Transforming Federal Work-Study: A Toolkit For Higher Education Institutions

VIRGINIA
TALENT +
OPPORTUNITY
PARTNERSHIP

CREATING PATHWAYS TO PROFESSIONS

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EXECUTIVE SUMMARY

The Toolkit to Transform Federal Work-Study allows the reader/user to choose their own "adventure" and select relevant sections based on where their institution is at in transforming at least some on-campus jobs to be more internship-like.

A companion slide deck provides a high level framework for said transformation to communicate the process and obtain leadership, administrative and internal support.

The overarching framework for this toolkit is summarized below.

I.   How to Use the Toolkit

II. Implementation Planning

    a. Internal Coordination/Organization Structure

        i.   Offices/Units/Departments to Involve and Roles

        ii. Key Questions to Ask

        iii. Potential Barriers, Resource Needs and other Considerations

    b. Example Approaches

III. Piloting the Transformation

    a. Step-by-step process

        i.   Data-informed Approach

        ii. Roles and Responsibilities to Consider

        iii. Transforming the (FWS) Position

        iv. Evaluating the Transformation

    b. Example Approaches

IV. Scaling the Transformation

    a. Data-informed Next Steps

        i.   General Considerations

        ii. Sustainability Considerations

V.   Appendices

    a. Appendix A: Useful Resources and Templates

    b. Appendix B: More In-depth Case Study Information

    c. Appendix C: FWS Workgroup Meeting Recording Links and Notes

BACKGROUND

Virginia Talent + Opportunity Partnership

In 2019, the Virginia Talent + Opportunity Partnership (V-TOP) became a formally established partnership between the State Council of Higher Education for Virginia (SCHEV) and the Virginia Chamber of Commerce. V-TOP is funded through the Commonwealth Innovative Internship Fund with the intent to: 1) Expand paid and credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers and 2) facilitate the readiness of students, employers and institutions of higher education to participate in internships and work-based learning.

Transforming Federal Work-study Jobs

V-TOP via SCHEV staff, convened six work groups in 2020 and 2021 to identify areas of emphasis, deliverables and a workplan to scale the partnership in the near term. During the work group meetings, issues related to making on-campus jobs more internship-like came up frequently. As a result, one of the V-TOP areas of focus includes transforming federal work-study (FWS) jobs into internships or to be at least more internship-like.

For purposes of establishing consistency, the National Association of Colleges and Employers (NACE) defines internships as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.

Making FWS jobs at least more internship-like means at least some of the elements from the definition above should be incorporated into the FWS/on-campus position.

SCHEV issued a call in early 2022 for volunteers to serve on a work group to help institutions figure out how to do this on their respective campuses. Input from the work group shaped this resultant toolkit document. The toolkit will assist institutions by providing guidance and solutions as they make decisions, create policy, overcome regulatory barriers, etc., and transform some FWS jobs to be internships or at least, more internship-like. The toolkit will subsequently inform a request for proposals (RFP) for competitive grants available to institutions this year to plan or implement transformed FWS programs.

PURPOSE

Recognizing the diversity of Virginia's higher education institutions and the fact that institutions are at various stages in the process, the intent of this effort is to leverage expertise from the work group to explore transforming FWS on-campus jobs to be internships/more internship-like while adhering to federal policy requirements for FWS.

With the work group's input, SCHEV staff developed this toolkit so that institutions do not have to start from scratch. The toolkit offers guidance, consideration and resources/case studies designed to be useful wherever an institution is at in the process and regardless of organizational structure – offices and staff involved in FWS implementation.

The toolkit assists institutions by providing guidance and solutions as they make decisions, create policy, overcome regulatory barriers, etc., and transform at least some FWS jobs to be internships or at least, more internship-like.

Input from the workgroup's primary effort serves to inform the following potential activities in the future:

1. Provide a framework to transform a first-year/second-year experience (where the learning outcomes are related to the NACE competencies rather than a degree program) that could help make some on-campus jobs more impactful for students.

2. Use/modify the framework established by this group for currently allowed off-campus FWS jobs at nonprofits, state and local government, etc.

3. Identify what works and what doesn't for FWS. This could inform future V-TOP activities pertaining to FWS that could fill the gaps or overcome the barriers that can't be fixed in federal FWS. This could include off-campus jobs at private companies and/or a state work-study program.

PROCESS

In early 2022, SCHEV issued a call for volunteers through financial aid offices and other channels. SCHEV intended to recruit teams of two or three from institutions (career services and financial aid FWS personnel or other relevant experts). The level of interest and participation exceeded expectations.

The work group included representation from 12 institutions, 2- and 4- year as well as public and private institutions. Team member composition from each institution varied but generally included staff from FWS offices, career services and financial aid.

Key questions asked of the work group throughout the process included:

1. How did your institution design/re-design its FWS?

2. Where is your institution at in that process?

3. How did you determine what steps to take?

4. What staff, departments/offices/centers etc. were involved in the process and what were their roles?

5. What steps did you take?

6. What additional resources did you need and for what?

7. What challenges did you encounter during the process? What are the biggest remaining barriers?

8. What happened that you did not expect?

9. What have been some of the most significant outcomes? How are you assessing these outcomes?

10. What would you suggest other institutions do the same/different?

The work group convened five times since February. The following is a brief summary of each meeting.

- **February 25** – Introductions, overview of purpose and key questions the toolkit should help institutions answer.

- **April 13** – Presentations from Germanna Community College, Northern Virginia Community College, Virginia Commonwealth University and the College of William & Mary. Presentations focused on where each institution is at in the process, barriers to transforming FWS and how those have been overcome.

- **June 3** – Presentation from Virginia Tech on lessons learned from participating in the Federal "experiment" program to transform off-campus FWS jobs.

- **July 13** – Discussion on the outline for this toolkit and necessary modifications and elements to include.

- **October 6 and 7** – Review of the draft toolkit prior to its release.

Input obtained during these meetings served as the basis for the toolkit. The final two meetings focused on providing input on the toolkit outline and draft of this document.

For detailed notes, video recording links and resources shared during the meetings, refer to Appendix C.

TOOLKIT FOR INSTITUTIONS TO TRANSFORM FEDERAL WORK-STUDY

The toolkit is designed to meet Virginia's higher education institutions wherever they are at in the process. For some, they are just beginning the discussions and necessary organizational changes. Others have piloted the transformation successfully within specific programs or departments but now consider scaling across the institution. While other institutions are looking to implement beyond the institution, i.e. participation in the FWS experiment to fund private sector internships.

HOW TO USE THE TOOLKIT

Institutions may use different portions or all of the toolkit as they see fit and depending on their needs. There is no way to account for all of the different structures and entities involved in the process. The toolkit is organized into three key areas or stages of FWS transformation: implementation planning, piloting and scaling. Institutions should take the elements provided in the toolkit and apply them based on their organizational structure, priorities and other unique attributes. The toolkit is designed as a series of questions to guide the processes, conversations and decisions necessary to undertake the transformation.

Each section below (where applicable) identifies steps, barriers, opportunities, resource and funding needs to transform FWS through: implementation planning, piloting and scaling the transformation across the institution.

Click on the hyperlinked section below to jump to the area of interest.

IMPLEMENTATION PLANNING

This portion of the toolkit applies to institutions just starting to think about (or in the midst of) aligning key offices, functions, positions and shoring up leadership support for the transformation. This stage is predominately institution/internally-focused.

Internal Coordination/Organization Structure

Offices/Units/Departments to Involve and Roles

Names of offices/units/departments will vary by institution. The following should be considered for engagement in the discussion about how to structure internally to facilitate the transformation:

- **FWS Office/Personnel** - The entities/offices/units currently managing any aspects of FWS jobs (**from job descriptions, postings, HR paperwork, payroll, management, compliance etc.**). Through the implementation plan phase, this responsibility could be shared or moved to another entity. Decisions about if/where to move and/or lead the transformation will be based on an institutions' unique needs and organizational structure.

- **Financial Aid Office** – Or the entity/office/unit that manages the financial aid funding for FWS students.

- **Career Services Office(s)**– For the entire institution as well as any career services departments within specific schools. Any office/unit involved in helping students obtain internships and other work-based learning opportunities. The timing for reaching out to specific career services offices associated with particular schools depends on the implementation phase, approach to piloting. For example, piloting in a business school and utilizing the respective career services office within the business school.

- **Experiential Learning Offices/Teams** – Who else on campus is doing something similar or could add value/important perspectives to this effort?

- **Office of Community Engagement, Economic Development or Alumni Affairs** – Those units reaching out to community partners, non-profits, regional industry or alumni broadly. These connections are particularly important for institutions looking to scale their transformed FWS programs off-campus and into the community, non-profits, small businesses, etc.

- **Information Technology (IT)** – Assistance to equip FWS students with the proper digital credentials and computer access for transformed FWS jobs.

- **Human Resources (HR)** – The unit/office that currently handles the HR paperwork and payroll for FWS students.

- **Accommodations Office or the equivalent** – Ensure that such opportunities are accessible to all students, including those with disabilities.

- **Office of Institutional Effectiveness (IR)** - Engage to help with decision-making, and assess impacts of piloting and scaling.

- **Executive leadership/Top-level support** – Who will seek to obtain support from executive leadership? Will this endeavor have support from the top? How will they help champion the work to transform FWS? How and when will they engage with this effort and receive updates on progress and impact?

In some cases, the above may be duplicative. For example, FWS personnel may already be part of the Financial Aid Office.

<u>Key Questions to Ask</u>

Asking a fundamental set of questions will help determine any necessary internal/organizational changes to move forward with the transformation and to delineate and coordinate responsibilities across the institution or FWS cycles.

1) Given the above entities, is there a "natural" fit for an entity/position to lead this effort or co-lead this effort? What is their current involvement with FWS? With internships? Do they have the experience, understanding, time and resources to facilitate the transformation? What additional resources do they need to convene key partners in order to facilitate implementation and pilot the transformation?

