

Dear Employer/Volunteer Coordinator,

A Madison Metropolitan School District (MMSD) high school student has the opportunity to earn high school credit through their work or volunteer experience with you. To earn this credit, the student must:

- submit an Education/Training Agreement (ETA) and Skill Development Plan (must be signed by you as their employer, supervisor, or coordinator);
- document work/volunteer hours;
- complete weekly check ins, submitted to program coordinators; and
- complete final student reflection.

To aid school personnel in assigning school credit, we are hopeful that you will sign the Education/Training Agreement and Skill Development Plan presented to you by the student. In addition, you will be asked to complete an online performance evaluation and verify work/volunteer hours at the end of each grading period.

To get the process started for [name of student], I would like to contact you in the next few days. Please provide your contact information below.

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Name

Phone

Email

*For employed students only: Most Wisconsin employers hiring or permitting minors between the ages of 12 and 15 to work must possess a valid work permit for each minor before work may be performed. The work permit establishes a minor's proof of age and ensures that the employer, parent/guardian, and minor are aware of the employment of minors laws and regulations. For further information, see the Wisconsin Employment of Minors Guide*

[https://dwd.wisconsin.gov/er/labor\\_standards/work\\_permit/employment\\_of\\_minors\\_guide.htm](https://dwd.wisconsin.gov/er/labor_standards/work_permit/employment_of_minors_guide.htm).

Thank you for providing an authentic learning experience to an MMSD student. Do not hesitate to contact me should you have any questions about this program.

Sincerely

Sherrie L. Stuessy

Experiential Learning Coordinator



## Education/Training Agreement Work/Volunteer Experience *for* School Credit

All information shared on this form MUST be legible. Typed response preferred. Print clearly.

### EMPLOYER or VOLUNTEER COORDINATOR

Name of Community Organization	Name of Volunteer Coordinator
Address (Street, City, ZIP)	
Phone	Email

### STUDENT

Student First & Last Name	Grad Year	
High School	MMSD ID#	
Address (Street, City, ZIP)		
Phone	Email	
Student Position		
Primary Responsibilities		
Start Date	Status	<input type="checkbox"/> Paid Work Experience <input type="checkbox"/> Volunteer Experience

### PARENT/GUARDIAN

Parent/Guardian Name			
Address (Street, City, ZIP)			
Phone		Email	

### SCHOOL COORDINATOR or COUNSELOR

School Coordinator / Counselor Name			
Phone		Email	

## Youth Leadership *or* Employability Skills Skill Development Plan

All information shared on this form MUST be legible. Typed response preferred. Print clearly.

### SELF-ASSESSMENT

Explain your past work experience, if any.

Review the competencies of the Wisconsin [Youth Leadership](#) (YL) or [Employability Skills](#) (ES) Certificate. These competencies have been aligned to the MMSD Graduate Vision ([YL](#) | [ES](#)). Identify strengths and weaknesses of your personal work habits and attitudes and personal and professional development.

**Strengths**

**Weaknesses**

How can working toward a skill certificate help you capitalize on your strengths and work on your weaknesses?

### GOALS

Set three measurable, specific goals that you would like to accomplish while working toward the Wisconsin Youth Leadership or Employability Skills Certificate. Align these goals to the MMSD Graduate Vision ([YL](#) | [ES](#)).

1.

2.

3.

How can each of your partners assist or support you in being successful in accomplishing your goals

**Employer(s):**

**School Coordinator /Counselor:**

**Parent/Guardian:**

90 hours of work or volunteer experience are required for completion of the Wisconsin Youth Leadership or Employability Skills Certificate. How do you plan to complete these hours?

The student agrees to:

Experiential Learning Education/Training Agreement & Skill Development Plan – SY19

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- obtain a work permit (if needed) and complete other work-based/volunteer requirements before starting experience. If student is an adult, authorize release of information required by business/community organization prior to beginning work/volunteer experience.
- participate in all scheduled classroom and check-in activities with MMSD staff in conjunction with earning credit.
- complete Leadership Skills or Employability Skills Development Plan and identify three goals to be reached during the work/volunteer experience. Complete a self-reflection at the end of the work/volunteer experience.
- provide school coordinator/counselor with all necessary information about work/volunteer experience necessary to fulfill credit expectations, including the completion of a time sheet that includes all work/volunteer hours.
- complete at least 45 work/volunteer hours, and complete assessments to earn a minimum of .25 work/volunteer experience credit (90 hours required for DPI Youth Leadership or Employability Skills Certification).
- conform to all rules and policies of the organization, workplace, or activity and the school. The student expects no special privileges, agrees to confer with the school coordinator/counselor regarding any concerns encountered during the work/volunteer experience.

