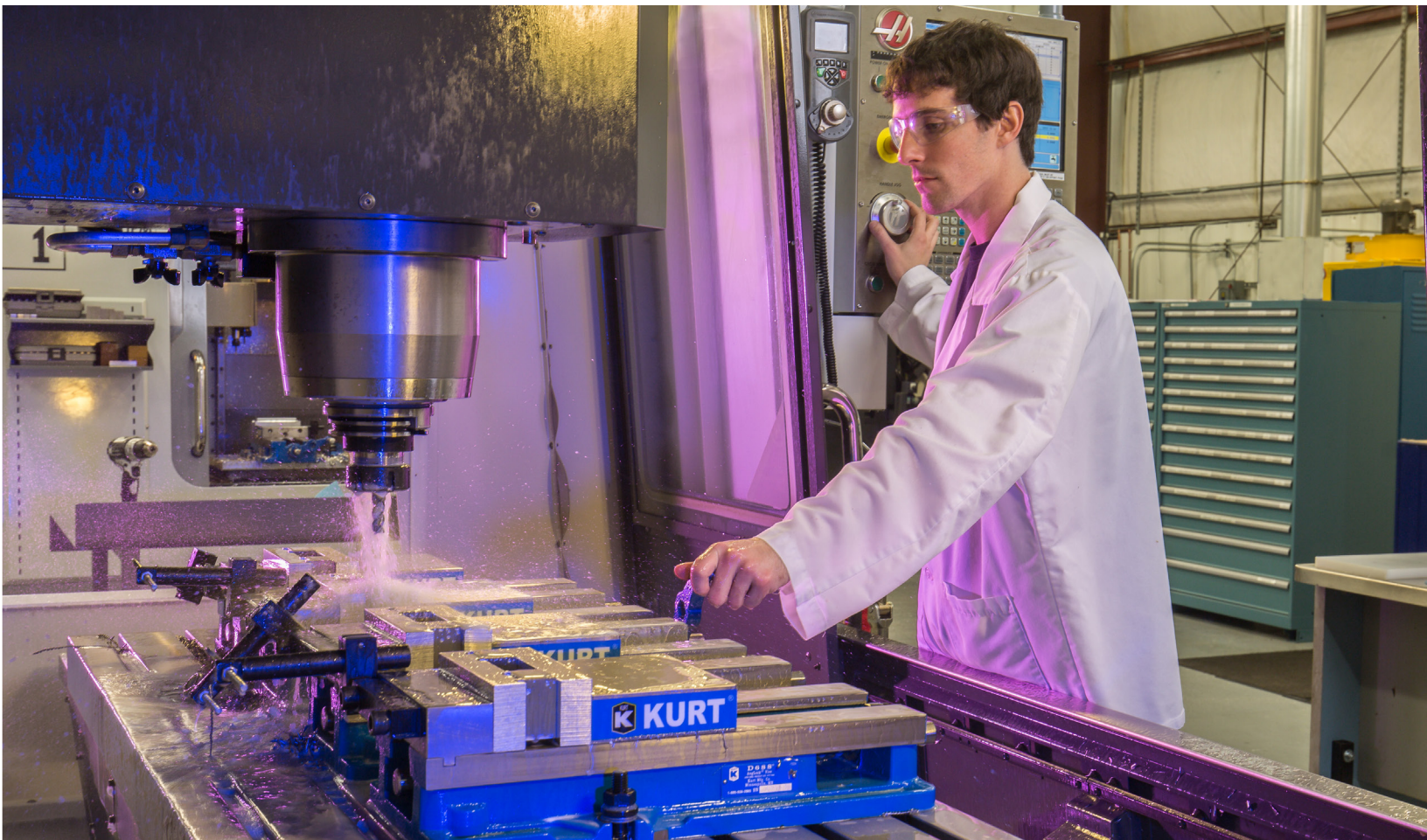


Employer's Guide to Internships



INTERNSHIP PIPELINE PROGRAM PARTNERS



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INTRODUCTION TO INTERNSHIPS

Over the years internships have become an essential tool to strengthen our workforce. From the world's largest Fortune 500 companies to the small mom and pop shops, interns have proven to be one of the most effective avenues for recruitment, an excellent tool for students to strengthen their educational outcomes and an important way for communities to combat workforce leakage.

Internship programs as a workforce development pipeline have been around since at least the 12th century. The Guild masters of medieval Europe hosted and trained unpaid 'apprentices' for up to 7 years to become artisan bakers, cobblers or stone masons. Often the parents would pay the guilds to train their teenage son as an apprentice in hopes of raising their child's social status in life.

Guild masters believed strongly in the importance of forging strong relationships between apprentices and the guilds they worked for. Often these apprentices would even live and work in the same home as the master. Guilds recognized the importance of creating a membership of 'confraternities' or "brothers helping brothers". This system of apprenticeship helped bolster these guilds into one of the strongest professional and civic forces of the medieval era. (*Iowa State University*)

Today, this pipeline system has morphed into what we now know as an 'internship program' and are still used for many of the same reasons. Modern interns often work for low or no compensation in hopes of earning the valuable experience necessary to increase their future earnings and modern firms still recognize internships as one of the most valuable ways to build their competitive workforce.



WHY SHOULD I HOST AN INTERN?

The benefits of hosting interns are well established. They allow students the opportunity to put their academic training into practice while growing their practical experience, they give employers access to a motivated and creative workforce at a low cost and they foster the communal relationships that strengthens the regional workforce.

Company

Workforce issues consistently rank among the top concerns for employers in the Pacific Mountain region. In April of 2016, the Thurston Economic Development Council conducted an outreach survey to better understand the workforce needs within one of the local municipalities. While **88% of the businesses surveyed indicated they would be hiring more workers in the coming year, a massive 68% also indicated they struggled finding a quality workforce within Thurston County.** (EDC survey)

A 2016 survey by The National Association of Colleges and Employers reported that **61.9% of hosted interns were converted into full-time positions** after their internship concluded. This makes interns an excellent, low risk pathway for employers to hire and retain talent!

Community

Workforce leakage is a struggle for any community near a large and booming city like Seattle. High wages entice talent away from our region and into the big city. Internships give talented students a tangible connection to their local community by engaging them early on in their job search. Students who feel engaged and a sense of belonging to their community are much more likely to keep their talent local. This makes internships an important tool to combat workforce leakage and keep creative talent within a community.

Student

An internship is an important opportunity for students to enhance their academic training and professional abilities. By providing an internship, students are enabled contextualize classroom theory in a real world environment which strengthens both their academic and professional ability.

FINDING AND HOSTING INTERNS

A common barrier that businesses face when deciding whether or not to host an intern is how to navigate the requirements set out by the state of Washington and by the higher education institutions in their area.

In the following sections we will explore where to find your interns and how to navigate the processes at both Career Path Services and our regional higher education institutions.

Dislocated Workers

If a worker loses their job for reasons outside of their control, they may qualify for “dislocated worker” benefits through Career Path Services. If a worker finds themselves in need of education, training or employment services they may take advantages of public services like unemployment benefits or WorkSource. These programs help regions retain a skilled workforce and transition workers into new jobs within their community. Unlike typical students, dislocated workers already have important soft skills and technical abilities that make them extra valuable for employers. By developing a relationship with a local employment practitioner at Career Path Services, you will have direct access to a regular and rotating pool of interns. This way, employment practitioners will automatically try to match you with new dislocated workers as they are added to the caseload. Below you will find the contact information for each regional employment practitioner.