2) What other individuals/entities will be involved? How will their responsibilities be delineated? How will their efforts be coordinated in relation to the primary entity/position transforming FWS? The following considerations will help answer these questions. Entities/positions:

   - Identifying students who qualify for federal work-study.

   - Completing/processing necessary financial aid/FWS paperwork.

   - Cultivating the on-campus internship-like opportunities.

     i) How will they be structured to be different from regular on-campus jobs? (i.e. credit-bearing Y/N; guided reflection like iGrow, portfolio requirement?)

     ii) Consider what the approach should be, what additional staff, processes and resources are needed at institutions (i.e., Longwood University and College of William & Mary). Think about where all on-campus employment/positions are eligible for FWS and can be filled by FWS students. In other words, how to implement, pilot and scale to make on-campus employment more internship-like. Additionally, how does this inform where/what positions to pilot the transformation and any ramifications for all other positions?

iii) Consider existing experiential learning requirements at the institution (or within specific schools) and how the transformation can be layered as part of these requirements.

iv) How/Will faculty be engaged by discipline to identify and develop the transformed FWS jobs so that the experiential learning opportunities make sense in the field? Should there be alignment as academic internships (pros/cons/implications)? Initially, engage for buy-in and awareness then ongoing in more discrete and specific ways for piloting and scaling. How will these be advertised? Who will be developing the job descriptions, posting the jobs, screening, hiring and onboarding the candidates?

- Communicating the transformation broadly (across the institution internally to administrators, faculty, staff, and students). And specifically to students (job postings in canvas, job boards, various platforms) Is there also a need to communicate externally? If so, how (often) and with whom?

- Evaluating the impact of the FWS transformation:

  i) Establishing evaluation metrics – defining success.

  ii) Defining success. What data will be used and what metrics will define progress and success? Consider success related to the institution and the students.

  iii) Obtaining the data: Who is responsible? How will the data be obtained?

  iv) Analyzing the data: How will the data be assessed over time?

  v) Reporting the data: How is the data reported? How often and to whom internally and externally?

  vi) Using the data as a feedback loop to inform any necessary modifications.

3) Does there need to be (at least) a rudimentary organizational structure to effectively implement (i.e. develop a transforming FWS org chart which may/not be different than the FWS org chart)?

4) How or will resources need to be re-allocated to undertake the work? What steps are necessary to re-allocate the resources? Who will be responsible for this (or what office?).

Potential Barriers, Resource Needs and Other Considerations

- Maintaining requirements of FWS while transforming on-campus jobs to be more internship-like.

- Identifying ways to break down silos, streamline efforts and improve communication and collaboration.

- Recognizing and engaging all of the different positions involved and their roles in FWS and transforming FWS (which may include different roles).

- Obtaining top-level support to make the transformation a priority. Who is the top person to ensure this is a priority and is supported in order to implement? Who else needs to be aware to obtain top-level support? When and how are they engaged? Who leads this engagement and support effort internally to the transformation?

- Apprehension of leadership, supervisors, and faculty to transform FWS, including resource needs and concerns. How will these concerns be addressed and what offices/positions are relative to the transformation?

- Estimating/anticipating and obtaining necessary resources to undertake the transformation (financial, time, etc.)

- Staff time, balancing existing workloads, responsibilities, and who manages different aspects of the transformed FWS process along with the costs. Who has the capacity and structure? What are the logistics of where certain pieces of this work live?

Example Approaches

VCU, W&M, GCC and VT.

PILOTING THE TRANSFORMATION

The next step in the process, once implementation planning is well underway or nearing completion, is to determine how to pilot the transformation and where to start. The approach can vary and the following issues should be considered.

Step-by-Step Process

Data-Informed Approach

1) What on-campus jobs currently fall under FWS? Clearly identify FWS job requirements that must be incorporated.

2) Engage the appropriate entities/positions (presumably Institutional Effectiveness/Office of Institutional Research) for data on who qualifies for FWS and how the data can inform the approach/pilot. Assess which of the following (or other) approaches makes the most sense to pilot the transformation and why.

    "Demand" Approach: Breakdown by year, major/discipline of study and what typical FWS positions don't serve those students very well relative to their majors/disciplines of study? Look at the "big slices" – majors and disciplines that qualify for FWS. Look at data for each school by discipline. Use these findings to inform the pilot or "proof of concept." For example, are a significant percentage of FWS students data science majors? Could data science lab wage positions be transformed FWS positions? Use the data to determine the "audience and their program" and then determine what faculty/staff to reach out to for the pilot transformation. OR

    "Supply" Approach: Compare the above breakdown to FWS positions that go unfilled vs. filled. Are these similar or different by year (1 and 2, 3 and 4)? Is there currently a mismatch of available FWS jobs compared to qualifying students by major/discipline? How could existing FWS jobs be modified, made to be more internship-like and relevant to those identified majors/disciplines of study? Are some on-campus FWS positions easier to fill based on class year? By position type (i.e., desk job, less labor intensive/action-oriented)? By discipline? Would making those jobs that are harder to fill more internship-like make them more attractive? OR

    Easy vs. hardest to transform? Are some FWS easier to transform than others? Should that inform or drive the process? Pros/cons? OR

    Off-campus vs. on-campus FWS positions. Consider distance from campus and transportation issues along with ways to address any identified issues before piloting off-campus positions. Also consider that local partners such as chambers of commerce, small businesses, area nonprofits, etc. get tapped out very quickly with requests for community service, service learning, internships etc. Coordination with those efforts can be difficult, if not impossible, but communication is critical.

Start with one position (i.e. NOVA and GCC) or a small group of similar positions in one department, school or within multiple departments, schools?

Roles and Responsibilities to Consider

Use the above data and approaches to determine where to start/pilot and clearly delineate:

3) Who is responsible and what are their roles and responsibilities? Keep in mind multiple people may be responsible for various aspects. Staff (from what offices/depts/programs) – refer to the implementation planning section/org chart.

4) Faculty – will there be any associated curriculum/credit for learning or similar requirements? (How) Will this impact compliance with FWS requirements? How will the curriculum/credit for learning be fulfilled and who is responsible for overseeing such?

5) Internship supervisors – who will supervise and what are their roles/responsibilities? Staff or faculty? Will they be mentoring and evaluating the FWS "interns"? If so, what mentoring and evaluating tools will be used? Will these be the same for all transformed FWS positions? Who will be determining which tools to use? Maintaining/updating such tools? What are other considerations to make this a better experience for the student, supervisor? How can these aspects be scaled across other FWS jobs?

   - Will there be Supervisor training/onboarding? Who will be responsible for developing and delivering the training/onboarding? How will this be scaled across other FWS jobs?

   - Agreement form: What paperwork is necessary to pilot the transformation?

6) Who will provide guidance on how to write the job description and elevate a FWS position into an internship and project a student can work on to include skills and competencies? FWS lead plus faculty POC?

   - Consider producing a sample job description job (essential to operation) vs. internship (what can be added on to the job to make more intern-like). Per the Department of Education, the following information is required for work-study job descriptions, including off-campus/external opportunities (federal handbook, pages 9-10 of the PDF: *https://fsapartners.ed.gov/sites/default/files/2021-09/2122FSAHbkVol6Ch2.pdf*) Additional details included in Appendix B.

   - Describe the job plus other experiences connecting pieces of work to competencies and   project work with feedback (beginning and end to one aspect of work).

7) Scaffold this "job + experiences" tied to competencies from first and second vs third and fourth-year positions and skills.

   - How will the transformed job be scaffolded if a student returns to the position from year to year or if they assume different positions? Should there be time limits (one or two years only) or can a student keep the position from year to year? How long does a student typically stay with an office for FWS/internship? How will this translate if the FWS job is made more internship-like?

8) How will the transformed FWS position be marketed to students (i.e., W&M FWS job postings which are for all students vs. targeted approach)? To faculty? How does this reflect the approach selected?

Transforming the FWS Position

9) Building from the job description(s), how will the position(s) be more internship-like? What is the process by which these aspects were determined?

A few ideas are offered below. Not all should be included; consider what will be most effective and efficient from both faculty/staff and student time and obligations.

- Build in workshops that the student can attend as part of their paid position or some similar professional development, that might otherwise be part of a course.

- Can existing FWS and internships be combined? For example, can a 15-hour FWS position be combined with a 5-hour per week internship? Is this the right approach to take? It may be possible for Human Resources to separate FWS vs. the student worker where the student is paid from two different funding buckets. Does this violate any FWS requirements or other HR requirements? Verify these requirements with the institutions' HR department.

- Offer mentoring or other perks (i.e. scholarships or stipend for work wardrobe, mock interviews – i.e., Northern VA Community College).

- Connect transformed FWS job with a required course.

   o Will faculty connect the transformed position to a specific curriculum?

   o Consider ramifications of assigning credits/course and times when being a course may require payment for the course. This could be a disincentive or prohibitive with FWS regulations. Verify any requirements/restrictions. There can still be restrictions even if the course is a zero-credit or if the employer pays for the credit (i.e., VT FWS experiment).

   o Syllabi connecting the FWS position to course competencies.

   o Who will provide instruction, mentoring, other resources as defined as part of the transformation: Faculty vs. career services vs. FWS/financial aid or others? How does this align with FWS transformation internal organization? Do any changes need to be made?

   o Will the transformation leverage [learning modules](i.e. V-TOP for students, staff/employer, currently under development?)

   o Will there be a portfolio, project or other requirements? If there is no class or requirement then there is no incentive to complete. Will the requirements be for performance vs. a deliverable?

- Will other staff (i.e. VT presentation) and entities be involved (i.e. iGrow) – for guided reflection – connect reflection with student?

Evaluating the Transformation

Refer back to the implementation planning steps and information as needed.

10) How will the transformation be evaluated for impact? Refer back to metrics established from implementation planning. What issues arose and how does this impact those metrics and achieving "success"? What impacts should inform the continual feedback loop to improve the transformation?

