

# Internships in Berkshire County Final Report

J R Madden  
HR/Management Consulting

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## Assignment and Process

The consultant was retained by the Compact for Higher Education and the Berkshire Regional Employment Board to research high school and college internship programs in Berkshire County and prepare an analysis and recommendations based on a review of existing programs and input from participating employers.

Research tasks included interviewing program coordinators and/or principals in each of the County's eleven public high schools to determine each program's scope, goals and administrative structure. Information gathering meetings were also held with Berkshire County Regional Employment Board (REB) staff, the President/CEO of the Berkshire Chamber of Commerce and the President of the Berkshire Economic Development Corporation. To gather data on college programs, meetings were held with Massachusetts College of Liberal Arts (MCLA) staff, Berkshire Community College (BCC) staff and the Director of Career Services at Williams College. The consultant also attended meetings of the Berkshire Compact for Higher Education and the Berkshire Academies Board. Finally, a structured telephone interview was used to gather data from twenty-three employers. Finally, an internet search was conducted to research internship programs being administered in other locations.

## Findings

### Goals

One expressed goal of internships is to expose students to a number of career alternatives giving them the opportunity to explore different options that seem to coincide with their interests and skills, or to explore more deeply a career in which they have a clear interest. A successful example of the latter is Fairview Hospital which each year has a number of high school students, mainly from South County, who have a desire to enter the healthcare professions. The experience at Fairview is with students who tend

to be motivated and the experience is highly beneficial for both the student and the employer.

Another articulated purpose of internships is to provide a pipeline of potential employees to area businesses. Data gathered from employers indicates that, in general, high school interns are not a major source of new hires. There are exceptions, of course, and several employers spoke of having a very strong intern with good skills and work habits whom they hired or would have hired given an appropriate vacancy. However, there were more stories about mediocre performance and even in some cases dissatisfaction to the point of not being enthusiastic about taking on other high school interns. Some programmatic changes were suggested that might make the pipeline concept more successful. For example, and as is now the case at McCann, scheduling a sufficient block of time at the job site to allow for meaningful projects, and particularly focusing on student expectations and readiness to take on work responsibilities (i.e., having clear goals for the experience, giving attention to punctuality, attendance and interpersonal relations etc.).

Yet another purpose of internships is to address the needs of “at risk” students in an effort to reduce the rate of high school dropouts. Just one example of a successful achievement of this goal: A young man graduated from Drury High School this year at age 20. It was not an easy task given the student’s lack of interest in school, but with the strong support of the employer (Morrison Berkshire) working closely with school staff, the internship experience was a critical factor in this young man getting his high school diploma.

A hope was also expressed that by knowing the kinds of career choices available in Berkshire County some students may choose to return after college or even later having gained experience in jobs out of the area . . . and who now see Berkshire County as an excellent place to raise a family and experience the quality of life we enjoy. A long term goal, to be sure, and, given the changing complexion of our commercial landscape, it is difficult at best to plan for an event so unpredictable.

Given the several goals for providing internships/workplace learning experiences, a legitimate question is: Are the efforts sufficiently focused to reasonably expect a high level of accomplishment?

### High School Programs

Several different types of high school internship configurations exist throughout the County, many with the support of the REB's decentralized "Connecting Activities" program. Schools such as McCann and Taconic High School also have vocational programs administered in accordance with Department of Education regulations. McCann (Northern Berkshire Vocational School District) has probably the most recognized, structured and highly regarded program. It is as good as any model uncovered in our research. There is an advisory committee for each program (electrical, pre-engineering, carpentry, hospitality etc.), and interns are chosen for a placement jointly by the instructor and the internship coordinator based on his or her performance (academic, vocational and behavior) and perceived readiness to successfully complete the assignment. While there is flexibility in making work arrangements, typically the student alternates weeks between school and the workplace thus devoting a concentrated block of time both to academics and work based learning. A fair amount of time is spent by the coordinator in developing job preparation skills (interviewing, the importance of punctuality, attendance, interpersonal skills, dress and personal grooming etc.).