### **The student's parent/guardian agrees to:**

- assist student in complying with health and/or employment requirements and authorized release of required information indicated above prior to work/volunteer experience.
- arrange transportation for the student to and from the business/community organization, school, and home, unless state or federal laws require the District to provide transportation.
- encourage the student to effectively carry out all duties and responsibilities for classroom and business/community organization.
- discuss any problems or concerns with the school coordinator/counselor.
- cooperate with the school and other partners to assist the student in achieving the established goals of the work/volunteer experience.

### **The school coordinator/counselor agrees to:**

- provide school-based learning and coordination related to the needs of the student and organization, workplace, and/or activities in establishing a Skill Development Plan, and to work with all partners involved to achieve the established goals.
- visit the business/community organization periodically to monitor the progress of student and/or consult with student's employer or volunteer coordinator.
- act as liaison with student's employer or volunteer coordinator to provide information on school credit expectations.
- determine student grade (Pass/Fail) from evaluations and/or classroom activities.
- not discriminate on the basis of sex, handicap, religion, race, color or national origin; maintain a bias free program, and make all reasonable accommodations.
- follow a corrective action process for the withdrawal of any student from participation who is unacceptable because of academic performance, attendance, health, conduct, failure to meet requirements, and/or other performance-related reason(s).

### **The employer or volunteer coordinator agrees to:**

- provide a designated supervisor for the training of the student who will be referred to as the student mentor.
- develop a training plan with the school coordinator/counselor and the student that will provide experiences to develop student's leadership and/or employability skill goals.
- complete an evaluation of the student's performance and skill development at the end of each school term.
- confer with the school coordinator/counselor to determine in what way the student's learning might be strengthened.
- confer with the school coordinator/counselor if issues arise, changes are necessary or student is terminated.
- if pay is provided, provide a beginning salary equal to that which the company pays comparable employees.
- have a work permit on file for minors if pay is provided.
- not discriminate on the basis of gender, gender preference, disability, religion, race, color or national origin in the treatment of student and assignment of student to jobs, hours of employment, levels of responsibility and pay (if applicable).
- provide a schedule of work/volunteer experience that equals or exceeds a minimum of 45 hours over the course of the experience.

## Final agreement:

- The school coordinator/counselor has informed me of responsibilities and I understand my obligations listed in this agreement.
- I understand that elective high school credit may be earned for school-related work/volunteer experience.
- I understand that if the student is released from the business/community organization for unsatisfactory performance, school elective credit may be lost.
- I understand that this is an agreement of understanding and not a contract of employment, partnership or joint venture between the parties.

To the extent allowed by Wisconsin statutes, each party agrees to defend, indemnify and hold the other parties harmless from any liabilities, damages and expenses for injury to persons or damages to property caused or asserted to have been caused by the indemnifying party's negligent act in carrying out the requirements of this agreement.

**Parent/Guardian:** Your signature below gives your student's employer or volunteer coordinator permission to provide the Madison Metropolitan School District the following information about your child:

- Identifying information
- Attendance records
- Employment related information needed to obtain MMSD work/volunteer credit and Youth Leadership and/or Employability Skills Certificate

EMPLOYER or VOLUNTEER COORDINATOR					
Printed Name		Signature		Date	
STUDENT					
Printed Name		Signature		Date	
PARENT/GUARDIAN					
Printed Name		Signature		Date	
SCHOOL COORDINATOR or COUNSELOR					
Printed Name		Signature		Date	

*This agreement is valid only when signed by all parties. Additional signatures may be attached. Provisions of this agreement may not be altered without approval of all parties.*

*The Madison Metropolitan School District and the Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.*



First Name	Business Community Organization							Total Hours Worked
Last Name	Mentor							0
Student Number								
Directions: Each day you work, record the total time worked in the space provided under the appropriate date. Record time worked in decimal format. For example, if you work 3 hours and 15 minutes, you would record 3.25. If you work 5 hours 55 minutes, you would record 5.92. Use the Minute to Decimal Conversion Table (click tab at bottom) or the green calculator (to the right) for determining the decimal to use for a partial hour.								
Work/volunteer experience began on (insert date)								
Week #22	Sunday 1/22/2017	Monday 1/23/2017	Tuesday 1/24/2017	Wednesday 1/25/2017	Thursday 1/26/2017	Friday 1/27/2017	Saturday 1/28/2017	Weekly Total 0
Week #23	Sunday 1/29/2017	Monday 1/30/2017	Tuesday 1/31/2017	Wednesday 2/1/2017	Thursday 2/2/2017	Friday 2/3/2017	Saturday 2/4/2017	Weekly Total 0
Week #24	Sunday 2/5/2017	Monday 2/6/2017	Tuesday 2/7/2017	Wednesday 2/8/2017	Thursday 2/9/2017	Friday 2/10/2017	Saturday 2/11/2017	Weekly Total 0
Week #25	Sunday 2/12/17	Monday 2/13/17	Tuesday 2/14/17	Wednesday 2/15/17	Thursday 2/16/17	Friday 2/17/17	Saturday 2/18/17	Weekly Total 0
Week #26	Sunday 2/19/17	Monday 2/20/17	Tuesday 2/21/17	Wednesday 2/22/17	Thursday 2/23/17	Friday 2/24/17	Saturday 2/25/17	Weekly Total 0
Week #27	Sunday 2/26/17	Monday 2/27/17	Tuesday 2/28/17	Wednesday 3/1/2017	Thursday 3/2/2017	Friday 3/3/2017	Saturday 3/4/2017	Weekly Total 0
Week #28	Sunday 3/5/2017	Monday 3/6/2017	Tuesday 3/7/2017	Wednesday 3/8/2017	Thursday 3/9/2017	Friday 3/10/2017	Saturday 3/11/2017	Weekly Total 0





