



# Supervisor Handbook

[www.nextmovetacoma.org](http://www.nextmovetacoma.org)



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Please see our website for up-to-date student calendars.

## **About The Next Move Internship Program**

The Next Move Internship Program works with the local Tacoma community to design meaningful positions for high school students in order to provide a preview of their professional future. Through working alongside an employee in specific industry, each student-intern is able to gain increased enthusiasm for a possible career, as well as begin to acquire many of the skills and occupational expertise needed in their field of interest.

Next Move professional development activities begin Fall Semester in preparation for Spring Semester internship placements. Students typically intern 5-10 hours per week at their internship site, and are supported throughout the entire experience by Next Move internship coaches.

Through this program, students become more focused on the importance of their current education, career choices, and their future schooling options. Our ability to provide students this unique opportunity hinges on sustained partnerships with you, our internship hosts.

## **About This Handbook**

This Supervisor Handbook is designed to acquaint you with the responsibilities and procedures of being a supervisor for Next Move Interns. In the following pages, you will learn more about Next Move Internships as well as the goals and the valuable part you play in bringing learning-rich opportunities to these students.

The day-to-day mentorship you provide an intern is key to their acquisition of skills, habits and attitudes they will need to be productive members of the workforce. Please take a moment to read the following NY Times Article, *It Takes a Mentor*, which illustrates the power of mentorship and internship experiences for students.

# It Takes a Mentor

SEPT. 9, 2014

Thomas L. Friedman

With millions of students returning to school – both K-12 and college – this is a good time to review the intriguing results of some research that Gallup did over the past year, exploring the linkages between education and long-term success in the workplace. That is: What are the things that happen at a college or technical school that, more than anything else, produce “engaged” employees on a fulfilling career track? According to Brandon Busteed, the executive director of Gallup’s education division, two things stand out. Successful students had one or more teachers who were mentors and took a real interest in their aspirations, and they had an internship related to what they were learning in school.

“We think it’s a big deal” where we go to college, Busteed explained to me. “But we found no difference in terms of type of institution you went to – public, private, selective or not – in long-term outcomes. How you got your college education mattered most.”

Graduates who told Gallup that they had a professor or professors “who cared about them as a person – or had a mentor who encouraged their goals and dreams and/or had an internship where they applied what they were learning – were twice as likely to be engaged with their work and thriving in their overall well-being,” Busteed said.

Alas, though, only 22 percent of college grads surveyed said they had such a mentor and 29 percent had an internship where they applied what they were learning. So less than a third were exposed to the things that mattered most.

Gallup’s data were compiled from polls of parents of 5th through 12th graders, business leaders and interviews with teachers, superintendents, college presidents, principals, college graduates, Americans ages 18 to 34, and students in grades 5 through 12. All told, “we collected the voices of close to one million Americans in the past year alone,” said Busteed, who added that he found the results “alarming” – not only because too few students are getting exposed to the most important drivers of workplace engagement, but because there is also a huge disconnect in perceptions of the problem.

Busteed said that 96 percent of the college provosts Gallup surveyed believed their schools were successfully preparing young people for the workplace. “When you ask recent college grads in the work force whether they felt prepared, only 14 percent say ‘yes,’ ” he added. And then when you ask business leaders whether they’re getting enough college grads with the skills they need, “only 11 percent strongly agree.” Concluded Busteed: “This is not just a skills gap. It is an understanding gap.”

This comes at a time when our country faces creative destruction on steroids thanks to the dynamism of technology and growing evidence that climbing the ladder of job success requires constant learning and relearning. Therefore, the need for schools to have a good grasp of what employers are looking for and for employers to be communicating with schools about those skills is greater than ever.

Some help may be on the way from Washington. Last year, President Obama quietly asked Vice President Joe Biden to oversee an overhaul of the government's education-to-work programs after hearing from one too many employers across the country that, as one White House official put it, "they were having trouble hiring workers for some of their fastest-growing jobs," such as operating sophisticated machine tools or software testing and debugging.