Both Taconic and Pittsfield High Schools have an "Academy" program in which students select an area in which to focus (e.g., Finance, Information Technology, Hospitality and Tourism, Science and Engineering plus Fine and Performing Arts at PHS). They follow a sequence of career related learning experiences from the 9<sup>th</sup> through 12<sup>th</sup> grades ideally culminating in an internship placement. The internship experience has been a key component of the Academies, and a challenge has been finding internship opportunities for all of the students in those programs. Both Pittsfield high schools also have vocational (Chapter 74) programs that include a work/study experience as an extension of the classroom and a transition to the workplace. Yet a third internship experience may be provided to students through the "Connecting Activities" program.

While McCann, Taconic and Pittsfield High Schools offer the most varied workplace learning experiences within a school, under the aegis of the "Connecting Activities" program, each of the other Berkshire County high schools provides some sort of internship experience for their students. The structure of these programs varies based on the needs of students, resources available and expectation of parents (i.e., in

some schools there is more pressure to provide more advanced academic courses in preparation for college rather than a practical work experience).

Mount Greylock allows qualifying seniors (based on having GPA, attendance, graduation requirements fulfilled) to spend the last quarter of their senior year in an approved work study assignment he or she designs (e.g., working with a veterinarian, attorney, hospice etc.). A “Career Pathways” program patterned after the Academy model was inaugurated last year that could lead to an internship in a student’s senior year. Waconah High School is just in the process of instituting an internship program for seniors to be managed by a teacher in the business department, and the 2007-08 school-year will be the first full year of operation. Drury High School juniors and seniors are eligible to participate in an internship and are selected for participation by a team made up of teachers from each department; internships can be for a half or full year. Students are released for one or two periods each day and complete a reflective paper at the end of the experience for which they can receive up to two credits. Hoosac Valley has a work-study program in which students are released after 1:00 PM and can earn up to five credits, they may or may not be paid. Students self-select and make arrangements with an employer based on a particular interest. For internships outside of the work-study program, no credit is offered, and the student can make arrangements to work in an area of interest. Lee High School has an in-school internship which involves assisting a teacher for which a student may receive one credit. Out-of-school interns maintain a journal and may receive up to two credits. Students self-select. Mt. Everett has a similar program, and students here tend to cluster in one of three areas: healthcare, auto mechanics and education ... one student who interned at the Great Barrington Airport was able to get her pilot’s license, and she is off to college with hopes of becoming a commercial pilot. In Lenox, the focus of the internship is on career exploration. The coordinator facilitates an interview with the potential employer, and the student receives credit based on the number of hours worked per week. Students are not allowed to be paid, and a final project is required. Berkshire Hills has a wide variety of internship possibilities ranging from summer to school day and seasonal placements; the plan here is to create a faculty advisor for each student intern.

The internship coordinators play a key role in making placements and following up with students, and while programs may have different orientations, all of the coordinators are enthusiastic in their roles and positive about the importance of providing a workplace learning experience.

### College Programs

Administered through the Career Services Center, and focused on Berkshire County, MCLA has an extensive internship program available to junior and senior students. The Director of Career Services plays a facilitating role among faculty, students and employers, a critical link being the centralized database accessible by both students and employers. Most heavily used in the spring semester, all fourteen departments have internship experiences available, and the number of internships among area businesses has grown over the past few years. Faculty members serve as sponsors of the students and assess the experience for appropriate credit. Supervision is provided jointly by faculty and employer. Students access the database to find available internships then make application on-line which is reviewed by faculty and the Director. Employers can access the database and post internships as well as view the credentials of students seeking an experience. Similarly, employers can post regular open positions directly, so the database serves as a recruiting and job finding tool. To promote the program, an informational brochure has been distributed to Berkshire County employers outlining internship opportunities through MCLA. MCLA students have interned in a wide variety of companies throughout Berkshire County, and employers surveyed have expressed enthusiasm for the students, especially their motivation and work habits.

