



WIOA Adult and DW Internship Policy

I. Purpose of Internship

Internship is a short-term or part-time work assignment with a private for-profit, non-profit or public employer designed to enhance skills learned in a classroom setting, and to provide the opportunity for the application of these learned skills. Internship will occur prior to, concurrent with or subsequent to:

1. Occupational classroom training, facilitating the integration of learned vocational skills and theory with the world of work, or
2. Basic skills training aiding the participant in applying the basic skills necessary to compete successfully in the labor market, (NOTE: The occupational/basic skills training may have occurred/be occurring outside of WIOA.) Generally, participation in an internship should not exceed 250 hours, with the specific duration based upon the needs of the participant. The internship activity is typically designed for individuals that already possess basic work habits and skills, though it may not be the case for all internship participants.

NOTE: Individuals participating in internship programs developed by educational institutions as a component of the ITA program should NOT be enrolled in WIOA's internship activity. Such individuals will remain in WIOA's occupational training activity since the institution's internship is a part of the occupational training's curriculum with its own requirements regarding payment and/or class credits.

NOTE: WIOA internships may be developed to benefit a student when it is not feasible or practical for the training institution to do so. For example, if an educational institution requires participation in an internship (as part of the course curriculum) but does not develop specific opportunities for students, WIOA funds may be used to develop such an opportunity.

A. Duration

Generally, participation in an internship should not exceed 250 hours, unless the career advisor documents the rationale for extending the internship in the participant's case note. Specific hours must be determined as part of the development of the job description and learning plan, and will be based on the participant's previous training or work experience, the participant's needs to be met by participation in the internship, as well as the supervisor's insight regarding exposure to specific tasks.

The Planned duration of the internship should be based on the individual needs of the client and the ability of the employer to participate in the process of meeting those needs, within the limitations specified under the paragraph above. The completed learning plan will list the employer's estimate of time needed to achieve the objectives listed in the learning plan, and should be negotiated by the career advisor if he or she considers the duration unreasonably long or short.

B. Payments

All participants in this activity receive an hourly wage equivalent to the federal minimum wage. Internship participants are paid by Northwest Georgia Regional Commission (NWGRC) and are provided with FICA and Worker's Compensation coverage. Payment to the participant can only be made for time actually spent in the activity. No holiday, vacation, or sick leave is provided.

II. Participant Considerations

The appropriateness of an internship for an individual participant should be documented in the Individual Employment Plan and should show a clear linkage between the internship and potential improvement in the participant's employability in a specific occupation and/or industry.

Internship can be an excellent "step up" for the participant by providing exposure to the unique aspects of a specific vocation while also attaining actual work experience and employer references related to the participant's career goals.

As a rule, internship is intended for participants who are new entrants into the labor force. Those transitioning from school to work may benefit from this activity. Internship, in and of itself, would not normally be the most appropriate choice for an experienced worker desiring immediate entry into the work force, or for whom skill training is necessary, unless the activity included occupational classroom training.

III. Worksite Selection

The career advisor, in selecting and screening potential internship sites, must be especially careful to match the client with the employer. Factors such as location, general employment conditions, type of work, the participant's demonstrated aptitude/interest in the work offered, and availability of committed supervisory staff at the site are essential considerations for the career advisor.

Repeated use of a single worksite may provide the employer with a real or perceived advantage over local competitors and result in a very negative publicity for the service provider organization. In making site selection decisions, the career advisor must base his/her decision on the "value-added" contributions an employer is willing to provide the client. Such contributions may be in the form of educational activities, on-site contextual learning, or other enhancements to the client's learning experience. Regardless of the actual selection mechanism utilized, the career advisor must take care to document the criteria used for selection/non-selection of the site.

IV. Employer Requirements

One of the career advisor's roles in identifying potential internship sites is to ensure that the "employer" is fully aware of the employer requirements. The career advisor should thoroughly review with the employer the Learning Plan.

In addition, the career advisor should discuss the necessity for the employer to record the participant's work time on the Weekly Time Sheet and to submit the completed time sheets to the NWGRC.

The employer should be made aware that internship is a supervised activity and that all employer staff members who may be responsible for participant supervision and guidance must be knowledgeable of the program's requirements.

As a rule, the elements of the Learning Plan should reflect an exposure to basic employer requirements, i.e. – those attitudes and aptitudes the employer would expect each unsubsidized entry-level employee to display. Depending upon the needs of the specific client, such elements may include the types of basic work place knowledge described, or may describe attainment of knowledge or skills in occupational areas such as the function of certain machines or processes used by the employer. For participants who are concurrently involved in occupational classroom training, the career advisor should ensure that the Learning Plan complements the classroom curriculum.

V. Participant Supervision and Feedback

For a positive internship experience, communication between the career advisor, the supervisor and participant is essential. Regularly scheduled contact with the supervisor and participant will ensure timely feedback to the participant regarding progress towards attainment of skill goals. Ongoing communication among all parties increases the likelihood of a positive experience for the employer and the participant as well as timely resolution of any issues.

VI. Internship Supportive Services

Supportive services may be provided to eligible participant during the internship. Local supportive service policies should be followed.

VII. Internship Forms Completion

The following is a list of forms to be completed for each internship participant:

- Learning Plan (includes skills outline)
- Individual Employment Plan
- W-4
- INS Form I-9
- WIOA Weekly Time Report
- Supportive Services (if provided)