The legal guidelines established by Washington L&I for internship work and how to provide your interns with medical coverage.

If you've had no experience with setting up internships within your organization – Don't worry! This guide will take you from zero knowledge to a robust pipeline in no time. Internship Orientation

Regional Employment Practitioners

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Employment Practitioner
Career Path Services – WorkSource **Thurston County** & WorkSource **Lewis County**
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ksantana@esd.wa.gov

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Career Path Services – WorkSource **Mason County**/Mason County Transition Center
(360) 427-7022
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Career Path Services – WorkSource **Thurston County**
(360) 570-4271
swilliams@esd.wa.gov

Kris Aschim
Employment Practitioner
Career Path Services – WorkSource **Grays Harbor & Pacific County**
KAschim@esd.wa.gov

Higher Education Institutions

One of the simplest and most direct methods of finding qualified interns is to go directly to the source, local higher education institutions. Community colleges and universities offer a continually renewing source of enthusiastic learners looking to expand their knowledge and prove their value. Almost all colleges and universities have dedicated “Career Development Centers” or “Worker Retraining” departments that oversee internship programs for their student body. Even smaller, rural schools usually have at least one dedicated individual that helps identify internship opportunities.

Some college programs also require students to participate in a private sector internship before they are awarded their degree or technical certificate. This means that employers who develop close relationships with their regional colleges and universities will have regular access to rotating internship talent as students move through their classwork. The closer your relationship is with the local colleges, the better access you will have to a rotating pool of talented interns.

If you are going to recruit interns directly from the colleges you will need to be able to navigate your regional college’s credit requirements. These requirements are a set of standards and procedures that will allow the school to track learning outcomes for students and assign a letter grade to them upon completion of the internship. While each school is slightly different, there are common elements that most institutions share. The material in this guide uses the procedures established by South Puget Sound Community College for their student body. An example internship handbook from South Puget Sound Community College is featured in Appendix A. Your local higher education institution will be more than happy to guide you through their processes.

Being engaged in your local higher education institution is vital if you want to have access to the best interns available to you, but there are other advantages to cultivating a close relationship with your local education providers too. Colleges and

universities are always trying to make their classwork as relevant as possible for their student body and they will often reach out to their private sector partners for advice on how to structure classwork to best prepare students for their careers. In time you might find yourself advising academic deans on what should and shouldn’t be taught in class.

South Puget Sound Community College

Sally Murrow
Program Coordinator Cooperative Work
Experience/Internship Program
smurrow@spscc.edu
(360)-596-5359

Centralia College

Joan Rogerson
Student Employment Program Coordinator
joan.rogerson@centralia.edu
360-736-9391 ext 208

Grays Harbor College

Darin Jones
Chief Executive of Human Resources
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360-538-4234

Olympic College

Teresa Mcdermot
Director of Ocs & Career Center
Tmcdermott@olympic.edu
360-475-7478

The Evergreen State College

Kevin Andrew
Assistant Director, Internships & Employer
Development
(360) 867-6189
andrewk@evergreen.edu

St. Martin’s University

Ann Adams
Associate Dean of Students
Director of Career Development
360-438-4382
aadams@stmartin.edu



INTERNSHIP PROGRAM BEST PRACTICES

Internship Orientation

Why hold an orientation process?

Orientations are a vital part of any on-boarding process. Like any new hire, an orientation should familiarize your new intern with your company's processes, culture and go over the responsibilities for both parties. Holding an orientation will make sure your new intern and management are both "on the same page" and maintain the same expectations of each other throughout the internship. A good orientation should also explicitly spell out the learning objectives the intern is expected to accomplish and how their supervisor will facilitate that process. While every company is different, the principles outlined below should be applicable no matter the industry or organization structure. Remember, the most effective internships have continual and open communication between management and interns. A full orientation guide and checklist is included in the appendix.

Making your interns feel invested in your company

Supervisors and Mentors

Pairing your intern with the right mentor is a very effective method of cultivating a personal bond between your organization and your intern. A good mentor will be the person that serves as the first point of contact for your intern, who can also

address questions your intern might have and who will be an advocate for your intern during their stay with you. The mentor should also act as the direct supervisor for your intern and would be the one responsible for ensuring the learning objectives are being met.

Executive level management should also spend time to get to know your intern and ideally participate in your intern's orientation process. By giving your intern time with upper-management you demonstrate to them your willingness to integrate them into your team and that you value their presence. These will be important things your intern will remember positively about your organization culture and structure should you decide to make them a job offer.

Give your intern the opportunity to "shadow" others in your organization, even if their occupation is not directly related to the internship. One of the most useful parts of an internship for a student is the ability for them to test the waters of an occupation without fully committing. Allowing interns to shadow other employees in your organization will help them better understand alternative occupations should they decide not to pursue the occupation they are currently interning in.

Developing Company Loyalty

If the ultimate goal of your internship is to convert

your talented interns into full-time hires, your organization should be continually seeking new ways to engage with those interns and to make them feel like a valued member of your team. One effective pathway for achieving that goal is to assign your intern project based work in teams and avoiding routine tasks like making coffee or editing documents. Project based learning has been shown to be an effective way of engaging students in their work. It has the secondary benefit of giving students a sense of ownership of their accomplishments. Lastly, if their project is based within a team, it will give you the opportunity to evaluate how well your intern works with your other employees and their other “soft skills”.

Consider showcasing your interns work at a company presentation or expo. This will more fully ingrain your intern with your company’s culture and give your intern an opportunity to show off the good work they’ve been doing.

If possible, add extra incentives to your internship programs. According to the American Community Survey conducted in 2010 by the United States Census, up to 51.8% of college students live below the federal poverty line. That, combined with school debt, can create a stressful financial environment for your interns. With that in mind, adding additional incentives like housing assistance or scholarships will greatly endear you to your interns. Ideally, internships should be paid, but when that is not possible do consider additional incentives to help mitigate the financial stresses of academic work. Your interns will remember you for it.

Be flexible with your interns.

Spend effort understanding their needs and try to accommodate them as best as possible. Some interns might be fine with a typical 9-5 workday, but others might need a more flexible schedule to accommodate their classwork. Some interns might work best in a ridged, structured environment while others may not excel without some degree of autonomy and freedom to explore their interests.

After the internship ends

Exit Interviews

Securing Medical Aid Coverage for Interns (L&I)

Beginning June, 9th 2016, Labor & Industry expanded who is eligible for L&I’s medical only coverage. Previously, only public k-12 student volunteers were eligible for L&I medical coverage, but the new law extends that service to student volunteers and unpaid workers in public and private higher education institutions (WAC 296-17). The current 2017 base rate for medical coverage is \$0.0708 per hour. (Risk classification 6901-01).

Medical aid coverage is now available for:

- Qualified student volunteers in private K-12 Schools
- Qualified student volunteers in private and public institutions of higher education
- Unpaid students in school-sponsored, unpaid work-based learning

Coverage can be secured by completing an Application for Elective Coverage of Excluded Employment form (F213-112-000) and submitted to L&I to the insurance address printed on the same form. A copy of this form is included in the appendix of this guide or online at **<http://www.lni.wa.gov/FormPub/Detail.asp?DocID=1562>**.