As they dove into the problem, said Byron Auguste, a White House deputy national economic adviser, they found that the success stories shared a lot of the same attributes that Gallup found to be differentiating. In successful programs, said Auguste, "students got as much applied, hands-on experience as possible, whether in a classroom or on a job site. Schools, colleges and training centers had close partnerships with regional employers, industry groups and skilled trade unions to stay up to date on job-relevant skills. And students or working learners got a lot of coaching and guidance to understand how to trace a direct path between their training today and careers tomorrow."

The key now is to scale those insights. The Labor Department has awarded \$1.5 billion in the last three years to more than 700 community colleges to develop employer-validated training programs for new careers like natural gas fieldwork and cybersecurity. Later this month, another \$500 million is set to be awarded as part of a kind of race-to-the-top for whoever can build the best community college-industry group partnership anywhere in the country where new industries are finding gaps in the kind of workers they need.

Employers used to take generalists and train them into specialists for their industry. But fewer employers want to do that today or can afford to in a globally competitive economy, especially when they fear they'll train someone who will then leave for a competitor. So everyone wants employees out of college or technical schools who are as ready to plug and play as possible. That's why government has a role in fostering more and more employer-educator partnerships – this is the new, new thing – which businesses, small and large, can benefit from, as well as all would-be employees.

Source: [http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html?\\_r=0](http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html?_r=0)

# Program Timeline

Next Move Internship Program provides juniors and seniors in Tacoma Public Schools the opportunity to earn high school credit and gain meaningful experience in a career of interest. After completing Intro to Internship during Fall Semester, interns are expected to complete approximately 90 hours of unpaid worksite experience for a .5 Spring Semester credit.

| <b>1<sup>st</sup> Semester - Intro to Internship (.5 credit)</b>                                  |  |
|---|--|
| Student's participate in preparatory course with Next Move (ideally Fall Semester of junior year) |  |
| September - October   | Student candidates apply to the Next Move Program  |
| October - November  | Students engage in professional development activities (resume and cover letter writing, interviewing, job readiness, professional communication)  |
| December  | Next Move team matches student candidates with intern hosts. Matches are made based on student career interests, job descriptions, student and site host schedule availability, transportation considerations, and personality fit |
| January   | Students schedule initial interview with site supervisor   |

| <b>2<sup>nd</sup> Semester - Internship 1 (.5 - 2.0 credits)</b>                               |  |
|--|--|
| Student's participate in a community based Internship (ideally Spring Semester of junior year) |  |
| Early February   | Internship experience begins   |
| February 15th  | Last day for student internship schedule changes. Communicate any concerns regarding intern or schedule to Next Move coach by this date. |
| Mid-March-Mid April  | Site Supervisors complete Mid-Experience Evaluations   |
| End of March-Early April   | Spring break (schedules vary according to student's high school)   |
| Late May/ Early June   | Final intern evaluations, end of program celebration, internships end (schedules vary according to student's high school).               |

| <b>3<sup>rd</sup> Semester - Advanced Internship (.5 - 2.0 credits)</b>  |  |
|--|--|
| After successful completion of Internship 1, students are invited to participated in an Advanced Internship (ideally Fall Semester of senior year) |  |
| Late August / Early September  | Next Move finalizes placements for Advanced Interns. Internship experiences begin. |
| Early November   | Site Supervisors complete Mid-Experience Evaluations                               |
| Beginning of December  | Final Intern Evaluations for Advanced Interns.                                     |
| Mid-December-January   | Advanced Internships end (schedules vary according to student's high school).      |

# **Program Expectations**

## **Initial Interview with Site Supervisor**

Interns are asked to schedule an initial meeting with their supervisors before their first day on the job. This is an opportunity to ensure both the student and the site host feel the internship placement will be a good fit. Interns share their interests, supervisor gives a brief overview of the organization, both discuss schedules and work together to set at least two site specific goals.

## **Weekly Schedule**

Next Move students are attending regular high school classes in addition to the internship. While we strive for students to fit the internship experience into their school schedule, weekday evening and weekend work is acceptable when mutually agreeable.