Additionally, consider performance measurements of key competencies. Doing so offers a balanced score card for the institution, FWS positions and transformed positions.

11) How is the institution managing this evaluation process? What entity/position is responsible? How is the institution assessing competency growth in students?

Performance measurements can also reflect key competencies ensuring a balanced score card for institutions. For example, Skill Survey and NACE along with hard skill competency in key areas (i.e. identify 10 core hard skills and good information across these areas in soft and technical competencies).

Compare data to other FWS jobs, internships etc. (i.e. VT presentation) – institution-level.

Consider adopting iGrow tools for assessing impact at the student level. Also utilize V-TOP readiness toolkit and other resources.

Example Approaches

NOVA, GCC and VT.

SCALING THE TRANSFORMATION

Data-Informed Next Steps

General Considerations

Once the institution has piloted transformed FWS positions, the next phase involves scaling the transformation.

Some considerations to incorporate as part of the decision-making process.

1) How long has the pilot been implemented? What have you learned from evaluating the pilot (refer to evaluation metrics in prior section)? Do enough data points exist from the evaluation and based on the time the pilot has been in existence to inform scaling?

2) What qualitative data have implementation partners provided? How should that input be incorporated into scaling the transformation?

Sustainability Considerations

Two important factors in moving forward to scale the transformation are maintenance and sustainability.

Implementation Planning:

3) (How) Does the organizational structure need to be modified to scale the transformation (refer to section one – implementation planning)? For example, if part of a position's duties previously involved piloting the transformation, will the obligations make this a full-time, whole-job responsibility? Will more staff be needed? If so, what types of positions and responsibilities?

4) Are there resources available to support the scaling and position(s) growth?

5) Where will the funding come from? What amount is needed?

6) What other support can be thrown in to resource the scaling?

7) Who will be developing and managing the long-term budget, maintenance and sustainability?

8) In order to achieve scaling and long-term sustainability, how will success be defined? What is the value proposition considering the competition (i.e. other on/off campus student jobs)?

9) Who will promote/market that value proposition internally, to administrators, faculty and staff? To students?

10) How do you build the appeal (opportunities to work that don't compete with the cost of attendance) of the transformed FWS/internships? How do you build the reputation of the program? Who leads that charge? What resources are needed?

Impacts of Scaling on FWS Positions:

11) Using the feedback loop from answers to questions previously referenced under the "Piloting the Transformation" section, what are the next logical positions to transform? What does the scaling look like in 1, 3, 5 years?

Potential approaches to scaling along with the FWS formula and requirements:

- Across FWS jobs.

- Across the institution: the same or different programs of study, departments and schools.

- Focus on a position or similar positions and scale across the institution or focus on a particular department or school?

- 1st and 2nd year experiences vs. 3rd and 4th year opportunities.

- On-campus vs. off-campus (non-profit or private employers). (i.e. VT)

- Other needs or insight?

12) How can these transformed FWS jobs be more attractive? Will Remote and in-person opportunities be included? What remote work best practices can be incorporated to make those opportunities a success for all who are involved? Do the transformed jobs bring additional IT needs or policy needs? How will they be identified and resolved? Who will be responsible? Consider wages of FWS vs minimum wage student worker wages. How can some of the wage gaps be closed?

13) What are the ramifications of scaling on competitor's/local employers' internships and work-based learning opportunities?

14) If scaling includes external jobs such as with non-profits and private companies, how will compliance be addressed? Transportation issues? Competition with transformed on-campus jobs?

NEXT STEPS

The toolkit serves as a roadmap through regulatory and practical issues involved in the transformation. Institutions will need additional resources to implement these steps. As a result, the toolkit will inform the RFP process for competitive grants available to institutions this fall.

The grants can be used for implementation planning or implementing transformed FWS programs, depending on where an institution is in the process. Via the increased allotment from the General Assembly this session, V-TOP has allocated $630,000 for FY 2023 and $930,000 for FY 2024 for the competitive grants. Additional details including the RFP and any guidance documents will be forthcoming.

Other states and institutions have experienced a significant increase in the availability of internships for their students by transforming FWS. Refer to Appendix B for information on Clemson University's FWS transformation and other case studies.

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William & Mary

- Ginia Anderson, Assistant Director, Office of Student Financial Aid

- Lisa Randolph, Assistant Director, Experiential Learning

APPENDIX A: USEFUL RESOURCES AND TEMPLATES

FWS Intern Pay Structure

Source: Germanna Community College

Example

Germanna Community College (GCC) provides three tiers for FWS: Campus based ($12/hour), community based ($14/hour) and FWS-funded internships ($15/hour). In GCC's case, general student employment opportunities are handled outside of the FWS program via a different office. Average part-time wages for those general student employment opportunities start at $17/hour.

FWS Job Description Template

Source: Kirkwood College

Date: _____ Click here to enter a date.

Position: **Click here to enter text.**

Classification: _____ Choose a Classification.

FLSA Status: _____ Choose an item.

JOB GOAL:

To advance the college's mission, vision, principles, values and strategic initiatives through continuous improvement decisions.

GENERAL JOB SUMMARY:

Includes a summary of the key responsibilities and requirements of the job

UNIVERSAL CORE COMPETENCIES:

- Advocate for Continual Improvement- empowering each other to identify opportunities for excellence.

- Collaborate with Mutual Accountability- working together with a willingness to take ownership and account for our actions.

- Champion Service- anticipating needs and create a welcoming, diverse, and inclusive environment.

- Perseverance- commitment to excellence even in the face of adversity or delay in achieving success.

- Lead- regardless of title, through positive influence.

ESSENTIAL DUTIES/RESPONSIBILITIES:

- Includes a bulleted list of 5-7 responsibilities of position.

- Perform other related work duties as assigned.

PERFORMANCE EXPECTATIONS:

- Includes a bulleted list of 5-7 more cultural and Kirkwood specific job-related behavioral expectations

- Welcome, value, and nurture people of all backgrounds, perspectives, and experiences, as well as support and promote an environment that accepts differences.

GENERAL PHYSICAL ACTIVITIES WITH OR WITHOUT A REASONABLE ACCOMMODATION:

Position involves working in an office setting. Occasional (10-33%) standing, pushing, pulling and grasping. Frequent (34-66%) reaching and viewing a computer and other types of close visual work. Constant (67-100%) sitting, walking, repetitive motion, talking and hearing.

The statements contained herein reflect general details as necessary to describe the essential job duties/responsibilities and performance expectations of the job, which should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned.

MINIMUM QUALIFICATIONS FOR EDUCATION AND EXPERIENCE:

- Must be a registered student

- Must be eligible for federal work-study

- Include any **required** degrees or equivalent experience and years/areas of experience needed to be considered for a position.

LICENSES, CERTIFICATIONS, OR REGISTRATIONS REQUIRED:

- Include any required licenses, certifications or registrations needed to be considered for the position.

PREFERRED QUALIFICATIONS, **LICENSES, CERTIFICATIONS, OR REGISTRATIONS**:

- Include any additional education, experience, skills, abilities, knowledge, or certification that would be preferred, but are not required to be considered for the position.

EEO STATEMENT:

Kirkwood Community College shall not engage in nor allow unlawful discrimination against any employee or applicant for employment. This includes all employment practices, hiring practices, and unwelcome harassment of applicants or employees based on race, color, national origin, creed, religion, sex, sexual orientation, gender identity, age, disability, genetic information or actual or potential parental, family, marital status or veteran status. If you have questions or complaints related to compliance with the policy, please contact the Vice President of Human Resources at Kirkwood Community College, 313 Kirkwood Hall, 6301 Kirkwood Blvd., SW, Cedar Rapids, IA 52404, Telephone: 319-398-5572, Email: equity@Kirkwood.edu or the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison St., Suite 1475, Chicago, IL 60661-7204, Telephone: 312-730-1560, Fax: 312-730-1576, Email: OCR.Chicago@ed.gov.

INSURANCE:

The college provides a competitive compensation and benefit package, including term life, disability, health, dental and vision insurance, a flexible benefits account and contribution to a retirement program for each full-time staff member. For more information regarding Kirkwood's benefit package, please visit www.kirkwood.edu/humanres.

APPLICATION PROCESS:

A completed Kirkwood application, letter of application, and a resume listing a minimum of three professional references are required. Applicants are encouraged to submit the application electronically. Employment offer contingent upon satisfactory results on criminal background check. To access the electronic application go to www.kirkwood.edu/employment.

ALTERNATIVE APPLICATION METHODS:

Application material can be requested by contacting Human Resources, Kirkwood Community College, P. O. Box 2068, Cedar Rapids, IA 52406; (319) 398-5572. AA/EEO Employer.

FWS Transformation Abstract and Grant Application

Source: NOVA Community College

Radical InNOVAtion Grant

Application Form Due on April 14, 2022
Project Cycle: Summer 2022 – Spring 2023

"Earn While You Learn"
Work-Based Learning Opportunity for Economically Disadvantaged
Federal Work-Study Business Students

Draft Project Overview, As of 4/13/22

A. Abstract:

NOVA's Federal Work-Study (FA) Program and Credit for Prior Learning Program (CPL) seek to develop a pilot to provide work-based learning opportunities to a cohort of economically disadvantaged business students (Federal Work-Study eligible). Participants will work at a local non-profit site, paired with a faculty mentor, and earn funds toward their educational expenses while acquiring valuable experience and soft skills. These students will take a 1-credit course (paid for by the grant) where they will learn how to create a portfolio (documenting their work-based learning experience) and earn at least three credits for that experience through NOVA's CPL Program.