State fund employers should call their Account Manager with any questions or call L&I directly at 360-902-4817. Self-insured employers should call L&I with their questions at 360-902-6867.

It is highly recommended that you always conduct a thorough and complete exit interview with all of your interns after their internship program has completed. Ask your interns for their honest feedback. Ask them what parts of working at your company they liked and what parts you could improve upon. Soliciting this feedback will demonstrate to your intern that you value their opinions and increase the likelihood of working with you in the future.

Likewise, this is an excellent opportunity for you to provide important professional feedback of your own. Cultivating a culture of openness and honesty with your interns will go a long way to ensuring they accept a job offer should you decide to offer them one.

Convert Interns into company advocates

Talented interns keep talented friends. After your internship has completed, talk to your intern and ask them to recommend any of their friends they think might also be a good fit for your company. This will help keep your internship pipeline full of students that match well with your company goals and culture.

Another way of accomplishing this is to bring back previous interns to meet and answer questions for any new interns you host. This will give your new interns an opportunity to connect and ask questions directly to someone who has been in their position before.

Convert Interns into ‘On-the-job trainees’

One of our region’s most useful workforce tools for employers is the popular “On-the-Job Training” scholarship offered by WorkSource and the Thurston Chamber of Commerce. The OJT scholarship helps support our region’s employers by offsetting the costs of wages during the first three months of employment or first 520 hours of work. Generally 50% of wages will be reimbursed to employers participating in an OJT, but, depending on the circumstance, as much as a 100% reimbursement may be possible.

Additionally, employers are also able to claim a tax credit on their federal taxes for each qualifying hire.

For more information please get in contact with a WorkSource Thurston Business Services Representatives at 360-570-6949.

For more information on OJTs visit: <http://www.pacmtn.org/on-the-job-training/>





FROM ZERO TO INTERNSHIP: PIPELINE CHECKLIST

- Collaborate directly with higher education institutions and employment practitioners to find the best interns for your organization.
- Hold an orientation for your new intern, assign a supportive mentor to guide your intern and establish the learning objectives.
- Integrate your intern into your company's culture and assign them team based projects when possible. Try to support them with extra incentives like scholarships. Be flexible with their needs and let them explore different aspects of your company.
- Convert your intern into an advocate for your company by asking them to recommend friends and to participate in orientations for future interns.
- If you decide you want to hire your intern, look into on-the-job scholarship incentives provided by WorkSource and Business2Business.

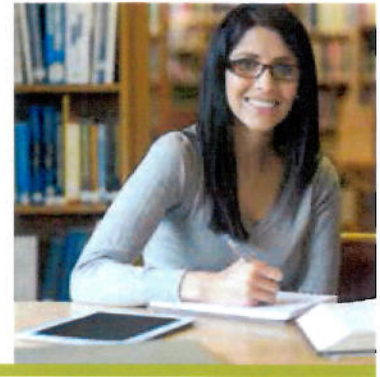


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Student Volunteers and Workers' Compensation Coverage

A new law passed in 2016 expands who is eligible for L&I's medical only coverage.



What's new?

Before the new law, L&I offered medical aid coverage for only public K-12 school student volunteers.

- Beginning June 9, 2016, L&I will offer medical aid-only coverage for qualified student volunteers in private K-12 schools, and in private and public institutions of higher education.
- In an effort to encourage employers to participate in school-sponsored, unpaid work-based learning, the new law enables L&I to provide medical aid-only coverage for unpaid students.

What is a student volunteer? What is an unpaid student?

Definitions of student volunteers and unpaid students:

	Student volunteer	Unpaid student
Enrollment:	Enrolled in a public or private K-12 school or institution of higher education	Enrolled in a public or private institution of higher education, not in a K-12 school
Authorization of program:	Participating as a volunteer under a program authorized by the school	<ul style="list-style-type: none"> ● Participating in an unpaid work-based learning program authorized by the school ● Includes students in school-sponsored, unpaid work-based learning, including cooperative education, clinical experiences, and internship programs
Wages/remuneration:	<ul style="list-style-type: none"> ● Performing duties for employer without wages ● Student volunteers in K-12 schools may receive credit towards graduation ● May receive maintenance and reimbursement for actual expenses incurred in performing assigned duties (not considered wages) 	<ul style="list-style-type: none"> ● Performs duties without wages ● Receives credit (not considered wages) toward completing school program, certification, or degree in return for services

How do I get medical aid coverage for student volunteers and/or unpaid students?

Complete an *Application for Elective Coverage of Excluded Employment* form (F213-112-000). The completed form serves as notice to L&I that you will be providing this coverage. (See WAC 296-17-935 for your reporting options.)

State fund employers:

- Submit the completed application to L&I's Employer Services section at the address printed on the form.
- Call 360-902-4817 or your Account Manager with any questions.

Self-insured employers:

- Submit the completed application to L&I's Self-Insurance section at the address printed on the form.
- Call 360-902-6867 with any questions.

Where do I get the application form?

The *Application for Elective Coverage of Excluded Employment* (F213-112-000) is available online at www.Lni.wa.gov/Forms/pdf/213112a0.pdf or by calling the numbers listed above.

What about internships?

Internships mean different things to different people. If you have:

- Paid interns: you must report them in your business' risk classification. Reimbursement for expenses incurred in performing assigned duties is **not** considered a wage.
- Unpaid interns working for credit towards completing a school program, certification, or a degree in return for services: may be unpaid students – each scenario will be reviewed on a case-by-case basis.

What does medical aid coverage mean?

This coverage pays approved medical care costs that pertain to an injury or illness resulting from volunteer activities. Electing this coverage does **not** protect employers from tort liability.

Who pays the L&I premium?

State fund employers who have elected coverage for their student volunteers and/or unpaid students. Schools do not pay the premium unless the student is volunteering for the school.

Self-insured employers do not pay premiums; however, they agree to pay the costs of a qualifying claim filed by a student volunteer and/or unpaid student.

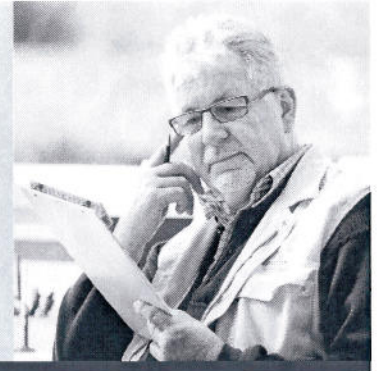
Which law established this volunteer coverage and is now being updated?

In 1994, the Washington State Legislature passed the student volunteers statute, RCW 51.12.170. This RCW was updated in 2016 by Engrossed Substitute Senate Bill 6293. Rules administering the law may be found in Washington Administrative Code (WAC) Chapter 296-17, at

<http://app.leg.wa.gov/wac/default.aspx?cite=296-17>.

100 Hour Cap Method for Reporting Volunteers

The legislature passed a new law in 2016, adding a reporting option for employers covering volunteers for workers' comp.



What's new for employers reporting their volunteers?

All entities reporting volunteers for Medical Aid only coverage may report either:

- 100 hours per volunteer per calendar year, or
- Actual hours worked for all volunteers each quarter.

Employers must report all their volunteers using the same method.

When does this law take effect?

June 9, 2016.

Who can choose the 100 hour cap reporting method?