# Employability Skills Certificate Performance Evaluation

**MMSD Contact**  
Sherrie L. Stuessy  
slstuessy@madison.k12.wi.us  
(608) 663-1978

Student Name

Evaluation Date

Form completed by

Company/Organization

Mentor Instructions: Rate the student on each competency using the scale below. Provide at least one job specific example or comment explaining the rating. Student goals moving forward should also be shared.

3 = Exceeds Expectations: Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior

2 = Meets Expectations: Meets entry-level criteria; requires some supervision; often displays this behavior

1 = Working to Meet Expectations: Needs improvement; requires much assistance and supervision; rarely displays behavior

Competency	Rating	Job Specific Examples, Comments, Goals
<b>1. Develops positive relationships with others</b> Interacts with others with respect and in a non-judgmental manner; Responds to others in an appropriate and non-offensive manner; Helps co-workers and peers accomplish tasks or goals; Applies problem solving to improve relations with others; When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation		
<b>2. Communicates effectively with others</b> Adjusts the communication approach for the target audience, purpose, and situation to maximize impact; Organizes messages/information in a logical and helpful manner; Speaks clearly and writes legibly; Models behaviors to show active listening; Applies what was read to actual practice; Asks appropriate questions for clarity		
<b>3. Collaborates with Others</b> Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities		
<b>4. Maintains composure under pressure</b> Uses critical thinking skills to determine the best outcomes when faced with a challenging situation; Carries out assigned duties while under pressure;		

non-offensive manner while under pressure; Applies stress management techniques to cope under pressure		
<b>5. Demonstrates Integrity</b> Carries out responsibilities in an ethical, legal, and confidential manner; Responds to situations in a timely manner; Takes personal responsibility to correct problems, Models behaviors that demonstrate self-discipline, reliability, and dependability		
<b>6. Performs quality work</b> Carries out written and verbal directions accurately; Completes work efficiently and effectively; Performs calculations accurately; Conserves resources, supplies, and materials to minimize cost and environmental impact; Uses equipment, technology, and work strategies to improve workflow; Applies problem-solving strategies to improve productivity; Adheres to worksite regulations and practices; Maintains an organized work area		
<b>7. Provides quality goods or service (internal and external)</b> Shows support for the organizational goals and principles of own personal actions; Displays a respectful and professional image to customers; Displays an enthusiastic attitude and desire to take care of customer needs; Seeks out ways to increase customer satisfaction; Produces goods to workplace specifications		
<b>8. Shows initiative and self-direction</b> Prioritizes and carries out responsibilities without being told; Responds with enthusiasm and flexibility to handle tasks that need immediate attention; Reflects on any unsatisfactory outcome as an opportunity to learn; Improves personal performance by doing something different or differently; Analyzes how own actions impact the overall organization; Supports own actions with sound reasoning and principles; Balances personal activities to minimize interference with work responsibilities		
<b>9. Adapts to change</b> Shows flexibility and willingness to learn new skills for various job roles; Uses problem solving and critical-thinking skills to cope and changing circumstances; Modifies own work behaviors based		

and effectiveness; Displays a "can do" attitude		
<b>10. Demonstrates safety and security regulations and practices</b> Follows personal safety requirements; Maintains a safe work environment; Demonstrates professional role in an emergency; Follows security procedures; Maintains confidentiality		
<b>11. Applies job-related technology, information, and media</b> Applies technology effectively in the workplace; Accesses and evaluates information on the job; Accesses training manuals, websites, or other media related to the job		
<b>12. Fulfills training or certification requirements for employment</b> Participation in required career-related training and/or educational programs; Passing certification tests to qualify for licensure and/or certification; Participation in company training or orientation		
<b>13. Sets personal goals for improvement</b> Setting goals that are specific and measurable; Setting work-related goals that align with the organization's mission; Identifying strategies to reach goals; Reflecting on goal progress to regularly evaluate and modify goals		
<b>Total Point Earned</b>		
<b>14. Overall Performance</b> How would you rate overall student performance this evaluation period?		
<b>Certification</b> By checking this box, I hereby certify that I understand the performance evaluation and my responsibilities related to the evaluation as set forth by the guidelines of the MMSD Summer School Work Experience Program.		