B. Proposal Narrative:

Statement of Need. In recent research, employers frequently find that prospective employees have a severe gap in workforce skills (The U.S. Chamber of Commerce Foundation, 2020, 2014). The U.S. Chamber of Commerce Foundation (2014) found that "the skills gap threatens American growth and competitiveness" (p. 6). Adecco (2013) "surveyed 600 executives to understand the skills gap related to Americans' skills and what they need to perform in the industry workplace. Overwhelmingly, 92 percent of the executives believe that there is a serious gap in workforce skills such as communication, creativity, critical thinking, collaboration, and nearly 50 percent are struggling to fill jobs" (p. 1). It is evident that these prospective employees are frequently entering the workforce without the soft skills they need to be successful and, unfortunately, failing to meet employer expectations.

NOVA has a responsibility to support workforce skills to help drive economic outcomes. The twin pandemics of COVID-19 and social injustice have disproportionately impacted underserved populations. Community colleges are a gateway to economic recovery. In fact, community colleges today are particularly seen as agents tasked to do more for underserved populations to facilitate human capital enrichment and regional economic development with limited public resources (Kazis, 2016). Therefore, strategic methods to connect students with employment that helps pay for their education; strengthen their skill set; and progress more quickly toward graduation (by offering college credit for their work-based learning) can play a critical role in equipping economically disadvantaged students with the skills and resources they need to be successful.

Goals and Objectives of the Project.

"Diversity, equity, inclusion, and access to opportunity have been at the heart of our community college mission since we first opened our doors. However, our efforts to translate those ideals into action for all Virginians have not always yielded the results that we seek as quickly as we would like. Simply stated, we must do better." - Glenn DuBois, VCCS Chancellor

Our **work is guided** by 1) VCCS Opportunity 2027, (2*) VCCS, NOVA, and DEI strategic plans,* and our commitment to the 5E's (equity, excellence, empathy, evidence, and economic and social mobility).

1) A cohort of at least ten students enrolled in NOVA's business degree programs who qualify for need-based Federal Work-Study funds will be recruited and placed in work-based learning opportunities with local non-profit agencies. They will earn at least $15 per hour and may work up to 20 hours per week to earn their Federal Work-Study award while attending other courses at NOVA on at least a half-time basis. Their wages will help offset their educational costs and be fully covered by the federal and institutional funding allocated to NOVA's Federal Work-Study Program.
2) 100% of the cohort will successfully complete an orientation program before being placed and assigned to a NOVA faculty mentor trained to provide these students with career coaching, academic advising, and guidance on portfolio development.
3) 100% of the students in the program will take the 1-credit portfolio development course that will teach them how to document their work-based learning experience and earn the associated college credits.
4) At least 70% of the cohort will gain at least 240 hours of work experience.
5) At least 70% of the cohort will earn at least three credits toward their degree through NOVA's Credit for Prior Learning Program by working for a non-profit partner.
6) At least 80% of the cohort students and 80% of our non-profit partners will successfully complete evaluations of the program.
7) The students in the program will persist toward their academic goals and enroll for Spring 2023 at a rate that is at least 10% higher than the general NOVA student population.

Desired/Anticipated Outcomes. We expect to meet the aforementioned project goals. In doing so, we will help disadvantaged business students gain access to valuable employment opportunities that can assist them with funding their education and enable them to develop soft skills that employers seek. Through portfolio completion, they will learn how to showcase their work experience and earn college credit for it. These students are expected to persist at a higher rate than the general NOVA population due to the resources, support, and incentives received through this program.

We anticipate that the work-based learning opportunities we develop will fulfill the requirements for BUS 270, which is a transferable course that satisfies degree requirements for the Business Administration and Business Management programs. If, through their work-based learning experience, students meet the learning objectives for other courses required for their degree, then they could potentially earn college credit for those courses via portfolio creation through NOVA's CPL Program.

Since the wages of these students will be fully funded through NOVA's Work-Study Program, this should facilitate the recruitment of non-profit partners. After these employers have trained their work-study students and understand the value that these students provide to their organization, some of these relationships may evolve into offers of employment (typical with traditional internships), or at the very least, they may offer students professional references for future employment. NOVA will also strengthen its presence in the community through this endeavor and extend its network of relationships with local employers.

If successful, this project can be adapted, expanded, and scaled in 2023. For example, additional sites could be added to target other high-demand occupational sectors. Moreover, this project could serve as a model for other VCCS schools or other institutions with a Federal Work-Study Program that offers credit for prior learning.

Specific Project Activities.

1) Recruit local non-profit partners to host students and have them sign our standard off-campus employer agreement.
2) Work with our partners to develop job descriptions and create experiences that meet course objectives.
3) Recruit business students eligible for Federal Work-Study to participate in the program.
4) Recruit and train business faculty to provide academic, career coaching and guidance on CPL.
5) Develop an orientation for work-study students that prepares them to present themselves professionally.
6) Process employment documents for students and monitor their continued work-study eligibility.
7) Require students to enroll in the 1-credit portfolio development course and encourage portfolio completion to earn college credit for their work-based learning experience. Grant funds will be used to provide scholarships to all cohort participants, covering the cost of this 1-credit course.
8) Have students and non-profit partners complete an evaluation of the program at the end of Spring 2023.
9) Use the grant to assist students with needs such as professional attire, IT equipment, transportation, etc.
10) Plan a recognition ceremony in Spring 2023 for students to showcase their portfolios and thank stakeholders.

Method for Analysis. In Spring 2023, the project lead will individually assess whether each of the 10+ students in the cohort met the desired outcomes by using data in SIS and data provided by NOVA's Work-Study/CPL Programs. Student and employer evaluations will also be reviewed to determine if the stated objectives were met. We will ask NOVA's Office of Institutional Research to confirm retention from Fall 2022 to Spring 2023 for the general student population and compare that to our cohort to determine if students' persistence rates in the program exceeded expectations.

Timeline for Implementation.

Late Spring 2022: Non-profit partners and business faculty are recruited, and orientation an is developed.

Summer 2022: Position descriptions are developed, students are recruited, employment documents submitted, business faculty are trained, and students enroll in the portfolio development course for Fall 2022.

Early Fall 2022: Students complete orientation/training, access needed resources (professional attire, gas card, Chromebook/ iPad, etc.), begin taking the portfolio development course, and work with the non-profit employer by October 2022. Business faculty check in with students to provide coaching/support.

End of Fall 2022: Students complete an interim performance evaluation with their employer and begin creating their portfolio. Business faculty connect with students to provide coaching/support. Provide a 6-month Progress Report on the project.

Spring 2023: Students complete their portfolio and submit it to NOVA's CPL Program. Business faculty check in with students to provide coaching/support. Students receive a final performance evaluation from the employer at the end of the term. Students and employers complete an evaluation of the program and attend a recognition ceremony near the end of the term.

Early Summer 2023: See Dissemination Plan below.

Dissemination Plan. Together with the investment sponsor, the leadership team can jointly assess results and provide a final progress report. Feedback from site leaders and participants will be collected, and our leadership team will determine how this pilot may inform an ongoing effort to engage with other local organizations to provide Work-Based Learning opportunities to many more economically

disadvantaged NOVA students in 2023 and beyond. Research findings will be shared among the NOVA community using the Daily Flyer and/or at our Academic Affairs Leadership Meeting.

A recognition ceremony for students to showcase their portfolios and thank stakeholders will be scheduled at the end of the program. Several cohort participants will share their experiences at the VCCS Community College Students Experiential Learning Conference.

Sustainability. After the grant ends, this program could be sustained by asking employers to cover the cost of the 1-credit portfolio development course and perhaps the $175 evaluation fee. In essence, a third-party payment on behalf of the student to NOVA. Since the Work-Study Program covers the cost of the student's wages, this is a reasonable request. Alternatively, NOVA's institutional emergency grant funds could potentially be used to cover the cost of the 1-credit course and other student needs as they develop. In addition, we will continually seek external grant opportunities.

C. Proposed Budget

Budget Items	Amount	Sub- Total	
Scholarship	$185.50/ per student (10 minimum)	$1,855.00	
Professional Attire Allowance	up to $150.00/per student (10 minimum)	$1,500.00	
Technology Allowance	up to $250.00/per student (10 minimum)	$2,500.00	
Faculty Coordinator/ Mentor	$2,500.00 (1)	$2,500.00	
End of Semester Banquet and Support to attend the Conference	$1,500.00	$1,500.00	
		$9,855.00	Total

D. Budget Justification

The budget will be used for the items outlined above. This proposal utilizes our current capital: our students, staff, and faculty. The work performed under this new initiative is within the scope of the Credit for Prior Learning Program, Federal Work-Study Program, and the business faculty. The majority of the budget is going directly to address the needs of disadvantaged NOVA students. A quarter of the budget is toward the faculty coordinator, who will mentor the students and assist with the project's logistics and execution. The funds will also be used for the recognition ceremony (i.e., facility rental, catering, etc.), where students will showcase their portfolios, and stakeholders will be thanked for their participation. Any remaining funds may be used to send cohort participants to the Community College Students Experiential Learning Conference, where they will share their experiences with the VCCS.

References:

Federal Work-Study Off-Campus Internship Program

Source: Virginia Tech

APPENDIX B: CASE STUDIES/MODEL PROGRAM

Clemson's FWS Transformation – A Case Study

Clemson University generated national attention when they significantly increased the availability of internships for their students by transforming Federal Work-Study (FWS) via its University Professional Internship and Co-op Program (UPIC). Virginia institutions, both public and private, have asked SCHEV to form a work group to develop a roadmap through the regulatory and practical issues involved. While that is being accomplished with current funding, institutions will need additional resources to implement the changes. For example, at Clemson, five full-time staff manage the program, which places about 1,000 students into on-campus internships. These program staff: (1) approve job descriptions (screening for high-quality, high-impact experiential education opportunities that can be tied back to either major-specific curriculum or professional career paths); (2) assist departmental supervisors to hire interns; (3) handle payroll; (4) conduct site visits; (5) support both the student and the site supervisor/mentor during the internship; and (6) ensure that evaluations are complete. While Clemson has allocated funding to pay student interns regardless of their status as recipients of FWS, SCHEV is proposing only to serve students who qualify for FWS. SCHEV also will require institutions to examine two other aspects of FWS, the use of Job Location and Development Coordinators funded by FWS and the use of the required percentage of FWS funds for off-campus jobs that serve the public interest. According to Clemson UPIC and Office of Institutional Research (OIR), students who participate in this program are 20% more likely than their peers to have a job offer upon graduation, according to Clemson's first-destination survey.