All employers reporting in classifications 6901 for volunteers or student volunteers, or 6906 for volunteer law enforcement, may use this reporting method. This includes state agencies that are required to provide volunteer coverage, as well as entities that may elect optional volunteer coverage.

How and when can I choose the 100 hour cap reporting method?

In 2016, if you want to report 100 hours per volunteer, you should send written notice to your Account Manager. Because the 100 hour reporting option may be used only after the law's effective date, reporting 100 hours per volunteer in 2016 will provide coverage for third and fourth quarters only. You must still report actual hours for volunteers in first and second quarters of 2016.

Starting in calendar year 2017, you will choose your method for reporting volunteers on your first quarterly report of the year when you have either classifications 6901 or 6906 active on your account.

How and when will I report my volunteers if I choose the 100 hour cap reporting method?

You will report all your volunteers in the same quarter when you choose the 100 hour cap reporting method. If you add volunteers in subsequent quarters that same calendar year, you will report 100 hours for each new volunteer in the quarter those new volunteers start with you.

You must use the same method of reporting all volunteers for the whole calendar year. However, you may choose each calendar year whether to report actual hours or the 100 hour cap method. This means you may report one year using the 100 hour cap method, and the next year you may choose to report actual hours.

What if I selected the 100 hour reporting method, but I have a new volunteer who starts on December 15?

You still must report 100 hours for that volunteer for that calendar year.

Who is a volunteer?

- A volunteer is a person who donates labor to another by his or her own free choice without receiving material or monetary or other value in exchange.
- A student volunteer is enrolled in public and private K-12 and institutions of higher education.

When is a volunteer a “covered worker”?

If a volunteer receives something of monetary value in exchange for work, he or she is probably a “covered worker” who is entitled by law to workers’ compensation insurance coverage. Also, in most situations, for-profit businesses are presumed **not to have** volunteers.

Who can elect to cover volunteers?

Organizations that may elect to buy “volunteer coverage” (medical only) include:

- Cities, counties, towns, special districts (such as public utility districts), municipal corporations, or other political subdivisions.
- Employers with student volunteers enrolled in public and private K-12 schools and schools of higher education. See also our fact sheet on *Student Volunteers and Workers’ Compensation Coverage* (FY16-617).
- Private nonprofit charitable organizations. To be considered a private nonprofit charitable organization, the entity must demonstrate that it qualifies under Internal Revenue Service rules as a 501(c)(3) exempt organization.
- Exceptions:
 - State government agencies **must** provide their registered volunteers with volunteer coverage.
 - Volunteer firefighters are covered under the Volunteer Fireman’s Relief and Pension Fund.
 - Law enforcement agencies may choose full coverage or medical-only volunteer coverage. All volunteers must be covered with the same type of coverage.

How do I start coverage?

To elect volunteer coverage, you must submit an *Application for Elective Coverage of Excluded Employments* (Form F213-112-000). Coverage may begin at 12:01 a.m. the day after we receive your completed form, or you may choose a future effective date.

If your business or organization elects to cover volunteers, you must:

- Cover all your volunteers, and notify all volunteers of coverage.
- Choose whether to report all volunteers based on actual hours, or based on 100 hours per volunteer per calendar year.
- Create and keep auditable records of all volunteers, including:
 - Names and Social Security Numbers
 - Registration of each person as a volunteer and acceptance by your organization
 - Beginning and end date of volunteer service
 - Applicable risk classifications (likely 6901 or 6906)
 - Actual hours worked or your decision to report 100 hours per volunteer per calendar year
 - For student volunteers and unpaid students:
 - Proof of registration of students’ current enrollment in school or institution of higher learning
 - Authorization from the school or institution of higher education for students’ participation in the school’s volunteer program, or the school’s unpaid work-based learning program
- You will need to retain these records for 3 full calendar years.
- Report and pay premiums for either all volunteer hours worked, or for 100 hours per volunteer per calendar year.

Note: See relevant reporting rules, including:

- 296-17-31021, *Recordkeeping and retention*
- 296-17-925, *Recordkeeping requirements for student volunteers or unpaid students*
- 296-17-930, *Volunteers*
- 296-17-935, *Options for reporting qualifying volunteers, including student volunteers and unpaid students*

How can I cancel coverage?

If your business or organization chooses to cancel volunteer coverage, you must notify all volunteers that you are cancelling coverage. The cancellation is effective 30 days after we receive the written notice of cancellation (*Cancellation of Elective Coverage for Excluded Employments* form F213-015-000).

To find out more about volunteers please go to our volunteer web pages at www.Lni.wa.gov/ClaimsIns/Insurance/Learn/Volunteers.

Application for Elective Coverage of Excluded Employments

State Fund Accounts Mail To:

Employer Services
PO Box 44140
Olympia WA 98504-4140
Fax — 360-902-4633

Self-Insured Accounts Mail To: (Account ID starts with 700, 701, or

706)
Self-Insurance
PO Box 44891
Olympia WA 98504-4891
Fax — 360-902-6860

The following categories of employment are not included within the mandatory coverage of the Industrial Insurance laws of Washington per [Title 51](#) of the Revised Code of Washington. Indicate the type of coverage elected by checking the appropriate box(es). See the following page and the RCWs/WACs listed for reporting requirements and definitions of elective coverage.

1. Domestic servants
2. Gardening, maintenance, repair, etc. in or about the employer's home
3. Casual employment away from the employer's home and not associated with their business.
Provide a brief description of the work being performed:

4. Services in return for aid or sustenance only.
5. Minor children under 18 years of age on a family farm.
6. Jockey — Racing
7. Musicians and Entertainers
8. Volunteer Law Enforcement Officer (Full Coverage) (6905)
9. Volunteer Workers (Medical Aid only)
 - Law Enforcement (6906) Other (6901) Community Improvement Project (6901)
10. Student volunteers – public and private K – 12 and institutions of higher education (Medical Aid only 6901)
11. Unpaid students in a work-based school-sponsored program (Medical Aid only 6901)
12. Community Services (7203) Project From: _____ To: _____
Period: _____
13. Newspaper carriers and freelance journalists
14. Insurance producers or surplus line brokers

I, the undersigned, certify that I am authorized to execute this Application of Elective Coverage on behalf of this business, public entity, or nonprofit organization.

By signing below, I certify under penalty of perjury under the laws of the state of Washington that the foregoing is true and correct, and further that if coverage is being elected for student volunteers, the student is enrolled as described on page 2 of this form in #10 and participating as a volunteer in a program authorized by a school; and if coverage is being elected for unpaid students, the student is enrolled as described on page 2 in #11 and participating in a work-based learning program authorized by an institution of higher education.

Benefits in accordance with [Title 51 RCW](#) are to be provided to all persons, now or hereafter working under this optional coverage until 30 days after written notice of cancellation of this election has been received by the department. In case of cancellation, I shall post said notice at least 30 days before the effective date in the work area of the affected worker(s) and shall personally notify other affected worker(s). ([RCW 51.12.110](#))

This coverage will not start until the Department Labor and Industries receives this signed notification.