MCLA also hosts the summer Berkshire Hills Internship Program (B-HIP) that brings together qualified students in arts management and arts professionals in Berkshire County. During the day, students work in an arts related organization and in the evening meet for discussion with area arts leaders. Students can apply for other formal summer internships offered through organizations such as the Washington Center and Disney.

Williams College has no regular academic year internship programs; however, they do have an experiential learning program that works to integrate actual experience with course work. There is a well established Alumni Sponsored Internship Program open to sophomores and juniors and which provides opportunities to work during the summer with an organization reflecting a student's interest. Supported by grants provided by alumni, most internships are in non-profit organizations (e.g., New England

Medical Center, European Union, The Urban Institute, Williamstown Rural Lands Foundation, Brookings Institution etc.).

### Employer Survey

Structured telephone interviews were conducted with twenty-three employers. (From a list of 21 “top employers” provided by REB, fourteen responded (67%). Four additional companies identified by the Chamber and five of the six employers identified by REB staff as not typically participating in the internship program were also interviewed.) In all, twenty-nine employers were contacted which represents approximately 10% of all employers identified. A number of the employers interviewed do not regularly take interns, and of those that do, the number fluctuates depending on such things as work orders and their most recent intern experience. When asked to rate the overall internship experience on a scale of one (unfavorable) to five (favorable), reactions were mixed for high school interns. Notable exceptions were Workshop Live which is a start-up company that benefits from additional sets of hands comfortable with working the internet, Fairview Hospital where most of the students are motivated toward careers in healthcare and Shakespeare & Company where student interns are highly oriented to the arts and with whom the manager has an in-school relationship. In those instances where ratings were low, the following were cited as issues:

- Lack of preparation for the workplace experience (e.g., concerns about punctuality and attendance, commitment, dress, interpersonal skills, expectations etc.)
- Lack of motivation
- Lack of maturity and seriousness of purpose
- Schedules that allow for a student being on-site for a relatively short time make it difficult to provide meaningful tasks.

In several instances, respondents noted that McCann and Academy students were stronger in the above categories than others. In those instances when the preference for college students was indicated, it was always because of the perception that they were more mature, motivated and closer to actually moving into the workforce. Some qualification needs to be made here in that the preference depends on the task at hand – in service jobs, such as those at Jiminy Peak and Canyon Ranch, they were happy with high school interns with a willingness to work and a positive learning attitude. In the

case of General Dynamics, interns must be at least 18 years old, hence in almost all cases they take only college students, especially those majoring in engineering and IT.

When asked what improvements to the internship program might be suggested, several of the respondents indicated a desire for a more structured process where learning goals and expectations of students and employers were articulated more clearly. There is an interest in having the manager and intern collectively work out what the intern expects to get out of the experience and what the employer can contribute in terms of student learning and what he/she can expect in terms of work contributions. This was true especially in more manufacturing oriented companies. Several respondents indicated that the selection process should be more like a regular job interview where the manager has a resume and conducts an interview (which actually happens now in a number of instances).

With some exceptions (notably Canyon Ranch), most respondents did not feel that positions, especially at the entry level, were hard to fill from the local workforce pool. With some exceptions, and depending on their most recent experience, most respondents do not look to interns as a primary source for filling open positions.

A number of respondents indicated a concern for being able to provide high school students with enough substantive work to make the internship a real learning experience because of the relatively short amount of time spent at the work site. Several respondents voiced a preference for the McCann model that has the student on site for a week at a time.

Many respondents voiced the opinion that often intern expectations are higher than is practical or desirable (i.e. “... when do I get a raise”) rather than focusing on doing a good job and learning what is necessary to move ahead in an organization.