For a more detailed look at Clemson's UPIC program, the NACE report link and entirety is included below

https://www.naceweb.org/career-development/internships/engaging-students-the-on-campus-internship-program/

Source: NACE

SEE ALSO: BRINGING ON-CAMPUS INTERNSHIPS TO YOUR CAMPUS: CHALLENGES AND LESSONS LEARNED

READ MORE

Through its University Professional Internship and Co-op Program, Clemson University provides 1,000 students a year with the opportunity to gain experience, defray expenses, and build career readiness competencies.

Five engaged learning opportunities were developed to address the second priority—living-learning communities; creative inquiry; research; study abroad; and on-campus internships, which was aimed specifically at meeting the road map's goal of providing every Clemson student with access to an engaged learning experience before graduation by the year 2020. To that end, Clemson launched its University Professional Internship and Co-op Program (UPIC) in 2012.

The program was designed to address a number of the "traditional" goals associated with experiential learning, e.g., encouraging career exploration, helping students gain professional experiences and build professional networks, and providing students with a means to defray educational expenses through compensation. But its on-campus nature also meant UPIC might have other effects, such as increasing persistence to graduation (as persistence is correlated to students having one-to-one relationships with faculty/staff), identifying talent that might be retained at Clemson following graduation, and providing more professional opportunities in a relatively rural setting.

Through the program, students are matched with on-campus positions, which are submitted by staff and faculty members for vetting and approval by UPIC staff. Staff and faculty members serve in the role of intern supervisor/mentor.

UPIC launched with a pilot group of 20 students during the spring semester of 2012. Since that time, the program has grown steadily: The 2012-2013 academic year increased to 223 student participants, the 2013-2014 academic year had 489 participants, and the 2014-2015 academic year almost doubled to more than850 participants. During the 2016-17 academic year, more than 900 students took part. (See Figure 1.) (Note: Due to funding restrictions, the program's capacity is at the 900 to 1,000 student mark; however, interest far exceeds the number of available openings. Staff members working with the program continue to see a 15:1 student applications-to-position ratio.)

Figure 1: Participation growth of UPIC, 2012 - 2017
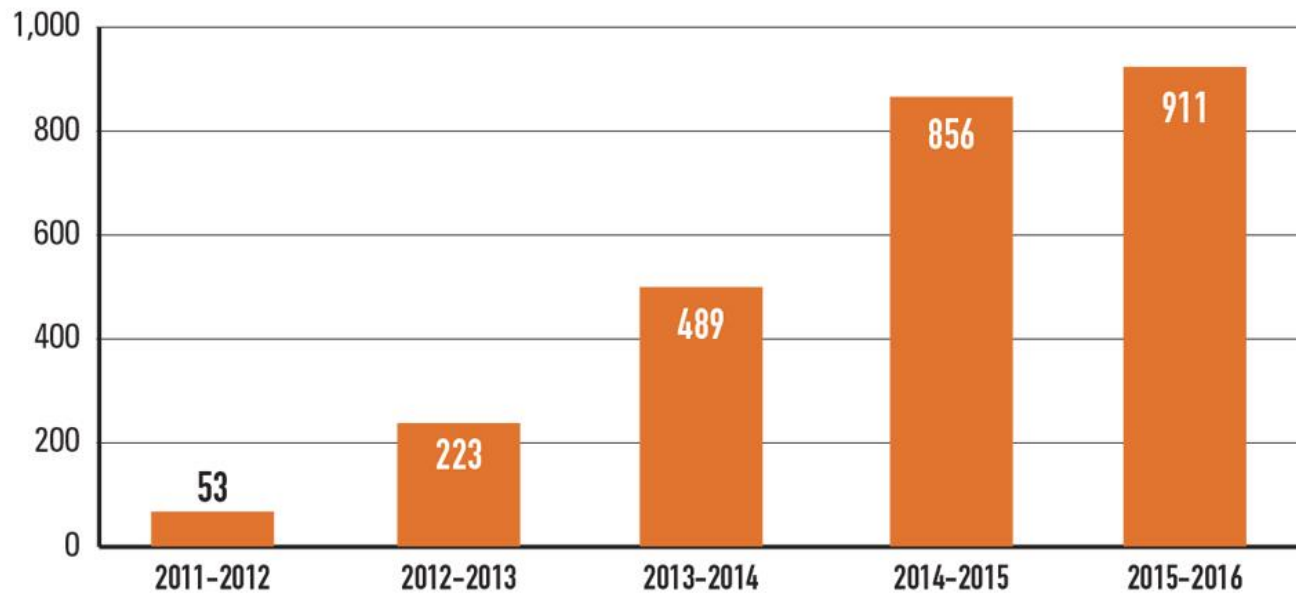
ANATOMY OF THE UPIC PROGRAM

PROGRAM LOGISTICS AND FRAMEWORK

Clemson University's UPIC students fall into one of two experiential education categories. The largest portion of students participating in the program are considered part-time interns. These students typically maintain full course loads at the university and work at their on-campus internship sites 10 to 15 hours per week. As part of the program, all students are required to enroll in a zero-credit hour, pass/no pass, UPIC internship course. The curriculum associated with this course consists of orientations, site visits, final evaluations, and 160 contact hours. The payrate is set at $10 per hour for part-time internships, and students can receive a dollar pay increase, with each successful rotation in the program capping at $12 per hour. (See Figure 2.)

There is less participation in UPIC's full-time internship and co-op experiences. These pay $14 per hour, and rates increase by a dollar per hour for successful rotations, capping at $16 per hour. The UPIC course associated with the full-time experience maintains enrollment status so students typically do not take other coursework while interning. Full-time UPIC interns are required to work at least 320 contact hours.

Figure 2: Required contact hours and payrates for part- and full-time internships

INTERNSHIP TYPE	RANGE OF HOURS	HOURLY PAY RATE
Part-Time	160 hours (10-15/week)	$10/$11/$12
Full-Time	320 hours (25--28/week)	$14/$15/$16

FUNDING SALARIES

Every student participating in the program receives a set hourly rate preapproved by the university's HR department. For the majority of these internship experiences, the UPIC program funds 50 percent of the intern's salary and charges the hosting mentor's department for the remaining 50 percent of the intern's salary.

However, there are three additional salary sharing models sometimes leveraged by the UPIC staff:

1. Mentors who have hired a student qualifying for federal work-study receive 75 percent of their salary costs covered from Financial Aid Office funds;

2. Mentors who agree to take on an intern who is considered high risk or high needs, e.g., students on the spectrum, first-generation students, students referred from the Dean's Office, pay no part of the salary—the UPIC program funds 100 percent of the salary; and

3. Mentors' departments pay 100 percent of the salary if all of the UPIC matching funds have been disseminated for the semester.

STAFFING

At present, two program coordinators and three assistant or associate directors are employed to manage the operations of UPIC. In terms of organizational structure, these five staff members sit under the internship team framework within Clemson's Center for Career and Professional Development.

The program coordinators are responsible for hiring interns, processing timesheets and payroll, and terminating students at the completion of a UPIC internship. (See Figure 3 for a position description.) The assistant and associate directors ensure that each student-intern receives at least one site visit per semester to address career development needs and to ensure the student-intern adheres to the academic requirements of the program. All team members participate in vetting mentor submissions, discussing the distribution of funds, and handling other general features of the program. (See Figure 4 for a sample timeline.)

Figure 3: Position description for program coordinator

Job Summary (this section used for posting purposes): Provides administrative support duties while working to effectively manage the daily operations of the On-Campus Internship Program. Monitors payroll funds distribution, processes personnel paperwork, and maintains job opportunities. Serve as an office resource for students and site mentors. Performs other duties as assigned

JOB DUTIES	% OF TIME	ESSENTIAL OR NON-ESSENTIAL
PERSONNEL MANAGEMENT SUPPORT: Manages the payroll component, ensuring proper payment to interns, departmental accounts are adjusted accurately, and federal and state requirements are met.	30	Y
PROGRAM COORDINATION: Works with other departmental staff to maintain internship postings. Communicates with site mentors about recruiting, hiring, and other relevant program processes. Inputs approved internship postings into recruiting software system and ensures accuracy.	25	Y
CUSTOMER SERVICE: Ensures customer service. Maintains site mentor and student marketing correspondences and training materials. Performs general customer service and administrative duties related to program and office needs.	25	Y
TRAINING AND REPORTING: Trains stakeholders in payroll and budgetary software system use. Maintains spreadsheets and reports for semester, annual, and other frequent update needs. Conducts and maintains program expense analysis.	15	Y

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Figure 4: Sample timeline (example: spring semester experience)

JANUARY	FEBRUARY	MARCH	APRIL	MAY
Student Orientation by UPIC Office	1st Rotation Site Visits	1st and 2nd Rotation Site Visits	2nd Rotation Site Visits	Final Exams Completed by Intern/Mentor
AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Call for Submissions by UPIC Office	Vetting and Posting by UPIC Office	Application and Interviewing by Student/Mentor	Hiring Paperwork by UPIC Office	Hiring Paperwork by UPIC Office

ACADEMIC MONITORING AND PROGRAM ASSESSMENT

It should be noted that the UPIC program is not a student-worker, on-campus student employment, or federal work-study program.

Although these programs exist on campus, UPIC is housed within the internship programs of the Center for Career and Professional Development and is designed to be an on-campus, engaged learning, academic internship and co-op program. The program aligns with McClellan, Creager, and Savoca's high-impact campus employment model that looks institution-wide to "engage key allies in the development and implementation process."[1] To that end, the UPIC staff members screen for high-quality, high-impact experiential education opportunities that can be tied back to either major-specific curriculum or professional career paths. For example, a finance major may intern in the office of the university's chief financial officer, a psychology major may be engaged in admission counselor roles, a mechanical engineer may work with university facilities on building energy audits, a logistics or industrial

engineering student could participate in parking services' master planning activities, and a student majoring in English may work alongside the public relations staff.