## **Attendance at Site**

Interns are expected to attend their site as close to 100% of the time as pre-committed at the initial meeting. We expect all students to notify their Next Move Coach and Site Supervisor of an absence by phone or email before their internship shift begins. In the event of an unexpected absence, Supervisors, please notify your Next Move Coach immediately.

## **Work Site Monitoring**

The Next Move Coach assigned to your intern will regularly monitor the site and should be consulted whenever questions or concerns arise. Should any area of concern be identified, the intern host should contact the Next Move Coach immediately to decide together how best to address the situation.

## **Intern Personal/Site Specific Goals**

In addition to learning general worksite skills at their site, interns are also working on three personal growth goals and two site-specific goals. Interns set the personal goals independently. We ask that Site Supervisors support interns in identifying two site-specific goals to work toward over the course of the semester. Interns are asked to regularly reflect on their goal progress, collect evidence for their professional portfolio and self-assess their personal growth. (Addendum 4)

## **Mid-Semester Review with Coach & Supervisor**

The intern's Next Move coach will contact the supervisor to set-up an appropriate meeting time during the intern's regular schedule to discuss the intern's evaluation.

## **Worksite Learning Evaluation**

All Supervisors will complete two "Worksite Evaluations" with their Interns. Once for the mid-semester review and once for the semester end final reviews (Addendum 3)

## **Intern Hour Tracking**

The intern's work hours and other approved training activities must be recorded daily on the Intern Time Sheet (Addendum 5). We recommend keeping the current copy of the Intern Time Sheet in a location that is convenient for both parties.

## **School Calendars**

On our website, you will find an up-to-date Tacoma Public Schools Calendar. This can be used to reference start and end dates, school breaks and holidays. Please note that SOTA and SAMI operate on a slightly different school calendar, also posted to our website.

## Initial Meeting with Intern Checklist

In order to help your intern transition effectively into your organization, we ask that you provide a general orientation to your department and how the intern's position fits into the overall organization. This should occur the first day of their internship.

Check list - Orientation topics you may want to cover include:

- ☐ Share a brief overview of the business or organization and your role/primary duties.
- ☐ Review a job description with the intern.
- ☐ Review Intern's personal goals, develop two site specific goals.
- ☐ Procedures for reporting to work and for receiving work assignments each day.
- ☐ Rules and regulations of the department, especially those that pertain to the intern.
- ☐ Schedules of breaks and break areas. Procedures for taking a break.
- ☐ Dress code (we expect interns to dress professionally while at their site).
- ☐ Worksite telephone number to call if he/she will be late or absent from work. Confirm contact information for the Intern and Next Move Coach to maintain ongoing communication with the Next Move Coach.
- ☐ Worksite tour and introduction to co-workers.



## Nine Tips That Create a Successful Internship Relationship

1. Assign the intern a single manager, who enjoys working with students. This is huge! Students can accomplish big goals when given the right amount of guidance. But, they are new to the work-world and your industry, and so if thrown out to sea and told to start paddling they won't know what your expectations are or where to start. Ultimately, you want to find someone on your staff, who enjoys sharing his or her expertise with young people, and is going to be committed to helping the interns.
2. Make sure the intern has a dedicated project. How many projects have you had sitting on the back burner without the proper bandwidth to do the job right? Assigning an intern, an overarching internship project helps them learn more quickly, keeps them focused, and means that they can provide a culminating final project that adds a lot of value to your company. One expert tip we advise is to assign, a smaller, more manageable project at the onset of the internship to help you gauge the intern's strengths and weaknesses.
3. Meet for "coffee" at least once every two weeks. This is a simple task that can make managing your interns much more efficient. By meeting for a casual 15 minute to one-hour conversation regularly, you can assign objectives, answer questions and help your interns move forward in their projects with confidence.
4. Set quantifiable weekly goals for the intern. This is a management best practice and extra important for interns. Interns need to have clear project goals and you need regular benchmarks to see how they are performing in order to help them improve.
5. Break assignments into small tasks, and review drafts early. Don't assign an intern project due in a month. Interns are new to the professional world, so by having them complete drafts lets you point them in new directions, before going down a wrong road.
6. Share the big picture of how the company is doing and how they are contributing. Interns are curious about the industry they are working in and want to know how the company is doing. By sharing some insight on the bigger picture and how their projects fit in they can bridge this knowledge gap and will be more motivated to deliver great results.
7. Encourage your interns to ask questions. Interns may not know proper question asking etiquette. If you are the intern's manager, let them know that they can ask you questions as this can save a lot of time in the long run.
8. Offer educational-compensation in the form of software training, introductions to co-workers, and education about the field. Teach your interns the tools of your trade, whether that is Microsoft Excel, Salesforce, HootSuite, or nuanced email tactics. These are invaluable skills that you have accumulated and that can't be learned in school. This knowledge is worth its weight in gold to ambitious students. Another simple value add you can offer is to recommend books, bloggers, or other information sources that students can read up on to become more versed in the field, and become a stronger applicant in the future.
9. Have Fun! Having great interns at your office can and should be a lot of fun. These students come into the office for the first time, with big ideas, and big goals and they will grow a tremendous amount of the course of your internship. They also come with new ways of thinking and will add an exciting dynamic to your office for however long you are there.