Business Name	UBI	Account ID
Business Address	City	State Zip Code
Applicant's Name	Official Position	
Applicant's Phone Number	Applicant's Email Address	

Date	Signature
------	-----------

Excluded Employment Definitions

[WAC 296-17-31021\(2\)](#) provides that a business that has elected coverage for one of these categories shall report and pay premiums based on 160 hours per month for full time salaried employees or actual hours worked for any employees paid on an hourly, salaried, part time, percentage of profit, or piece work basis in the applicable classification until 30 days after a notice of cancellation is received in writing by the department. Numbers 9, 10, and 11 are exceptions to [WAC 296-17-31021\(2\)](#) and governed by [WAC 296-17-935](#).

1. **Domestic Servants:** “Any person employed as a domestic servant in the private home of the employer who has less than two employees regularly employed forty or more hours per week in such employment.”
(Coverage for nursing care is mandatory.)
2. **Gardening, Maintenance, Repair, etc. in or about the employer’s home:** “Any person employed to do gardening, maintenance, repair, or similar work in or about the private home of the employer.”
3. **Casual Employment:** “A person whose employment is not in the course of the trade, business, or profession of his or her employer, and is not in or about the private home of the employer.”
4. **Service in return for aid or sustenance only:** “Any person performing services in return for aid of sustenance only, received from any religious or charitable organization.”
5. **Minor children under 18 years of age on a family farm:** “Any child under eighteen years of age employed by his parent or parents in agricultural activities on the family farm.”
6. **Jockeys — Racing:** “Jockeys while participating in or preparing horses for race meets licensed by the Washington Horse Racing Commission pursuant to [Chapter 67.16 RCW](#).”
7. **Musicians and Entertainers:** “Services provided by a musician or entertainer under a contract with a purchaser of the services, for a specific engagement or engagements when such musicians or entertainers perform no other duties for the purchaser and is not regularly and continuously employed by the purchaser. A purchaser does not include the leader of a group or recognized entity who employs, other than on a casual basis, musicians or entertainers.”
8. **Volunteer Law Enforcement (Officers – full coverage):** A person who is a member of a law enforcement department and who (i) performs assigned or authorized duties for the law enforcement department by his or her free choice; (ii) serves in a position that is not basically clerical or secretarial in nature; (iii) is registered and accepted as a volunteer by the law enforcement department; and (iv) receives no monetary remuneration other than maintenance and reimbursement for actual expenses necessarily incurred in performing assigned duties – [RCW 51.12.140](#). (To withdraw this coverage, you must provide the department with written notification 30 days before your desired cancellation date and notify each volunteer law enforcement officer affected by the withdrawal.)
NOTE: this election shall not apply to emergency service workers as described in [Chapter 38.52 RCW](#), volunteer firefighters, as covered by [Chapter 41.24 RCW](#), or to community service workers covered by [Chapter 13.40 RCW](#).
9. **Volunteer Workers: (Medical Aid only)** A person who performs any assigned or authorized duties for a city, county, town, special district, municipal corporation or political subdivision of any type, or a private nonprofit charitable organization brought about by one’s own free choice, receives no wages, and is registered and accepted as a volunteer by the municipality or organization for who the work is performed. [RCW 51.12.035](#) and [RCW 51.12.050\(2\)](#).
Volunteer Law Enforcement Officers (Medical Aid only): Any person who is a member of a law enforcement department, and who (i) performs assigned or authorized duties for the law enforcement department by his or her own free choice; (ii) serves in a position that is not basically clerical or secretarial in nature; (iii) is registered and accepted as a volunteer by the law enforcement department; and (iv) receives no monetary remuneration other than maintenance and reimbursement for actual expenses necessarily incurred in performing assigned duties – [RCW 51.12.140](#).
NOTE: this election shall not apply to emergency service workers as described in [Chapter 38.52 RCW](#), volunteer firefighters as covered by [Chapter 41.24 RCW](#), or to community service workers covered by [Chapter 13.40 RCW](#). All other volunteer for any state agency are mandatorily covered.
10. **Student Volunteers: (Medical Aid only)** Any enrolled student in a public school as defined in [RCW 28A.150.010](#), a private school governed under chapter [28A.195 RCW](#), or a state public or private institution of higher education, who is participating as a volunteer under a program authorized by the school. The student volunteer shall perform duties for the employer without wages. The student volunteer shall be deemed a volunteer even if the student is granted maintenance and reimbursement for actual expenses necessarily incurred in performing his or her assigned or authorized duties. A person who earns wages for the services performed is not a student volunteer. [RCW 51.12.170](#)
11. **Unpaid Student (Medical Aid only):** Includes any enrolled student in a state public or private institution of higher education who is participating in an unpaid work-based program authorized by the school. The unpaid student shall perform duties for the employer without wages but receives credit towards completing the school program, certification, or degree in return for the services provided. Unpaid student includes a student in school-sponsored, unpaid work-based learning, including cooperative education, clinical experiences, and internship programs. [RCW 51.12.170](#)
12. **Community Service Workers:** “Any offender performing community services pursuant to a court order, or under the provision of [Chapter 13.40 RCW](#) for a state agency, county, city, town, or nonprofit organization.”
13. **Newspaper Carriers or Freelance Journalists:** “Newspaper carriers or vendors who distribute newspapers to residences,



INTERNSHIP ORIENTATION CHECKLIST

Why hold an orientation process?

Orientations are a vital part of any on-boarding process. Like any new hire, an orientation should familiarize your new intern with your company's processes, culture and go over the responsibilities for both parties. Holding an orientation will make sure your new intern and management are both "on the same page" and maintain the same expectations of each other throughout the internship. A good orientation should also explicitly spell out the learning objectives the intern is expected to accomplish and how their supervisor will facilitate that process. While every company is different, the principles outlined below should be applicable no matter the industry or organization structure. Remember, the most effective internships have continual and open communication between management and interns.

Orientation Checklist

Company History and Services Offered

Make sure you spend time talking with your new intern about the history of the company and what service your company provides (who do you sell to? What problem does your service solve? Etc.). Providing a detailed account of your company's history will help contextualize the work your intern is doing and help add meaning to their work. The

best internship programs will foster a feeling of connection and community between the worker and the company. Use this opportunity to answer the question, "Why is the work we do important?"

Assign the Intern a Supervisor and Identify Company Leadership

One of the most critical parts of your internship will be assigning them a supervisor. A good supervisor should serve as a point of contact for the intern to ask questions to and to help with problems outside of the intern's skill set. The supervisor should also be responsible for ensuring the intern is accomplishing the agreed upon learning objectives. Additionally, spend time to explain the corporate and leadership structure of your organization so your intern will better understand the way your organization functions.

Clarify Company Culture, Dress Code and Other Soft Skills

The culture at your company will be the lens by which your interns will experience your workplace and different companies will naturally have very different cultures. Does your company value freedom and creativity from workers or does it use a more structured environment with very well defined rules? Knowing these distinctions

will help your intern fit in and let them know what is expected of them. The standard tech uniform of jeans and a hoodie might be a great fit within the company culture at Facebook, but be entirely inappropriate for an investment bank or a law office. Be explicit with what kind of attire is appropriate and what the expectations are of the intern. Please consider that many interns live below the federal definition of poverty and may struggle to afford new business clothes.