## **Observations and Recommendations**

### **High School Internships**

Given the different goals of the high school internship programs administered throughout the County, it is difficult to impose a single set of desired outcomes hence develop a single set of recommendations. One size does not fit all. From employer interview responses it is clear that the quality of internship experiences is somewhat uneven, and a critical differentiator between high and low quality experiences is perceived to be the maturity and motivation of the student and his or her readiness to

work and learn from the assignment. In general, employers seem not to differentiate among types of interns (i.e., those headed for college, students preparing to enter the workforce directly, Academy/Pathway or “at risk” students) . . . to the employer, it seems that an intern is an intern. Yet the preparation and motivation of the student may be very different. Recognizing that maturity is in part a function of longevity and experience, focusing on preparing the student for an internship experience seems critical, albeit quite difficult, and given the decentralized nature of the Connecting Activities program it is a challenge to try to provide the same degree of preparation for all prospective interns. That said, there is great value in continuing the decentralized approach; local coordinators have a good handle on local businesses and can provide a more personalized approach to recruit new employers and provide joint supervision of the student. Similarly, given the significant differences in high schools throughout the County in terms of size and demographic make-up, managing a program centrally would be cumbersome and fraught with a host of issues.

Given the goal to develop a pipeline of work-ready recruits for open positions, the following suggestions are offered:

- (1) Consider expanding the Pathways or Academy model to other schools.

As noted previously, a Career Pathways program has been inaugurated at Mount Greylock Regional High School and is operating in grades 9 and 10 with plans to expand into the two upper grades over the next two years. The school’s rotating schedule creates a challenge for incorporating an internship component, but the plan is to link with BCC’s Tech Prep program. Developing a full Academy model in this school may be problematic given the district’s membership in the McCann district for which the Town receives an annual assessment.

While Drury in North Adams has a critical mass of students, because the City is also part of the McCann district, it’s doubtful that there would be receptivity for another career related program.

Waconah High School is not a collaborative partner in the McCann district, and may present another opportunity to create a Pathways or Academy program. The school is large enough and students would have ready access to employers in Dalton or Pittsfield.

South County schools have relatively small enrollments and some already struggle somewhat to offer academic courses desired by students and parents, and therefore they may not good candidates for a Pathways type of program (an

exception may be Monument Mountain High School where 45-60 students participate in internships). BCC's Tech Prep program may be a vehicle for expanding course offerings in the smaller schools.

If there is a desire to expand the Pathways/Academy model, it is recommended that the effort focuses on one school at a time with consideration given to providing support to the school administration and school committee – in essence, to help market the concept and perhaps provide consulting support from administrators who already have experience managing successful programs.

(2) Develop a template for structuring internship experiences.

Many of the employer interview respondents indicated a preference for a more structured process that would include meeting and interviewing prospective interns to make a selection based on mutual interests, working up a contract of sorts that identifies expected outcomes and providing regular assessments of progress. Using the McCann, Taconic/Pittsfield process as a model, a pamphlet (print or on-line) could be created and incorporated into the training offered by the REB to all Connecting Activities coordinators and also be used as a set of criteria for assessing the student preparation process in all schools. The Z University *InternToolkit*<sup>1</sup> for developing internship programs could be used as a basis for creating a recommended structure. An internet search yielded literally hundreds of sites dealing with the development and implementation of internship programs all of which are very similar and not substantially different from the practice at McCann. Included are such items as making the internship a reward or incentive to succeed in course work leading up to the internship, a selection process that includes the employer, creating clear and achievable learning objectives, being clear about the expectations of employer and intern, regular assessments, an opportunity for reflection at the end of the experience and a final evaluation from both employer and intern.

(3) Focus on and strengthen the activities geared to prepare potential interns for the work experience.

Many of the respondents in the employer interviews indicated a real concern for the maturity level and attitude of many of the high school students.