The position descriptions that are submitted by mentors across campus are vetted by UPIC staff members, and any submission that does not secure a minimum score based on the vetting rubric criteria does not qualify as an UPIC internship. (See Figure 5.)

Further, mentors are evaluated through the site visit process and through the review of final evaluations completed by intern and mentor; any staff or faculty member who does not provide a worthwhile experience as a mentor is removed from the program.

Each student participating in the program is required to enroll in a corresponding, zero-credit hour internship course to ensure a tie back to academics. A large portion of the program outcomes and assessment indicators reported to administration, public relations, and other university offices are captured through the final evaluation process. Depending on the internship rotation for the student, discussions around career competencies, resume development, interview skills, and LinkedIn profiles are often covered during the site visit.

Figure 5: Rubric for vetting UPIC submissions from potential mentors
UPIC - University Professional Internship & Co-op Program

A total of 10 points are available for each submission. Approved submissions must score at least a score of 7 out of 10. Since supervising interns can be such a time commitment, submissions from mentors that request more than 5 interns per mentor/supervisor should have justification and be discussed with the site coordinator.

Points (1):	Contact Info (up to 1 point): · Provides complete contact information for department and mentor.			
Points (1):	Account String (up to 1 point): · Includes a complete account string.			
Points (2):	Mentor (up to 1 or 2 points): · Up to 1 point – New mentor possesses at least one of the following traits: 1) provides a unique opportunity that is in a department or field of study not commonly available in the UPIC program, 2) has a good reputation on campus as being interested in student development. · Up to 2 points – Returning mentor possesses at least two of the following traits: 1) Great relationship with UPIC Program based on site visits and interaction with UPIC staff, 2) provides strong, professional, and/or personal mentorship to UPIC Intern, 3) known to provide numerous opportunities for interns to develop their professionalism through conferences, networking with professionals, and such, 4) meets with their interns consistently to speak with professional development, future career goals, education paths, etc.			
Points (1):	Majors (up to 1 point): · Rather than stating "Any/All Majors," critical thought has been put into listing ideal/preferred major(s) or colleges.			
Points (4):	(up to 4 points)			
	4 points **Very Detailed** **Position Description** Provides everything in 3, plus: · Involves fields/areas that have low representation with the program. · Outlines extensive details about the work environment and culture either in the department description or the position description. · Offers certifications or professional travel/training/etc. through the internship.	3 points **Detailed** **Position Description** Provides everything in 2, plus: · Explains how students will be interacting and networking with professionals within their field of study. · Outlines how the student will gain a wide variety of quality resume builders. · Provides numerous opportunities for the intern to develop leadership skills and other tangible and intangible qualities.	2 points **Moderately Detailed** **Position Description** Provides everything in 1, plus: · Provides a clear and detailed position description that outlines how the student will be supported and challenged during the internship. · Includes a thorough explanation of specific projects the intern will be working on.	1 point **Weak Detail** **Position Description** · Provides little to no text describing the internship position (mainly 1 – 2 sentences).
Points (1):	Learning Outcomes (up to 1 point): Has selected at least one relevant learning outcome.			

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BUDGETS

The UPIC Office leverages four different funding sources to operate the program. First, the five UPIC staff members and one graduate student are employed primarily via funds from the Provost's Office. Second, during the 2013-2014 academic year and in recognition of the program's success, UPIC gained a recurring annual funding allocation of $1 million from the South Carolina Legislature to support intern salaries. These work force development monies account for the majority of the UPIC experiences. The federal work-study program along with revenues generated from the $200 UPIC zero-credit course are the third and fourth contributing sources to the budget. (Note: To date, the concept of leveraging private donors for additional resources has not been explored, and there are currently no plans to pursue this funding option.)

PROGRAM OUTCOMES

The UPIC staff works with the university's Office of Institutional Research (OIR) as well as with other assessment units across campus to evaluate many of the program's outcomes. Key among them: Students who participated in UPIC are 20 percent more likely than their peers to have a job offer upon graduation, according to Clemson's first-destination survey.[2]

Similarly, final evaluations administered to UPIC students at the end of their internship experience reveal that more than 90 percent of the students participating in UPIC provided a rating of "good" or "excellent" when asked about their a) relationship with their mentor, b) communication patterns with their mentor, c) practical skills gained through the internship, and d) engagement with non-supervising faculty and staff at their internship. (Note: Although Clemson's OIR staff is not ready to release findings related to UPIC and persistence, UPIC students' evaluation results bode well. According to Astin's longitudinal work on persistence-to-graduation, having a meaningful connection and engaging interaction with a faculty or staff member on a college campus is one of the biggest contributors for keeping students from transferring or dropping out of college.[3])

Also in terms of results, albeit not one tracked through OIR, one of the objectives of the program has been to help offset the cost of attending colleges. Over its first four years, UPIC provided more than $3 million in student salaries; since then, the program has averaged approximately $2 million per year in salaries for students.

CAREER READINESS COMPETENCY RESULTS

The National Association of Colleges and Employers unveiled its career readiness competencies in late 2015.4 At about the same time, Clemson University implemented its own career competencies. These nine competencies—communication, collaboration, leadership, self-awareness, integrity and ethics, brand, adaptability, analytical skills, and technology—are being integrated into curricular and extracurricular work on Clemson's campus, and the UPIC program is no exception.

The UPIC staff are making efforts to close this competency gap by making the career competency discussion a part of every aspect of the UPIC experience, including the submission and vetting process, site visit interviews, intern and mentor training and orientation sessions, and final evaluations. UPIC interns become familiar with the competencies early on through internship program orientations, and the competencies are reinforced through site visits conducted by the UPIC staff and homework assignments associated with the UPIC internship course.

As a result of incorporating career competency language into the various aspects of the UPIC program, measurable career competency outcomes are identified on the students' final evaluations, which are completed by students and supervisors (or mentors) at the end of the semester. For example, after participating in an internship, all UPIC interns are able to rank their proficiency level for each of the nine career competencies on a Likert scale (1 to 5) and provide a short story that addresses their proficiency level while answering a competency-based interview question; this storytelling exercise helps prepare students for full-time interviews. Similarly, 100 percent of UPIC interns are able to explain the significance of their experience in relation to their future career aspirations. They do this by listing specific companies of potential interest to them on their final evaluation.

OTHER MODELS

Clemson University's on-campus internship program is only one model that is being employed to engage students in on-campus internships.

A number of other institutions offer their own spin on such a program. Coastal Carolina University (On-Campus Internship Program), University of Central Oklahoma (Intern UCO Program), University of North Carolina-Charlotte (University Professional Internship Program), Brigham Young University Marriott School of Business (On-Campus Internship Program), Davidson College (Summer Internship Grants Program), and Boston University (Yawkey

Nonprofit Internship Program) are just a few higher education programs that have their own approach to the on-campus internship.

An increasing number of these on-campus internship models are being implemented on campuses across the nation every day. The benefits and outcomes associated with these programs are sizable, but so too is the cost associated with operating them. A quality program worth investing in will be expensive, so it is important to investigate, benchmark, and develop a framework based on your university's unique challenges, assets, and priorities.

ENDNOTES

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[3] Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass Publishers.

[4] National Association of Colleges and Employers. (2016). Career readiness defined. Retrieved from www.naceweb.org/career-readiness/competencies/career-readiness-defined/

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Coastal Carolina University - On-Campus Internship Program

https://www.coastal.edu/internships/on-campusinternships/

On-Campus Internship (OCI) Program

OCI is a new **On-Campus Internship Program** that provides a student an opportunity to both work and gain valuable internship experience on the CCU campus. It's available to full-time sophomores, juniors and seniors seeking a first bachelor's degree and in good standing with the University. A minimum of 2.5 GPA is required of all participants. Departments

offering these positions must be willing to provide the training and supervision necessary for a quality internship.

The University has provided on-campus employment to its students for many years. The internships offered through the **On-Campus Internship (OCI) Program** differ significantly from most other student employment positions on-campus as they are designed to provide professional knowledge and skill development consistent with the student's major/career goals. Examples of internships include human resources, admissions, marketing and media, event planning, administration, educational technology, training, sustainability, counseling, student activities, athletics, recreation and business.

Combining the new **On-Campus Internship Program** with the Student Employment on-campus jobs already available to CCU students will allow a student to:

- Earn income without leaving campus

- Apply the knowledge and skills learned in the classroom in a real work environment

- Gain valuable experience to add to a resume

- Earn academic credit

The Office of Human Resources and Equal Opportunity coordinates all on-campus student employment at https://www.coastal.edu/hreo/workplace/studentjobs/.

Once the hiring department/office reviews the listing of applicants for the On-Campus Internship and select a student(s) for the internship, the internship supervisor will meet with the student and complete an Internship Learning Contract and send the student to their departmental internship adviser to discuss course enrollment. The internship guidelines, benefits and forms for supervisors are available in the Career Service Center or online at http://www.coastal.edu/internships/employers/.

https://www.coastal.edu/media/internships/forms/Internship%20Learning%20Contract.pdf

INTERNSHIP LEARNING CONTRACT
Coastal Carolina University

Student Information

Student Name _____ Student ID # _____

Address _____

Telephone _____ Email _____

Major _____ Grade Level _____ Expected Graduation Date _____

Student Learning Goals (List specific & measurable learning goals you expect to achieve in this internship)

#1_____

#2_____

#3_____

Employer Information

Company Name _____

Address _____

Employer Contact _____ Title _____

Telephone _____ Fax _____ Email _____

Position Job Title _____ Work Location _____

Work Term _____ Fall _____ Spring _____ Summer

Work Hours _____ (10-20 hrs/wk) _____ (30-40 hrs/wk) _____ (Other)

Compensation _____ Unpaid _____ Paid _____ Amount _____ (Other)

Starting Date _____ Ending Date _____

Site Supervisor _____

Supervisor Phone _____ Email _____

Job Description (attach additional pages if needed)

_____
_____
_____
_____
_____
_____
_____

SIGNATURES: This Internship Learning Contract establishes an agreement between the student intern, employer supervisor, and Coastal Carolina University (CCU) internship faculty/staff for the duration of time indicated. The student intern agrees to fulfill the duties and responsibilities as outlined by the employer, and the academic requirements for completing the internship course. The employer agrees to provide the intern with training, supervision, and evaluation necessary for relevant experiential learning. CCU faculty/staff will provide academic supervision, internship oversight, and materials needed to evaluate student performance for course grading.