☐ Define Intern Learning Objectives and Evaluation Method

Above all, your interns are there to learn. They are there to learn about your company, to evaluate the occupation and to apply classroom theory to the real world. To facilitate this learning process you should establish concrete, well defined learning objectives that will detail the new concepts and skills your intern will gain during their time with you. You will also want to clearly state the methods by which you will evaluate intern learning. Doing this will take the ambiguity out of your internship and keep your intern focused on the tasks they are there to accomplish. It is recommended that you build these learning objectives into group projects that your intern can participate in. This will help to

give your interns a sense of ownership over their work and allows you to evaluate how well your intern interacts with other members of your staff. If your intern is also earning college credit for their time with your company, you will be required by the school to document the learning objectives and evaluation methods for their records. This enables the school to award credit and a grade for your intern based on your evaluation.

☐ Have Your Intern Meet with All Departments

The key benefit for employers who host internships is the development of a direct pipeline of qualified candidates for future hiring. Schedule time for your intern to meet and explore each different department of your organization so that they can better understand your company in a holistic way. This will help make your intern feel like they “belong” at your organization. Introduce them in the exact same way you would a new hire so that they can begin to form a sense of community. Your intern’s sense of community and belonging will be absolutely critical when converting your interns into full-time or part-time hires.

COOPERATIVE WORK EXPERIENCE

Employer Handbook



The "Internship" Program at South Puget Sound Community College

GUIDELINES FOR EMPLOYING ORGANIZATIONS

This document has been written to provide information and guidelines for employing organizations. Please contact the Cooperative Work Experience Program Coordinator if you have specific questions that are not answered.

WELCOME!

Your enthusiasm and commitment to education by your participation in our program is appreciated. Without employers like you, there would not be a Cooperative Work Experience Program at South Puget Sound Community College.

WHAT IS COOPERATIVE WORK EXPERIENCE?

Cooperative Work Experience (Co-op) is an academic program that integrates a student's classroom study with planned supervised learning in positions related to the student's program of study. Students are awarded credit and a grade not for the work itself, but for the demonstration of learning which occurs in and throughout the work experience.

Co-op is a coordinated effort between the student, the student's work site supervisor, and faculty coordinator at South Puget Sound Community College. Students confer with their work site supervisor and faculty coordinator to develop a set of measurable learning objectives for the quarter. At the end of the quarter, the work site supervisor and faculty coordinator will evaluate completion of the student's learning objectives. Students are also required to complete seminar assignments. At the end of the quarter a letter grade will be awarded based on evaluations and seminar assignments.

Please Note: Students enroll and pay for the credits for this course. The work experience is graded and will appear on a student's transcript.

The Focus

Co-op's three-dimensional focus works to achieve goals central to the college's mission:

1. To provide direct services to community businesses and to build a communication channel that will lead to continual cooperation between the college and local businesses.

2. To contribute to local economic development by providing a steady flow of highly qualified appropriately skilled employees for the employers in our community
3. To help students bridge the gap between work and learning by opening practical work experience opportunities.
4. To bring the workplace and curricula closer together.

BENEFITS:

For the Employer:

Co-op provides you with highly motivated employees who are pursuing degrees or certificates from South Puget Sound Community College. We know that your needs are specific and change as the economy and technology changes. Students participating in Co-op take classes in a field that meets your needs and utilize educational knowledge while they are working for you.

For the Student:

The Cooperative Work Experience program offers students a unique opportunity to evaluate their capacity to perform in the career they have chosen. Students have a chance to learn about other career paths as well. In addition to applying the technical skills they have learned in college, students develop self-confidence, maturity, responsibility, and human relations skills.

For the Faculty:

Faculty members get a chance to network with business and industry, allowing faculty to keep up to date on the latest developments in their fields. The faculty receives feedback from employers regarding what they need from students graduating from South Puget Sound Community College. This is a valuable way to keep the program content current.

For the College:

The Cooperative Work Experience Program enhances the college's relationship with the community. The college receives feedback regarding the updating of curricula. Our students are provided training on equipment used by businesses and industry which is cost-prohibitive in the classroom. Our graduate placement has increased because of the contacts students are making through Co-op.

HOW CO-OP WORKS . . .

ROLE OF PARTICIPANTS

The student, employer, and college play equally important roles in the Cooperative Work Experience partnership. To gain the maximum benefit from this unique three-way relationship, each participant needs an understanding of the roles of the other two.

Employer:

The role of the employer is primarily to provide an environment in which learning can take place. The hiring decision is yours. Supervision should be made readily available to the Co-op student to provide assistance when needed.

At the beginning of the quarter, the student sets learning objectives to be met at the work site. The supervisor's input is helpful at this time. The supervisor can identify areas in which they would like the student to develop and can advise the student on realistic and practical objectives.

Performance expectations and organizational policies/procedures should be reviewed with the student at the beginning of the quarter. The supervisor will be asked at the end of the quarter to evaluate the student's performance and progress on completing the established learning objectives. An evaluation form will be sent to you toward the end of the quarter. The employer evaluation is 35 percent of the student's overall Co-op grade. The faculty coordinator visits the work site to discuss the evaluation with the supervisor.

Student:

The Co-op student has a dual role - student and employee. In their role as a student, they are responsible for completing the Co-op learning agreement form, establishing measurable learning objectives, obtaining signatures on the learning agreement. Signatures required are from the work site supervisor, faculty coordinator, co-op director, and student. The learning agreement form and a copy of the learning objectives are turned in to the Co-op office for distribution.

The seminar requirements are to complete a series of assignments pertaining to workplace issues common to all employees.

The Co-op student's role as an employee is the same as in any employer/employee relationship. The Co-op student is expected to represent himself/herself in a professional manner. The Co-op student should meet the expectations of the supervisor as they relate to performance, punctuality, dress code, etc.

Faculty Coordinator:

The faculty coordinator is the instructor for the learning experience. The coordinator assists the Co-op student to formulate attainable, measurable, learning objectives. Faculty coordinators meet with students during the quarter to discuss their progress toward completing the learning objectives. During the quarter the faculty coordinator will conduct a site visit. The site visit provides the opportunity for the faculty coordinator and work supervisor to meet in person to discuss the student's progress during the quarter. The faculty coordinator will determine the student's final Co-op grade.

Cooperative Work Experience Staff SPSCC – WSECU Center for Career Services

Program Coordinator:

The Program Coordinator is the first point of contact for students inquiring about policies and procedures pertaining to the Cooperative Work Experience Program. Recruits students for internships and works with employers to develop internship opportunities. Assists students with resume development, proper interview and application procedures and techniques. Refers students to internship positions after determining eligibility. Announces internships to students and faculty. Maintains the program's database.

SPSCC - WSECU Center for Career Services Director & Career Services Specialist:

The Center for Career Services Director and Career Services Specialist are involved in community outreach activities which include internship development and employment opportunities for our current students and alumni.

CO-OP CREDIT

The number of credits in which a student is eligible to enroll is determined two ways:

First quarter in an internship (COOP 190):

Student works three hours per week for each credit earned *AND* participates in an on-line seminar course which links learning in the classroom to the real world of work.

A maximum of twelve Cooperative Work Experience credits may be earned per quarter.
3:1

Second quarter in an internship (COOP 290):

Student works five hours per week for each credit earned.

A maximum of eight Cooperative Work Experience credits may be earned per quarter.
5:1

LEARNING OBJECTIVES

Learning Agreement Form: The learning agreement form is designed to be a contract between the student, work site supervisor, faculty coordinator, and the Cooperative Work Experience program. All parties involved must sign the agreement. The employer/supervisor signature indicates that you agree to offer the environment in which the student can achieve the agreed upon objectives. The learning objectives must be typed and attached to the learning agreement form. Employers will be sent a copy of the contract and learning objectives.

