



The Structured Learning Experience Process 2018-19

All students in their senior year are required to complete a Structured Learning Experience (SLE) related to their academy in order to graduate. This entails the completion of a minimum of 120 internship hours (100 hours for Math, Science, & Engineering students) to be completed at an approved worksite within a 25 mile radius of the Denville Campus. **Before any hours can be logged, a student's internship proposal and SLE Agreement paperwork need to be approved by the Structured Learning Coordinator and then by the Board of Education.**

Students may complete up to 75 hours of the required hours over the summer between their junior and senior years. The remaining hours must be accrued during the school year. The student needs to complete a minimum of one-quarter of the total hours per marking period. Monitoring of the internship experience is the responsibility of the Structured Learning Coordinators who continually collect timesheets containing a reflective work log from the interns and feedback on performance from the worksite mentors. The Structured Learning Coordinators are required to make worksite visitations to verify the student's participation and internship performance. This information may be shared with the Academy faculty but the grade for the internship is recorded by the Structured Learning Coordinators. All coursework will be done through Google Classroom and students must use their MCVTS emails to communicate with the SLE Coordinators.

Students are encouraged to undertake internships at worksites that best support and enhance their academy learning. During their junior year students begin to network with faculty, family, friends, and local businesses to identify possible SLE mentors/worksites for senior year. They write resumes, assess their skills and interests, and set goals for their senior year and education beyond high school. They also write cover letters of introduction for the Structured Learning Coordinators to explain their strengths, special skills, and areas of interest. These documents will be due in junior year and the grades will appear in the gradebook for the first marking period of senior year.

Meetings take place in the fall and spring of junior year with the Structured Learning Coordinators to address SLE possibilities, rules related to the SLE approval process, transportation constraints, location possibilities, etc. The SLEs give students experience in the workplace with opportunities to learn from observing and working alongside professionals in each student's chosen field, applying and deepening the skills developed through their academy coursework, and developing new workplace skills.

For students who do not identify their own internship site, the Structured Learning Coordinators will help explore possible sites. Every effort is made to find a suitable experience that matches the student's interests and available means of transportation. In the past, most internships have been in the Morris County area accessible by car, train, or bus.

Students discuss internship possibilities with their parents, the faculty, and the Structured Learning Coordinators and identify the site(s) to which they wish to apply. At that time, the Structured Learning Coordinators will determine the appropriateness of the workplace opportunity. After an interview, an offer of internship may be made by the on-site mentor. The student, parent, on-site mentor(s), Structured Learning Coordinator, and the school district all sign off on the internship paperwork. The SLE site is then submitted to the Board of Education for formal approval. Once approved, the student can begin accruing internship hours for credit.

Students who opt to begin their SLE over the summer will be approved at the June, July, or August Board of Education meetings. Students who do not have an approved SLE by the end of their junior year should continue to consult with the Structured Learning Coordinators throughout the summer to get an SLE site approved by the beginning of senior year.

SLE APPROVAL PROCESS

***Students may not log any hours until they go through the SLE process outlined below:

1. _____ Propose a site via the SLE Proposal assignment in Google Classroom.
2. _____ Read an email telling the student one of the following:
 - a. if the proposal is acceptable and to continue with the next step (including obtaining working papers if the SLE will be paid).
 - b. if it is incomplete and needs more information to be shared with the Structured Learning Coordinators.
 - c. if it needs additional time for further review.
 - d. if it has been denied.
3. _____ Submit completed pages of the Agreement as a PDF in the correct assignment spot in Classroom once proposal email has been received indicating to proceed.
4. _____ Read an email indicating the SLE has been approved and how to proceed with logging hours, submitting timesheets, the Professional Development Plan, etc.

***No hours will be counted until students have gone through all the steps in the process in the proper order.

***Adequate time for the site evaluation and approval process is needed.

The SLE will address the NJ Core Curriculum Standards (From <http://www.state.nj.us/education/aps/cccs/career/>)

- **The 12 Career Ready Practices**
 - These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- **9.1 Personal Financial Literacy**
 - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**
 - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
 - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

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