# Employability Skills

## Student Reflection

**MMSD Contact**  
Sherrie L. Stuessy, Experiential Learning Coordinator  
slstuessy@madison.k12.wi.us  
608-663-1978

Student

Date

Student Job Title

Mentor Name, Workplace

**Student Instructions:** To earn the Wisconsin Employability Skills Certificate, you must reflect on your skill and attitude mastery for each required competency. Reflect on your accomplishments, obstacles, goals, and/or strategies for each competency listed below. Samples of reflection highlights are provided.

Competency	Accomplishments, obstacles, goals, and/or strategies
<b>1. Develops positive relationships with others</b> Interacts with others with respect and in a non-judgmental manner; Responds to others in an appropriate and non-offensive manner; Helps co-workers and peers accomplish tasks or goals; Applies problem solving to improve relations with others; When managing others, shows traits such as compassion, listening, coaching, team development, and appreciation	
<b>2. Communicates effectively with others</b> Adjusts the communication approach for the target audience, purpose, and situation to maximize impact; Organizes messages/information in a logical and helpful manner; Speaks clearly and writes legibly; Models behaviors to show active listening; Applies what was read to actual practice; Asks appropriate questions for clarity	
<b>3. Collaborates with Others</b> Works effectively in teams with people of diverse backgrounds regardless of sex, race, ethnicity, nationality, sexuality, religion, political views, and abilities	
<b>4. Maintains composure under pressure</b> Uses critical thinking skills to determine the best outcomes when faced with a challenging situation; Carries out assigned duties while under pressure; Acts in a respectful, professional, and non-offensive manner while under pressure; Applies stress management techniques to cope under pressure	
<b>5. Demonstrates Integrity</b> Carries out responsibilities in an ethical, legal, and confidential manner; Responds to situations in a timely manner; Takes personal responsibility to correct problems, Models behaviors that demonstrate self-discipline, reliability, and dependability	

<p><b>6. Performs quality work</b> Carries out written and verbal directions accurately; Completes work efficiently and effectively; Performs calculations accurately; Conserves resources, supplies, and materials to minimize cost and environmental impact; Uses equipment, technology, and work strategies to improve workflow; Applies problem-solving strategies to improve productivity; Adheres to worksite regulations and practices; Maintains an organized work area</p>	
<p><b>7. Provides quality goods or service (internal and external)</b> Shows support for the organizational goals and principles of own personal actions; Displays a respectful and professional image to customers; Displays an enthusiastic attitude and desire to take care of customer needs; Seeks out ways to increase customer satisfaction; Produces goods to workplace specifications</p>	
<p><b>8. Shows initiative and self-direction</b> Prioritizes and carries out responsibilities without being told; Responds with enthusiasm and flexibility to handle tasks that need immediate attention; Reflects on any unsatisfactory outcome as an opportunity to learn; Improves personal performance by doing something different or differently; Analyzes how own actions impact the overall organization; Supports own actions with sound reasoning and principles; Balances personal activities to minimize interference with work responsibilities</p>	
<p><b>9. Adapts to change</b> Shows flexibility and willingness to learn new skills for various job roles; Uses problem solving and critical-thinking skills to cope and changing circumstances; Modifies own work behaviors based on feedback, unsatisfactory outcomes, efficiency, and effectiveness; Displays a "can do" attitude</p>	
<p><b>10. Demonstrates safety and security regulations and practices</b> Follows personal safety requirements; Maintains a safe work environment; Demonstrates professional role in an emergency; Follows security procedures; Maintains confidentiality</p>	
<p><b>11. Applies job-related technology, information, and media</b> Applies technology effectively in the workplace; Accesses and evaluates information on the job; Accesses training manuals, websites, or other media related to the job</p>	
<p><b>12. Fulfills training or certification requirements for employment</b> Participation in required career-related training and/or educational programs; Passing certification tests to qualify for licensure and/or certification; Participation in company training or orientation</p>	



**13. Sets personal goals for improvement**

Setting goals that are specific and measurable;  
Setting work-related goals that align with the  
organization's mission; Identifying strategies to reach  
goals; Reflecting on goal progress to regularly  
evaluate and modify goals