Source: <https://www.looksharp.com/guides/ten-tips-to-effectively-manage-interns>

# WORK SITE LEARNING AGREEMENT

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Career Goal \_\_\_\_\_

Work Site \_\_\_\_\_

Start Date \_\_\_\_/\_\_\_\_/\_\_\_\_ ☒ Non-Paid Experience ☐ Paid Experience

**Student Responsibilities:** (Failure to comply with any of the following may result in termination from the program.)

1. Keep regular attendance at any school and on the job, notifying the employer of any anticipated absences. If the trainee is absent from school, he/she must be absent from work unless other arrangements have been made with the school coordinator.
2. Abide by all state, federal, business site, and school rules and regulations.
3. Demonstrate honesty, punctuality, cooperation, confidentiality, and respect for others.
4. Submit verified documentation of hours at the work site to the school coordinator and complete the necessary forms for school credit purposes as required.
5. Inform the work site supervisor and school coordinator of any problems, concerns, accidents/injuries immediately.
6. Abide by the dress code of the work site.

**Parent/Guardian Responsibilities:**

1. Provide support for the student's active participation, punctuality, and personal growth in the program.
2. Assume responsibility and liability for student while traveling to and from work experience.
3. Provide transportation when necessary.
4. Assume liability for student during a non-paid work experience.

**Work/site supervisor responsibilities:**

1. Comply with federal and state and local labor and industry regulations.
2. Provide orientation that identifies safety, workers' rights and responsibilities, harassment, policies, procedures, and expectations.
3. Conform to federal, state and local laws prohibiting discrimination on the basis of race, color, national origin, sexual orientation, religion or disability.
4. Provide a safe working environment and report any student accidents and injuries.
5. Consult with the school coordinator concerning the student's learning plan.
6. Verify attendance and/or time records.
7. Maintain liability insurance.
8. Supervise students while on business premises and monitor employees who have direct contact with students.
9. Ensure student's work site learning experience will not violate any collective bargaining agreement between the business and regularly scheduled employees.
10. Provide feedback regarding performance of student's training plan.

**School Coordinator Responsibilities:**

1. Supervise student placement in an appropriate work site.
2. Secure all paperwork, including a training plan, before credit and /or grades are issued.
3. Inform students of basic work site safety and minor work laws.
4. Consult with the work site to develop a training plan, and evaluate student performance.
5. Document all accidents and injuries.
6. Ensure work site orientation has occurred.

Each party shall defend, indemnify and hold the other party, its officers, officials, employees and volunteers harmless from any and all claims, injuries, damages, losses or suits including attorney fees, arising out of injuries and damages caused by each party's own negligence

The School District and the work site do not discriminate on the basis of race, religion, national origin, age, disability, gender sexual orientation, marital or veteran status. This is a commitment made by the parties in accordance with federal, state, and local laws and regulations.