Learning Objectives: To earn credits students develop a set of measurable, attainable learning objectives to be achieved during the quarter at the internship site. The employer will be asked by the student and faculty coordinator for input in determining meaningful objectives. Students are asked to identify areas in which they would like to increase their skill or knowledge within your position description. These areas include; applying what students have already learned in the classroom to the internship site, improving their skills or knowledge about their present position, learning new skills, learning more about the work environment, or enhancing knowledge about future career goals. *The learning objectives need to be typed and attached to the learning agreement form.*

Learning Objectives - How they are written

An important part of the process in establishing learning objectives is to write the objectives in measurable terms. At the end of the quarter, each participant (student, faculty coordinator, and work site supervisor) must evaluate the student's progress. Clearly written measurable objectives will prevent any disagreement between the participants during the evaluation process.

The objectives should address these three questions:

1. **What** will the student learn during the quarter?
2. **How** will that learning be accomplished?
3. **How** will the student measure the results?

In addition, a timeline should be established for each objective.

An example of a measurable objective follows:

1. **What am I going to learn?**
Learn to enter an accounts payable document on the computerized accounting system.
2. **How will I accomplish it?**
I will read the procedures manual and receive instructions from the accounts payable supervisor.
3. **How will my achievement be measured?**
Create a spreadsheet to my supervisor's specifications and print out a report by the end of the quarter.

The example above is much easier to measure than, "I will learn accounts payable."

Number of Objectives to Set

The number of objectives to be set is determined by the number of work experience credits the student earns. The rule is one objective for each credit. If a student enrolls in three Co-op credits, then three measurable learning objectives must be established and achieved.

ONLINE SEMINAR

An on-line Seminar course is a required component to Co-op 190S. It helps students reflect upon and better understand the internship experience. Seminar also provides direction on how to become a more successful employee once students begin their career. Students from all majors participate in on-line forums pertaining to work place issues common to all employees. Students are expected to dedicate 11 hrs/quarter of time on-line.

EVALUATIONS:

To determine how well the student accomplished their learning objectives, evaluations are conducted near the end of the quarter. The evaluations are computed as follows:

COOP 190 (minimum two credits)

Work Experience (Internship) (minimum one credit)

40% work site supervisor/employer

60% faculty coordinator

Seminar (one credit)

100% seminar instructor

COOP 290 – (minimum one credit)

40% work site supervisor

60% faculty coordinator

Near the end of the quarter, employers are sent an employer evaluation form to the student's work site supervisor. The evaluation concentrates on the student's internship performance. The supervisor completes the form and discusses it with the Co-op student before the faculty coordinator conducts a site visit.

THE SITE VISIT:

The student's faculty coordinator will conduct a site visit during the quarter (typically scheduled mid to the end of the quarter). The site visit provides the opportunity for the faculty coordinator and work site supervisor to meet in person to discuss the student's progress during the quarter.

It is the student's responsibility to ensure the site visit takes place. The student does not need to be present during the site visit.

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POSTING AN INTERNSHIP OPPORTUNITY



We post internships for employers and advertise the opportunities to our students and faculty. Students must go through our office for a referral and they are screened to make sure they meet qualifications.

You can go directly to our "Clippers for Hire" database to register as an employer or the Co-op office staff can set up an account for you.

Link: <https://www.myinterfase.com/spscc/employer/home.aspx>

Internships opportunities are entered by the employer. This allows you or your designee to enter the information regarding the internship. We ask for a description, qualifications, wage, hours, and the application process.

Most employers ask us to collect resumes and forward them electronically. The employer is responsible for choosing prospective candidates, setting up the interviews, and selecting the intern. Once selected, the employer and student should discuss their work schedule.

Students go through our office to get enrolled for the credits and obtain the quarterly paperwork.

Internship Timeframes: Internships normally run concurrent with the fall, winter, spring, or summer quarters.

Typical Quarters

Fall	Mid-Late September to Early-Mid December
Winter	Early January to Late March
Spring	Early April to Mid-Late June
Summer	Early July to Late August

PLEASE NOTE:

- *Although internship needs cannot always be anticipated in advance, if possible, please try to allow for sufficient time to screen and select appropriate candidates before the quarter begins. A great number of our students are subject to enrollment deadlines because of various tuition funding sources (financial aid, etc.). This means most students must be enrolled for the internship credits by the Friday before the quarter begins. Students being offered internship opportunities after the deadline will most likely not be able to enroll and pay for the credits.*
- *Posting an internship does not guarantee you will find an intern. While every effort is made to get the word out to students and faculty regarding internship opportunities it is possible there might not be any candidates at the time. It depends where a student is within their program and their ability to fit in an internship.*

SPSCC – WSECU Center for Career Services Job/Internship Posting and On-Campus Recruiting Guidelines

The following types of positions may be submitted to the SPSCC – WSECU Center for Career Services for advertisement:

- Permanent, Temporary, Full-Time and Part-Time Positions
- Internships
- Seasonal Opportunities (that are judged to benefit students In obtaining career positions and/or fall under areas students have indicated are of interest).

Please provide us information about your organization (brief description of the type of business, location and position duration) and a detailed job or internship description with hours/days of work and rate of pay.

**Note: The Center for Career Service reserves the right to be selective when approving your pending positions and is not required to post positions that require specific academic disciplines or degree programs not offered by the College or that are judged not to personally or professionally benefit South Puget Sound Community College students and alumni.*

Employers/Recruiters/Representatives **NOT ELIGIBLE** to recruit and post jobs/internships through the Center for Career Services:

- Employers/Recruiters/Representatives that require students to purchase franchises or engage in multi-level marketing, or require an investment or fee to "start up."
- Employers/Recruiters/Representatives who provide commission only opportunities
- Employers/Recruiters/Representatives who are involved in strikes and are hiring for positions which are included in the affected bargaining units
- Employers/Recruiters/Representatives of Educational Programs who have been judged by a court of law in the United States to be engaged in illegal activities
- Employers/Recruiters/Representatives who want to post any position related to the adult entertainment industry
- The Center for Career Services does not promote or post "home based" employment opportunities such as childcare or similar positions.

Principles for Professional Conduct

The SPSCC - WSECU Center for Career Services is a member of the National Association of Colleges and Employers (NACE). As members, we abide by the Principles for Professional Conduct, an ethics document that serves as the framework and foundation for practices within the career planning, placement, and recruitment processes.

We encourage you to read the [Principles for Professional Conduct document](#) (click link to read) in its entirety for more information on appropriate recruiting practices.

Programs of Study

<http://www.spscc.ctc.edu/study/programs>

Revised August 2014

Programs requiring internships are highlighted

Associate in Arts: The two-year program of study leading to an Associate of Arts degree is designed primarily for the student who plans to fulfill the general education requirements for a baccalaureate degree at a four-year college or university.

Associate in Science:

Two study options are available under the Associate in Science degree. Track One focuses on Chemistry, Biology, Environmental and Natural Resource Sciences and Geology and Earth Sciences. Track Two focuses on Computer Science, Engineering, Physics and Atmospheric Sciences.