Some exceptions have already been noted. This is a very big challenge because one's level of maturity is usually a function of longevity and experience; it's not something that can be taught so much as learned. While we cannot teach maturity, attention can be given to strengthening the preparation for the internship experience, and the McCann process could provide a template to be communicated to all schools.

(4) Develop programs with major employers.

Berkshire Life is working toward implementing a program similar to that developed by their parent company. This could serve as a model for forging partnerships with key companies to jointly develop programs geared to specific industries, perhaps under the cooperative aegis of the REB, the Berkshire Economic Development Corporation and the Berkshire Chamber. Programs could be developed jointly with larger companies such as Interprint, Crane or Legacy Bank that would meet the needs of both company and interns. Similarly, industry specific programs might be created for local financial service companies, industrial shops, healthcare, hospitality, museums and others. While confidentiality was identified as an issue in one bank, the Greylock Federal Credit Union spokesperson indicated an interest in jointly developing an internship program for high school students . It would be important to focus on developing one high quality program that could then be used as a template. The notion is to get one success which can then be parlayed into generating enthusiasm from other employers. <sup>2</sup>

The goal of providing a motivator for at risk students to complete high school is best met by continuing the decentralized Connecting Activities program. Local staffs are enthusiastic and in the best position to both assess the needs of at risk students and provide linkages with local businesses. It is important to have regular follow-up sessions with at risk students to provide encouragement and mentoring.

With respect to the goal to provide career exploration opportunities, this is best done locally under the Connecting Activities umbrella. The white paper being prepared as one of the Compact for Higher Education deliverables may provide a template for providing a variety of work based experiences. The computer program "Career Cruise"

being used in several schools is getting high marks and could be a useful resource for other schools.

Many internship coordinators voiced a strong desire to have a centralized database of internship possibilities. The MCLA program might be adapted for high school interns, or it could provide the model for developing a program specific to high school students that could be accessed by internship coordinators, students and employers. The database of companies with internships, which could include company profiles, would allow coordinators and students to tap into all the potential placements as well as their requirements. Similarly, with appropriate privacy safeguards included, employers would be able to assess the knowledge and skills of interested students. It could provide for a common application form. As with the MCLA database, it might also serve as a job brokering service for students who have completed Pathways/Academy programs. While not an issue mentioned in employer interviews, this would also address a concern that employers may be bombarded for requests from a number of different schools. The database might initially be developed with larger employers and, if practical, be expanded to include smaller more localized businesses.

There is great value in conducting on-going program assessments. An annual survey might be created for all students completing internships, and a self-assessment based on criteria considered to define successful programs could be administered among coordinators and employers.

Implementing a centralized database, developing industry/company specific internship programs, creating program templates, aggressively forging links with key employers as well as training coordinators and employers are functions that, with appropriate staff, might most effectively be managed by the Regional Employment Board. Consideration should be given to hiring additional professional staff that would be responsible for initiating and managing these activities.

### **College Internships**

As described previously, MCLA has a comprehensive and well organized college internship program. Coordinated by the Career Services Director, each group of faculty plays a key role in selecting interns who meet their requirements as well as assessing the performance of interns. MCLA's centralized database is very user friendly, and also serves as a job posting mechanism. Thought might be given by the Compact regarding

how best to get Berkshire County employers more involved in using the database. It is an excellent tool to facilitate matching interns with employers, but also a low cost recruiting tool for filling open positions.

## **Conclusion**

The variety of locally designed and managed high school internship programs being offered by school districts throughout the County are supported by the decentralized “Connecting Activities” program. Involving students spanning the spectrum from college prep to vocational to “at risk” students, programs are structured to achieve different goals. Students benefit in many ways, from gaining a better understanding of the demands of the workplace and working effectively with others to learning about specific career paths and about taking responsibility. These outcomes apply to students of all academic ability and interests. While there are many good examples of very positive internship experiences, overall, employer perceptions are mixed, and there are programmatic aspects identified by employers where focused efforts may result in a more fruitful experience for both intern and employer.