STUDENT INTERN _____ DATE _____

EMPLOYER SUPERVISOR _____ DATE _____

Course # _____ Semester _____ Credit # _____ Total Hours Required _____

FACULTY COORDINATOR _____ DATE _____

* Please send copy of completed form to Robert Bulsza, Director of Internships at rbulsza@coastal.edu

INFORMATION

Denise Perez
Human Resources Generalist
843-349-2358
denise@coastal.edu

Karen Arnie
Director of Internships, Service Learning, and Employer Engagement
843-349-2559
karnie@coastal.edu

University of Central Oklahoma - Intern UCO Program

https://www.uco.edu/cms/academics/biology/internship-enrollment-steps

• **Identify a career objective** - In order for an internship to be effective, the internship should be designed with the career goals of the student in mind. The burden of identifying a career path necessarily rests with the student. Students who are unsure of career opportunities in biology should browse resources available at the library (The Occupational Outlook Handbook, published annually), UCO Career Services, and the biology department (Environmental Career Opportunities, Earthworks, The Job Seeker).

• **Identify an Intern Mentor** - An intern mentor is a full-time member of the biology faculty who shares common interests with the student. The intern mentor will help the student locate a site for an internship, assist in developing the objectives and duties for the internship, prerequisite course work (if necessary), and assign the final grade for the internship. Since an internship can take considerable time to establish and prerequisite course work may be necessary, it is recommended that the student identify a mentor early in this process. The intern mentor and student should check that the student meets the eligibility requirements.

• **Identify potential internship sites** - The student should make a list of potential internship sites that will meet the objectives of the internship. Sites might include government agencies or private companies. Students may consult either a list of potential internship sites compiled by the biology department or the facilities at the UCO Career Center. The intern mentor should forward the Sponsor Questionnaire to new internship sites discovered during this process.

• **The Intern Mentor makes initial contact with the internship site** - In accordance with the objectives of the internship, the intern mentor makes initial contact with possible

internship sites, assesses the potential for the internship site to meet the objectives, and arranges for an onsite supervisor. A suitable internship site is one that allows the student to meet his/her academic objectives through hands-on experience and training with a minimum of menial tasks. This often is a win-win situation, with the internship site gaining skilled labor and students advancing their knowledge and skills in their career area.

- **The student contacts the on-site supervisor to arrange a schedule for on-site duties** - The student and on-site supervisor set terms of and a schedule for the internship, subject to approval by the intern mentor. Student involvement in this phase of the internship is important because it may be the first opportunity a student has to build communication skills in the field of their choice. The on-site supervisor must provide a letter of support to accompany materials to be submitted for approval.

- **Student obtains approval from the Internship Advisory Committee** - The student, under the guidance of the intern mentor, submits an application to the biology internship program for approval by the IAC. The application should include the names of the student, intern mentor and on-site supervisor, the student's GPA, a transcript showing all university course work, the number of credit hours, and a written statement of the objectives, duties, and benefits of the internship. The student completes the Application to the Biology Intern Program or submits a letter quality document in the format of this form. The student may not proceed to the next phase without approval from the IAC.

- **The student enrolls in the course for the semester of the internship** - The intern enrolls in the course BIO 495_ Internship, and is responsible for paying for all university fees, even if the internship will require that the student be away for the semester. As a guide for assigning credit, one credit hour would be equivalent to 48 hours of on-site work, not including preparation that takes place outside of the internship site. Though any number of credits may be assigned for an internship, the student should be aware that only two credits will count toward the degree. It is also important that interns understand that "credits" on a transcript are of little consequence in this context, it is really the experience that is important.

- **Procedures for Enrollment**

After your internship is approved by the IAC, obtain an irregular enrollment form from you Intern Mentor
- a. Agree on the number of credit hours;
- b. Indicate the course as BIO 495_ (last digit is the number of credit hours);
- c. Indicate a title for the internship consistent with the on-site duties. This may be a maximum of 20 characters including spaces, in order for it to be placed on the transcript;

d. Proceed to the department chairperson, college dean, and academic vice president (in that order), for signatures; and

e. Pay your tuition and fees.

- **The student completes on-site objectives and academic requirements** - The student completes the training and performs the duties agreed upon by the on-site supervisor, student and intern mentor. During this period the intern mentor will monitor the student's progress through phone interviews with the intern and the on-site supervisor, and/or impromptu on-site visits. As part of the daily routine, the intern must fulfill the requirements for completion below.

- **Requirements for Completion**

a. The Intern is to keep a daily journal while on-site. The journal is to include:
  - i.   Date;
  - ii. Documentation of protocols, procedures, and techniques learned on that date; and
  - iii. Documentation of data collected on that date.

b. The intern prepares a dossier (kept in a three-ring binder). The dossier is to include:
  - i.   An organized presentation of the protocols, procedures, and techniques learned;
  - ii. An organized presentation of the data collected;
  - iii. The written daily journal that was prepared on-site; and
  - iv. A thorough Final Report of the internship experience including:

     benefits of the experience;

     deficiencies of the experience; and

     how the experience can be improved.
  - v.   Confidential evaluation of the on-site supervisor.

- **The on-site supervisor submits an evaluation of the intern** - A written evaluation of the intern is prepared by the on-site supervisor, by filling out the Student Evaluation Form.

- **The Intern Mentor assigns the final** grade - The Intern Mentor completes the Evaluation of Intern form and assigns a final grade. The Intern Mentor may advise that the student share the experience of the internship with the biology department through a brief presentation to a student organization such as the Tri-Beta or Pre-med/Allied Health Clubs.

University of North Carolina-Charlotte - University Professional Internship Program

https://career.charlotte.edu/upip

About the Program

The internships offered through the University Professional Internship Program differ significantly from most other student employment positions on campus as they are designed to provide professional knowledge and skill development consistent with your major/career goals. This is not your average student employment job where you show up and do tasks as directed. We work with departments and students to make sure that experiences are valuable and mutually beneficial. We work with students on professional development and they must register and complete a course each semester. UPIP interns are expected to be proactive, and diligent, and involved. At the end of the internship, we will make sure you build your portfolio, network, incorporate the experience into your resume, and you are one step closer to understanding what your dream job looks like so you can work toward it now while in school.

- Internships are part-time during the fall and spring semesters – typically 10-15 hours/week.

- UNC Charlotte faculty and administrators serve as mentors.

- All positions pay $12 an hour!

- Students may have an internship over multiple sessions, but ONLY ONE UPIP internship per semester.

Find open positions in Hire-A-Niner by searching "UPIP" in the keyword field. Each internship application requires a resume and cover letter to be submitted through Hire-A-Niner. You are encouraged to speak with your career coach or have your application materials critiqued during University Career Center drop-in hours. You may also contact the University Career Center directly with questions.

UPIP is available to full-time sophomores, juniors, and seniors seeking a first bachelor's degree and in good standing with the university.

Have a question? Email UPIP-career@uncc.edu

Benefits to Students

1. Professional experience in your field without leaving campus

2. Faculty/staff mentoring

3. $12 per hour for up to 15 hours per week (Starting Fall 2022)

4. Possibility for academic credit

5. Specialized programming for UPIP interns

Eligibility

- UPIP internships are available to sophomores, juniors, and seniors seeking a first bachelor's degree and are in good standing with the university.

- Students must adhere to the university policy on campus employment (students are not allowed to work more than 20 hours per week TOTAL at UNC Charlotte). Students are required to disclose other employment on campus to UPIP mentors.

Brigham Young University Marriott School of Business - On-Campus Internship Program

https://marriott.byu.edu/oci/
https://marriott.byu.edu/oci/students/overview/
https://www.youtube.com/watch?v=XJ4-PkHsiS0

Davidson College - Summer Internship Grants Program

https://www.davidson.edu/offices-and-services/matthews-center-career-development/key-programming/internships/summer-internship-grants#:~:text=Davidson%20College%20awards%20grants%20to,not%20be%20considered%20wage%20replacement.

Davidson College awards grants to select students participating in unpaid or low-paying summer internships (those with an income equivalent to less than $3,000).

Grants are meant to cover cost-of-living expenses and should not be considered wage replacement. The college offers multiple grants each year, each with unique criteria and qualifications.

Thanks to the generosity of numerous alumni, parents and friends, 90 students received over $250,000 in funding for summer 2021 internships. The application period for summer 2022 grants opens March 1, 2022.

Boston University - Yawkey Nonprofit Internship Program

https://www.bu.edu/careers/resources/ccd-funded-internships/

Yawkey Nonprofit Internship Program

Boston University's Yawkey Nonprofit Internship Program, a selective program designed for sophomores and juniors, provides a living allowance stipend to support participation in unpaid internships at nonprofit organizations.

In addition to providing living allowance stipends for unpaid nonprofit internships, the program provides an educational framework which strengthens the experience through a series of program components that help students to plan for, engage in, and reflect upon their internships.

Students: Learn more and apply
Employers: Learn more about hosting a BU Yawkey Intern
Faculty/Staff: Learn more about how you can help students participate.