**Student**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student address and zip code \_\_\_\_\_

Student phone number \_\_\_\_\_

**Work Site Supervisor**

Work Site Supervisor (Print Name) \_\_\_\_\_ Signature \_\_\_\_\_

Name of Business \_\_\_\_\_

Business address and zip code \_\_\_\_\_

Business phone number \_\_\_\_\_

**Parent/Guardian**

Parent/Guardian (print name) \_\_\_\_\_ Signature \_\_\_\_\_

Address and zip code \_\_\_\_\_

Phone Number \_\_\_\_\_

**School Coordinator**

School Coordinator (Print Name) \_\_\_\_\_ Signature \_\_\_\_\_

Name of School \_\_\_\_\_

Phone Number \_\_\_\_\_

# INTERNSHIP CONTRACT

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Counselor: \_\_\_\_\_

Next Move Coach: \_\_\_\_\_

## By signing this agreement, Interns agree to the following:

- I will commit to this internship for the entire semester.
- I will not schedule any conflicts during my designated internship time.
- I understand that my school's rules and policies pertain to me at all times while at my site.
- I understand that this is a credited experience and my grade will be entered on my transcript.
- I understand that I will maintain workplace appropriate attire and excellent physical appearance everyday of my internship.
- I understand that **only interns** are to contact site supervisors.
- I understand that as an intern I represent both myself and The Next Move Department, and that my performance and attitude will determine whether my assigned site will continue to host interns.
- If I have any questions or concerns about my internship, I will contact the NEXT MOVE immediately.
- If I need to be absent for any reason, I will contact my NEXT MOVE Coach and my supervisor immediately.

## Placement Information

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Hours at Site: \_\_\_\_\_

Days of the week at site: \_\_\_\_\_

Anticipated credits intern will earn: \_\_\_\_\_

## Transportation Information

Internship Address: \_\_\_\_\_

Intern plans to use the following form(s) of transportation to get to and from their site: Primary: \_\_\_\_\_ Back-up: \_\_\_\_\_

Travel time needed to get to site on time: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Important Note:

Students may withdraw from Internships within the first 15 days of a semester without penalty. After this time, students who drop a course will receive an NC on their transcript. Issues with Internship placements should be addressed with NEXT MOVE Coaches immediately.

# WORKSITE EVALUATION

Student Name: \_\_\_\_\_ School: \_\_\_\_\_

Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

**Pathway:**    ☐ Arts & Communication    ☐ Business & Marketing    ☐ Engineering & Technology  
                   ☐ Health & Human Services    ☐ Science & Natural Resources

4=Exceeds Expectation 3=Meets Expectation 2=Approaching Expectation 1=Beginning NE=No Evidence

| Essential Skills                                 | Evaluation | Comments |
|--|------------|----------|
| <b>Representing a Professional Self</b>          |            |          |
| Writes in a Professional Manner                  |            |          |
| Speaks in a Professional Manner                  |            |          |
| Demonstrates Punctuality                         |            |          |
| Meets Attendance Standards                       |            |          |
| Gives Timely Notice of Absences                  |            |          |
| Maintains Appropriate Personal Hygiene & Dress   |            |          |
| Meets Deadlines                                  |            |          |
| <b>Growth Mindset</b>                            |            |          |
| Shows Initiative (Self-starter)                  |            |          |
| Looks for Opportunities to Grow                  |            |          |
| Asks for Feedback                                |            |          |
| Reacts Appropriately to Constructive Criticism   |            |          |
| Demonstrates Enthusiasm & Positive Attitude      |            |          |
| <b>Situational Awareness</b>                     |            |          |
| Demonstrates Appropriate Worksite Behavior       |            |          |
| Follows Direction and Asks for Clarification     |            |          |
| Cooperates with Colleagues/Co-workers            |            |          |
| Responds Appropriately to Supervisors            |            |          |
| Demonstrates Problem Solving & Critical Thinking |            |          |
| Demonstrates Active Listening                    |            |          |
| <b>Site Specific Goal #1</b>                     |            |          |
|  |            |          |
| <b>Site Specific Goal #2</b>                     |            |          |
|  |            |          |