MCLA has the only local college internship program impacting Berkshire County. It is well structured and, judging from the growth in the number of students doing internships, it is ably administered.

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<sup>1</sup> *Intern Toolkit: Just Add Talent* © Z University 2006. Z University, 2865 S. Eagle Rd., Newtown, PA 18940

<sup>2</sup> There are numerous examples citing the need to develop programs in partnership with employers – see “Selected Research Notes” below for examples

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## Selected Research Notes

A Google search of “Exemplary High School Internship Programs” identified some 324,000 sources. Not surprisingly, there is a great deal of similarity in the structure of the programs for which a description was provided, and those reviewed were very similar to that found at McCann and the Academies. For example:

- Creating advisory committees for each program
- Using a team made up of both educators and employers to establish clear and measurable goals to create a program that is mutually advantageous to employer and student
- Developing criteria for student selection (i.e., academic performance, behavior, attendance etc.)
- Emphasizing the importance of basic work ready personal skills (e.g., dress, punctuality, interpersonal skills)
- Training of supervisors – school and employer so that faculty understands the dynamics of the workplace and employer/mentors get a better grasp of how teens learn
- Identifying a school based coordinator to provide a consistent link between school and work based learning assignment
- Conducting on-going assessments at key points during and at the conclusion of each assignment – assessments include input from faculty, employer and student.

The above reflects a model that addresses the question of what to do, but a successful program is as much a function of the expertise and passion exhibited in executing the model. The McCann experience is illustrative.

Research revealed many structured internship programs in urban areas, generally initiated by school district administration with appropriate dedicated staff and with strong links to an extensive commercial community. Internships also seem to be an important element in magnet schools geared to particular industries (e.g., technology, healthcare, finance etc.) . . . the Atlanta experience is just one example. Similarly, internships were often found to be a prominent feature in alternative schools.

Many examples were found in which developing programs in concert with employers was a central feature:

- Providence High School in Burbank, California developed an extensive program focusing on healthcare. It began as a unique partnership between the high school and the Providence St. Joseph Medical Center which was then expanded to ten other medical institutions. With a goal to prepare students for a path to a possible career in healthcare, the program follows the scope and sequence of the school’s college prep science curriculum. Twenty-five to thirty students are selected from a pool of 9<sup>th</sup> grade applicants. Criteria include: academic performance, motivation, behavior, approval of administration and the program’s director and results of an entrance exam.

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- Cle Elum - Roslyn High School is part of a rural school district in eastern Washington State with a 9-12 grade population of about 300 students. With a designated workplace learning coordinator (WPC) and working with industry specific advisory committees, their focus is on providing opportunities for students to explore various career options. The grade 9 curriculum includes researching various industries/job types by interviewing industry professionals and a one week job shadow experience (one to two hours/day – students can do multiple job shadows). The grade nine experience is designed to allow the student to then focus in subsequent years on an area of greatest interest. In grade 11 students take a capstone project based course designed to synthesize all previous learning in a simulated workplace. An unpaid internship (Community Resource Training – CRT) administered by the WPC is optional, and the WPC is responsible for training on-site supervisors. Two site visits are done during each grading period, and employers and the WPC do an evaluation at the end of each internship. Prior to the internship, the student prepares a paper on goals and he/she also completes an evaluative paper at the end of the experience. Programs include IT, construction, teacher education, child development and service sector. Employer benefits cited: demonstrates investment in the community, gives voice on preparation of future employees and taps into a potential local labor pool. Employer/school partnership has been a key factor in developing programs.
  - Yet another interesting example of school/employer partnership (addressing a “pipeline” goal) is the program created in a school district in Kingsville, Texas. They’ve established a training, internship and employment vehicle by partnering with the local naval air base, medical institutions and college. Working together they designed courses to prepare students for entry level employment or advanced educational opportunities in areas such as agriculture, law enforcement, science and technology, business, healthcare and marketing. The aircraft maintenance internship includes working at school on a plane and hanger donated by the naval base followed by a six-week on-site paid internship. The Health Science Technology program was designed by partnering with area healthcare institutions to create a series of health science courses and an internship of ten hours/week at a local medical facility. Like the BCC, they also have a Tech Prep program that allows students to earn college credit for successfully completing groups of high school courses.
  - Yet another example of school/employer partnerships is the case of the Southern Regional Education Board in Atlanta whose administration brought together some twenty high schools, four post-secondary technical institutions and several manufactures to create a summer internship program in high-tech manufacturing. They drew on the experience of Boeing in Seattle, the Chamber of Commerce Craftsmanship 2000 Program and the Cornell Youth Apprenticeship Project in Ithaca, NY, all apprenticeship rather than internship programs.

