesis (States the purpose and direction of the presentation)
- ____ Body (at least 3 points)
- ____ Conclusion

STUDENT _____

TOTAL _____

DATE _____

GRADE _____