Additional Resources/links shared/model programs mentioned

https://career.sites.clemson.edu/internship_programs/UPIC_program/
https://www.stonybrook.edu/commcms/student-employment/oncampusemployers/index.php
https://studentlife.uiowa.edu/initiatives/iowa-grow%C2%AE/

Career Boost (Ryerson University)
Work Learn (University of British Columbia)
IGNITE (University of Western)
Work Study (University of Guelph)
Work Study (University of Toronto)
Career Experience Program (Memorial University)

GROW (University of Iowa, United States)
PEAK (University of Alaska, United States)

https://www.naspa.org/images/uploads/main/Employing_Student_Success_FINAL_DOWNLOAD.pdf

APPENDIX C: MEETING RECORDING LINKS/NOTES

Meeting notes/ presentations and video links

February 25 – Kick Off meeting

Introductions, overview of purpose and key questions the toolkit should help institutions answer.

Meeting video: https://www.youtube.com/watch?v=zwAMmyq68wU

April 13 – Meeting #2

Community College, Virginia Commonwealth University and the College of William & Mary. Presentations focused on where each institution is at in the process, barriers to transforming FWS and how those have been overcome.

Meeting video: https://www.youtube.com/watch?v=xqFA0gzhP8Q

Community College efforts

Clint Young, Northern Virginia Community College (NVCC) and Becky Morris, Germanna Community College (GCC)

NVCC Efforts

- Current NVCC FWS program has nearly 200 students participating, with most working on campus. Those students may work up to 20 hours per week beginning this summer (current cap is 15 hours per week).

- The pilot program will be for at least 10 business students. If grant funding is obtained ($10,000), 1/2 of the funds will go toward meeting student technology needs and professional attire. Without the grant funds, NVCC would consider funding through the emergency grant program or broach employers to see if they could pay for the one-credit course.

- Leveraging work-study coordinators from multiple campuses to pilot a credit for prior learning program.

- Establish partnerships with local non-profits and sign agreement to have faculty

- structure to earn college credit.

- Pilot targets business students in business management (BUS 270) plus IT and teaching assistants (next step)

- Pilot - 10 business students as a cohort – orientation for FWS plus 1-credit course for portfolio to highlight experience and earn college credit.

- What is unique - NVCC committed to paying employer share because NVCC will kick in 25% and FWS kicks in 75%.

- Participating employers sourced from chamber listing of non-profits to place FWS students.

- Grant will pay for course plus set aside funding for professional attire and technology along with a recognition ceremony at end of spring term.

- Expect higher retention compared to other work-study students

- Faculty mentor component (Dr. Addison) - Follow up with students and serve as a portfolio reviewer at the end of the experience. Small cohort takes the course and have faculty on board from the start to develop learning objectives for the course.

- Earn from 1-3 credits. 1 credit – learn how to develop class portfolio connecting job description to coursework. Includes course content summaries, faculty advisor and employer along with competencies and other documentation from employer. Earn credit for course and gain connections for future work early on. Once submit portfolio = 3 credits.

- Look to branch out into IT and Ed programs after initial cohort – pilot and hope to expand later on.

- Charge a $175 fee for faculty to evaluate portfolio for the 3-credit course also helps faculty to be creative to expand curriculum.

- Work to address any needs and make reasonable accommodations in accordance with the law.

- May get employers to pay for it or use emergency grant or grant funds getting three credits for cost of 1 and hands on learning plus references.

GCC Efforts

- Beginning in 2014 used FWS for internships.

- Best effort when collaborate with career services and transfer dept outreach, events,and connect with employers.

- At the beginning it was clunky because the two departments had their own goals, initiatives and rules.

- Career services didn't understand FWS regulations.

- Work-study is an opportunity for work-based learning – now serves also as the internship counselor and front end FWS counselor.

- Ability and access to see budgets etc. to make sure don't set student up for failure or ineligibility.

- Having someone in career services with financial aid background is extremely beneficial.

- Compliance and federal regulation knowledge is critical.

- Worked hard to identify employers that align with degree progress similar to NVCC so finding good matches.

- Outreach and training for on-campus depts and local employers and separate pay band for internships.

- Consider employer limits of on-campus internships. Applied science
  for business, tech, and– IT dept as poster child for right way – develop the opportunity with the goal for students to get employable.

- Off campus challenge – because they don't know as much about work-study and must be careful with unique job descriptions and compliance issues

- Consider community-based agreements

- Challenges – buy-in from campus-based employers; use IT dept as case study to build their program and tout success.

- Review job description for jobs for higher level responsibility and work-based learning opportunities vs. making copies, filing, etc.

- 126 hours – minimum for work-study and use NACE guidelines so actually doing work related to degree program and higher level.

- Job descriptions reviewed by instructors that teach internship course- 3 credit class for three applied science degrees.

- Barrier to access secure technology info is a problem due to some IT security requirements for some jobs.

- Barrier - Helping students realize they need work-based learning and not just their degree.

- Student messaging is critical to success and a challenge in every and any way – How addressing - all faculty will have embedded work- based learning in a class in every curriculum- use canvas module. One class through curriculum – everyone goes through a work- based learning module for certificate or AA. Plus students receive emails and text messages about internship opportunities.

- Outcomes – 100% of students working in campus-based IT jobs have been hired out into field.

- Challenge - Tracking outcomes manually is a chore -exploring options to streamline. Also involved in a grant approved for work-based learning and tracking.

- Opportunities – partner with VCCS and college to college internship programs.

- Build programs with each other or source/swap interns for various uses including to use Education policy students from other institutions to help transform FWS.

VCU Efforts

Monique Sample, Edwin Funes Sanchez, Aimee Selleck, Erin Webster Garrett

- Process is new and team is very new.

- Started in 2019 with internal audit and review of FWS process.

- Crisis mode led to reorganization to address missing pieces and parts.

- A lot of oversight and compliance issues and inefficiencies and want to reorganize into compliance before having a real audit. Involved creating new roles including a coordinator role and assistant director for FWS – Edwin Funes Sanchez. And Aimee Selleck as the job location coordinator- in career services - in finding jobs and working with agencies and local companies to place individuals in jobs and PT work.

- Looked at how the process could be streamlined – new order and structure around FWS system – create training and processes and documentation criteria for posting jobs in a central location and central tracking system for all – e.g. handshake.

- Hit and meet FWS requirements and information needed.

- Students can search in one location plus apply for positions using simple criteria, explained how faculty can post opportunities, info needed in order to post and made things simpler for staff and students across the board.

- Also allowed for collaboration vs working in silos and teams doing things forced to work together and break down barriers between career services financial aid and FWS – collaboration as well across campus.

- All of the above took place over the past few years and now elevating the program, activities and awareness. Everyone is doing what they should and taking things up a notch. Scaling to a level where they want to make FWS process not just a job but more meaningful and with real life experiences and taking those to other places.

- Helping students think about how to apply what they learned in FWS to the next internship, experience post graduate or externship experiences.

- VCU REAL (relevant, experiential and applied learning) – charge for every VCU graduate to have real world experience and serve as a change agent. New provost to support this concept where every student has a transformative learning experience and connection to NACE outcomes. Embed values and goals – FWS – how to support students in this area.

- Pilot curriculum via FWS interns in REAL 399 (0 credit asynchronous course while on off-campus internship experience) – becomes transcriptable experience with modules including those for mentors.

W&M Efforts

Ginia Anderson and Lisa Randolph

- Ginia Anderson manages student employment at WM and the FWS program is included in that umbrella. 3000 students employed at campus and 800-1100 FWS students.

- Collaborating with Lisa Randolph's Career Center/Experiential Learning to get rid of duplicate services resulting in one host of jobs. Also collectively developed on-campus student employment fair.

- Still in development stage of connecting FWS to internships.

- Challenge - staffing - Two staff for 3-5K students to get into payroll, I-9s and get trained.

- Staffing is huge training issue. WM always backed FWS in – pull earnings and then reimburse. Upgrading model.

- Address W-9 verification process and staffing challenges – have departmental professionals that serve as a go to for internships – i.e. through arts and sciences –I-9 don't come to career and financial aid and FWS. Haves hubs of I-9 experts, training etc. – then verified through Ginia's office and linked in with HR and payroll -no one gets paid unless issues all addressed.

- Need to continue to break down silos – faculty don't always have the time to ask questions or help students reflect on internships . How can we best utilize what already exists? People are doing the work and can be effective but until they connect/come together it won't happen – streamline and coordinate.

- Challenge – lack of student interest/participation likely from all the funds from HART, CARES, HERFF. Value proposition for students to pursue these opportunities - Internships as the way to get them reconnected.

- FWS jobs posted along with other campus jobs - not separated – students look at them and that is how they get paid – distinction shouldn't matter for their purposes.

- Challenge – student perception - office of student engagement – internships that are partially funded through programming and students are doing the work but think it's "just a work-study job" not an internship – need to help employer and students to make connection that are doing real work and understand the value of what they doing plus getting paid.

General Assembly updates/relevant information:

Bill enacted into law 4/11/22

Last Action

Governor: Approved by Governor-Chapter 420 (effective 7/1/22) (on 04/11/2022)

Official Document : https://lis.virginia.gov/cgi-bin/legp604.exe?221+sum+SB667

For students and institutions of higher education: $150 million in additional undergraduate need- based financial aid included in Governor's introduced budget; reduced by the House; maintained by the Senate. Up to 15 percent of the funding in this item may be used as a grant for students in innovative internship programs provided that the institution has at least one private sector partner and the grant is matched equally by the partner with non-state funding and / or the institution from private funds.

June 3 – Meeting #3

Presentation from Virginia Tech on lessons learned from participating in the Federal "experiment" program to transform off-campus FWS jobs.

Meeting video: https://www.youtube.com/watch?v=4jn2f508P1k

July 13 – Meeting #4

Discussion on the outline for this toolkit and necessary modifications and elements to include.

October 6 and 7 – Meeting #5/6

Obtain input on draft toolkit from the workgroup.