Associate in General Studies:

This two-year degree is for students who want to design their own programs. It provides flexibility for students to take courses that fit their lifestyles and interests. The AGS degree is not designed to transfer to a four-year college or university.

Associate in Business:

The Associate in Business Direct Transfer Agreement (DTA) is designed for students interested in a pathway to transfer to a four-year school of business in Washington State.

Associate in Applied Science – Transfer

The Associate in Applied Science-Transfer (AAS-T) is a professional-technical degree with a core of general education courses commonly accepted in transfer.

Associate in Elementary Education:

The Associate in Elementary Education Direct Transfer Agreement/Major Ready Program is designed for students planning to prepare for an upper division elementary education major.

Associate in Applied Science in these areas:

- Accounting
- Automotive Technology
 - Beginning Automotive Technology Certificate
 - Intermediate Automotive Technology Certificate
 - Advanced Automotive Technology Certificate
- Baking and Pastry Arts (certificate only)**
- Business Administration
 - Business Operations Coordinator
 - Financial Services
 - Human Resource Assistant
 - Business Intelligence (certificate)
 - Business Intelligence Developer (certificate)
- Clerk/Receptionist**
(Customer Service Specialist)
(certificate only)
 - Computer Aided Drafting Technology
 - Architectural
 - Civil
 - Mechanical
 - Computerized Manufacturing Technology**
 - Computer Science: Computer Network Administration/Desktop Support**
- Computer Programming
 - Application Track
 - Applied Science: UW Tacoma Track
- Culinary Arts Program**
- Database Management**
- Dental Assisting Technology
- Early Childhood Education (ATA)
 - Family Advocate
 - Infant-Toddler
 - Lead Preschool
 - School Age
- Financial Services (certificate)**
- Fire and Emergency Services Technology
- Human Resource Assistant (certificate)
- International Intercultural Studies Emphasis
- Medical Assisting
 - Administrative Track
 - Clinical Track
- Nursing
 - Nursing Assistant (recognition of completion)
 - Practical Nurse

- Associate Degree Nursing
- Office Administration**
- Administrative Assistant
- Legal Administrative Assistant
- Medical Administrative Assistant
- Office Assistant
- Paraeducator Program
 - Family Advocate
- Lead Preschool
 - School Age
- Paralegal
- Web Design (certificate only)
- Welding Technology
 - Beginning Welding Certificate
 - Intermediate Welding Certificate
 - Advanced Welding Certificate

COOPERATIVE WORK EXPERIENCE

Learning ■ Applying ■ Experiencing

Program Coordinator, Sally Murrow

360/596-5359

smurrow@spscc.edu

WSECU Center for Career Services Director, Mychael Heuer

360/596-5239

mheuer@spscc.edu

Career Services Specialist, Dawn Williams

360/ 596-5489

ajarrett@spscc.edu

South Puget Sound Community College

WSECU Center for Career Services

2011 Mottman Road SW

Olympia, WA 98513

360/596-5567

Building 22, Suite 250

The “Co-op” Formula

Credits

First Quarter of Co-op (3:1)

1 credit = 3 hours of work per week (minimum one credit)

On-Line Seminar Course (one credit)

Second Quarter of Co-op (5:1)

1 credit = 5 hours of work per week (minimum one credit)

No Seminar

Work Hours

3:1 – Based on a ten week quarter

1 credit = 30 hours/quarter

2 credits = 60 hours/quarter

3 credits = 90 hours/quarter

4 credits = 120 hours/quarter

5 credits = 150 hours/quarter

6 credits = 180 hours/quarter

And so on, not to exceed 12 credits.

5:1 – Based on a ten week quarter

1 credit = 50 hours/quarter

2 credits = 100 hours/quarter

3 credits = 150 hours/quarter

4 credits = 200 hours/quarter

5 credits = 250 hours/quarter

6 credits = 300 hours/quarter

7 credits = 350 hours/quarter

8 credits = 400 hours/quarter

Not to exceed 8 credits

The Cooperative Work Experience Office at South Puget Sound Community College is committed to Equal Employment Opportunity, Affirmative Action, and Nondiscrimination to applicant and employees without regard to race; religion; creed; color; national origin; sex; marital status; sexual orientation; age; mental or physical disability; or whether a disabled veteran or Vietnam-era veteran.



ON-THE-JOB TRAINING (OJT)

The On-the-Job Training (OJT) scholarship is a unique opportunity for your business to hire and train new employees, your way, at a reduced cost. An OJT scholarship can offset your cost to bring on a new employee. Here's how: 50% of the wages are reimbursed during training, but in some cases it can be as high as 100%. The job must be considered in-demand occupation.

WorkSource

www.go2worksource.biz
360.427.2158

WorkSource

A partner of the **americanjobcenter** network

WorkSource Partners:



Call to learn more
360.427.2158



On-The-Job Training Scholarship Program:
Thinking About Hiring? We just made it more affordable!

WorkSource is an equal-opportunity partnership of organizations that provide employment and training services. Auxiliary aids and services are available upon request to people with disabilities.

Other benefits of the OJT scholarship include:

- Applicants are pre-screened to meet your business needs.
- You decide who to hire.
- Training focuses on the specific skills you need.
- Additional federal tax incentives may apply.

Ready to hire through the OJT Program? Here are the steps you'll need to take:

Step One:

We'll assist you in finding applicants for your open positions, from entry level jobs to highly skilled positions. The position must be considered in-demand.

Step Two:

On-the-job training allows workers to acquire both general skills that they can transfer from

Step Three:

It takes time and money to train a new employee, that's why your training costs are reduced by receiving up to a 50 percent reimbursement of the employee's wages during the specified training period. Here's an example:

Position Pharmacy Technician

Wage: \$14.00 per hour

Training Period: Three months or 520 hours

Total Wage: \$7,280

Reimbursement at 50%: \$3,640

Step Four:

Let us know who you would like to hire and we'll help you develop a training plan. The minimal paperwork required must be completed before the new employee's first day of work.

Other Points to Consider

- OJT arrangements involve minimal paperwork.
- Our staff is available for on-going consultation during the training period.
- We'll work together to complete mid and final evaluations.
- Please provide our staff with employee updates for one year.
- After successful completion of the OJT period, it is anticipated that the trained applicant will remain on the job as a valuable employee.

Our Responsibility:

- We're here for you! We'll work with you to develop and training plan and will provide assistance for duration of training.
- We'll track measurable outcomes.
- We'll conduct site visits.

Your Responsibility:

- Collaborate with our team to develop a training plan.
- Commit to retain employee at the end of the training period.
- Provide WorkSource with employee updates for one year.

Workforce Development

Pacific Mountain's Business Services team is partners with WorkSource. This is a complimentary resource for businesses in Mason, Lewis, Thurston, Grays Harbor and Pacific counties in all stages of the workforce development process.

one job to another and specific skills that are unique to a particular job. We'll work with you to create an outstanding, individualized training program.



Connect with the resource in your county to get started

Grays Harbor County

Dru Garson
Executive Director
Greater Grays Harbor Inc
(360) 532-7888
dru@graysharbor.org

Lewis County

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The Internship Pipeline Program is a regional program created by the Thurston Economic Development Council and Pacific Mountain Workforce Development Council. Partners include the local associate development agencies, colleges and universities, and workforce partners, including Thurston County Chamber of Commerce and WorkSource.