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- Sheshunoff, the banking information/training company, developed a banking model internship program which is used as a tool for recruiting new employees (see [www.sheshunoff.com](http://www.sheshunoff.com) – Bankers Ideanet/Human Resources). The tag line: “Test drive’ a potential employee and provide a community resource at the same time). As a well known source among financial institutions, this would be a resource to use in partnering with local banks to establish an internship program. The spokesperson at Greylock Federal expressed interest in pursuing a structured program.
  - The Technology Council of Central Pennsylvania (Pittsburg) sponsored the preparation of an interesting manual “Starting and Maintaining a Quality Internship Program” that offers guidance in establishing internship programs emphasizing goal setting, orientation training, supervision and evaluation. This could be used as a template for evaluating programs. (See [www.marriottschool.byu.edu/gmc/involvement/Internbenefits.pdf](http://www.marriottschool.byu.edu/gmc/involvement/Internbenefits.pdf))
  - Chosen as a “School that Works,” De La Salle North Catholic High School in North Portland, Oregon designed a college prep/professional internship program. It is modeled after Cristo Rey Jesuit High School’s corporate internship program in downtown Chicago. Designed in partnership with employers, its focus is on ethnically diverse at-risk students; they earn 70% of their tuition. Participants work in full-time entry level positions in banks, law offices and medical institutions - a job sharing team is the structure that allows for a full-time job being held down for the standard business week. Academic schedules are structured so students do not miss classes. The program combines classroom and business experience, a major aspect of which is a strong mentoring component. The job sharing team concept may have relevance as a way to address some of the concerns expressed by employers involved in our research.
  - Many sites reviewed featured both Academy/Pathway and Tech Prep programs, the latter usually tied closely with a given company or industry (e.g., Boeing in Seattle). For example, the Gaithersburg High School in the Montgomery County Maryland School District has a National Academy of Finance and pathway type programs in Information Management, Accounting, Business Management and Marketing. Noteworthy is that internships are built into regular course schedules.

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- While not an internship program per se, the Tulsa, Oklahoma Chamber of Commerce Craftsmanship 2000 Program was conceived as a partnership among seven companies, the Chamber, the school district and Tulsa Tech Junior College to address the perceived mismatch between skill levels of recent graduates and an increasing demand for higher craftsmanship. It is designed to integrate academic, technical and work based learning. Sponsoring industries provide mentors and training sites. Students become part-time employees of Craftsmanship 2000. Teachers, trainees and mentors all get extensive training with a focus on “learner outcomes” emphasizing the need for teachers to understand the workplace context and for employers to better understand teenagers and how they learn.

- Two other resources of note:

Cooperative Education and Internship Association (CEIA)  
4190 South Highland Drive, Suite 211  
Salt Lake City, UT 84124  
[www.ceiainc.org](http://www.ceiainc.org)

National Society for Experiential Education (NSEE)  
9001 Braddock Road, Suite 380  
Springfield, VA 22151  
[www.nsee.org](http://www.nsee.org)