Comments:

Worksite Supervisor Signature

Date

Student Signature

Date

# INTERNSHIP GOALS



**INTERN NAME:**

**SITE PLACEMENT:**

## GOAL #1: REPRESENTING MY PROFESSIONAL SELF

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INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

| SELF-ASSESSMENT #1 | SELF-ASSESSMENT #2 |
|--------------------|--------------------|
|                    |                    |

## GOAL #2: MAINTAINING GROWTH MINDSET

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INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

| SELF-ASSESSMENT #1 | SELF-ASSESSMENT #2 |
|--------------------|--------------------|
|                    |                    |

## GOAL #3: SITUATIONAL AWARENESS

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INTERN STRATEGIES:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

| SELF-ASSESSMENT #1 | SELF-ASSESSMENT #2 |
|--------------------|--------------------|
|                    |                    |

# INTERNSHIP GOALS

## GOAL #4: SITE SPECIFIC GOAL (SET BY INTERN AND SUPERVISOR)

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INTERN STRATEGIES:

☐ \_\_\_\_\_

☐ \_\_\_\_\_

## GOAL #5: SITE SPECIFIC GOAL (SET BY INTERN AND SUPERVISOR)

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INTERN STRATEGIES:

☐ \_\_\_\_\_

☐ \_\_\_\_\_

| SELF-ASSESSMENT #1 | SELF-ASSESSMENT #2 |
|--------------------|--------------------|
|                    |                    |

| NO EVIDENCE   | BEGINNING   | APPROACHING   | MEETING  | EXCEEDING   |
|---|---|---|--|---|
| Verbally shares very little about experience overall. Makes little to no attempt to verbally describe progress toward reaching goal and presents no physical evidence to demonstrate said progress. Makes little to no attempt to describe their experience in any great detail, to sincerely reflect on their personal growth, or to connect back to their goals at all. Does not discuss how experience connects to post-high goal(s). Makes little to no attempt to dress or act appropriately or professionally, and all needed materials- Graduation Portfolio included-are missing. | Can verbally describe progress toward reaching goal, but lacks physical evidence that demonstrates the progress. Verbal description does not connect to goal at all, is not very detailed, and does not demonstrate sincere reflection on personal growth. Does not discuss how experience connects to post-high goal(s). Does not dress or act very appropriately or professionally, and most needed materials are missing. Graduation Portfolio is not present at Performance Review. | Can both verbally describe and provide a piece of physical evidence that demonstrates progress toward goal. Verbal description connects to goal, but is not very detailed and does not demonstrate sincere reflection on personal growth. Does not discuss how experience connects to post-high goal(s). Dresses appropriately and professionally, but does not act it, and some needed materials are missing. Graduation Portfolio is present, but does not appear to be professionally organized. | Can both verbally describe and provide a piece of physical evidence that demonstrates progress toward goal. Verbal description is detailed and clearly connects to goal. Dresses and acts appropriately and professionally, and has all needed materials. Graduation Portfolio is present, organized, and professional. Does not, however, discuss how experience connects to post-high goal(s), nor demonstrates sincere reflection on personal growth. | Can both verbally describe and provide a piece of physical evidence that demonstrates progress toward goal. Verbal description is detailed, engaging, connects to goal, and demonstrates sincere reflection on personal growth. Student is able to give an example of how this experience connects to their post-high goal(s). Dresses and acts appropriately and professionally, and has all needed materials. Graduation Portfolio is present and is professionally organized with completed goal sheet and evidence. |

# INTERNSHIP TIMESHEET

Intern \_\_\_\_\_ Site \_\_\_\_\_

| DATE - End of every reporting week. | PLANNED HOURS - Determined at initial site visit. | ACTUAL- hours worked. |
|-------------------------------------|---|-----------------------|
|                                     |   |                       |
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|                                     |   |                       |
|                                     |   |                       |
|                                     | <b>TOTAL HOURS SERVED</b>                         |                       |

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_