



Business Partner Work-Based Learning Guide



ElevateEdAZ is an initiative of the Greater Phoenix Chamber Foundation

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How ElevateEdAZ Assists Business Partners

Welcome to the ElevateEdAZ network! As an education-to-workforce intermediary, ElevateEdAZ collaborates with Business Partners like you to develop and train your workforce early. Our role is to make it easier for you to connect with emerging talent across our partnered schools and build a stronger pipeline through internships, job shadows (business tours), educator externships and other direct connections to the future Arizona workforce.

ElevateEdAZ staff are embedded in high school campuses across the greater Phoenix region and Sahuarita in southern Arizona. Coaches prepare students, coordinate practical tasks like transportation and parent permissions, and make sure experiences are aligned with high school requirements. They also chaperone job shadows and other events, making the experience seamless for employers.

In the current landscape of Arizona's labor market, 68% of jobs require some level of education beyond a high school diploma; yet, only 44% of Arizona's residents receive a post-secondary education. The opportunity to reach the required education levels needed for Arizona's economy to flourish starts in high school, where employers can shape tomorrow's workforce.

[Center for the Future of Arizona](#)



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How ElevateEdAZ Assists Business Partners

Career and Technical Education (CTE) programs supported by ElevateEdAZ

ElevateEdAZ partners with schools and districts throughout the Greater Phoenix region and southern Arizona to promote career awareness and development for high-wage, high demand industries and occupations. The following secondary career and technical education programs are supported by ElevateEdAZ:

Industry Cluster	Associated CTE Programs
Advanced Manufacturing	Automation and Robotics, Precision Machining
Architecture & Construction	Architectural Drafting, Construction Technologies, Mechanical Drafting, Welding, Electrical Wiring
Business Management, Marketing & Sales	Business Management, Business Operations, Marketing, Graphic Design
Education	Education Professions
Engineering	Engineering, Automation and Robotics
Financial Services	Accounting, Finance
Health Sciences	Bioscience, Nursing, Sports Medicine and Rehabilitation, Emergency Medical Services
Information Technology and Cybersecurity	Network Security, Software and App Design, Software and App Development, Cybersecurity, Computer Maintenance
Law and Public Safety	Law Enforcement and Public Safety, Fire Science
Transportation	Automotive Technologies, Automotive Collision Repair, Aircraft Mechanics, Aerospace

Each CTE program is developed by local school districts to align with industry-added technical skill standards and industry recognized certifications, credentials, or licenses. More information about CTE programs including program descriptions, credentials, and technical standards may be found on the Arizona Department of Education (ADE) website at CTE Programs and Standards | Arizona Department of Education, www.azed.gov/cte/programs.

Internships



Partnering with ElevateEdAZ to host a student intern is a simple, meaningful way to connect with emerging talent from across our partnered schools while strengthening your organization’s future talent pool. Each year, we support over a hundred employers in connecting with high school students from schools across Greater Phoenix and Sahuarita, Arizona. ElevateEdAZ facilitates the matching process to connect employers with motivated students who have academic and technical knowledge through a related Career and Technical Education (CTE) program, with most completing at least two semesters of CTE coursework before their internship.



Qualifications of ElevateEdAZ Student Interns

Eligible internship applicants:

- Are at least 16 years of age
- Are usually high school seniors
- Attend participating ElevateEdAZ high schools
- Have completed at least 2 semesters of a CTE program



ElevateEdAZ Internship Timelines

School Term	Duration of Employer Engagement	Intern Compensation	Intern Application Deadline	Intern Interview/Offer Window
Fall	Mid-September–Mid-December 6–15 hours per week	Paid or unpaid	Late August	Late August–Early September
Spring	Mid-January–Mid-May 6–15 hours per week	Paid or unpaid	Early November	Late November - Early December
Summer	June–July Up to full-time	Typically paid	Early April	Late April- Early May
Full School Year	Mid-September–Mid-May 6–15 hours per week	Paid or unpaid	Late August	Late August–Early September

ElevateEdAZ facilitates the matching process to connect employers with motivated students who have academic and technical knowledge through a related Career and Technical Education (CTE) program.

Internships



Fall, Spring, or Full-Year Internships are:

- Offered for one semester or both semesters
- 6 to 15 hours per week (varying by district/student)
- A minimum of 60 hours per semester at most partner schools, with a few requiring 120 hours per semester
- Either paid or unpaid
- Start times vary by school release times; Interns are typically released between 12 p.m. and 2:30 p.m.



Summer Internships

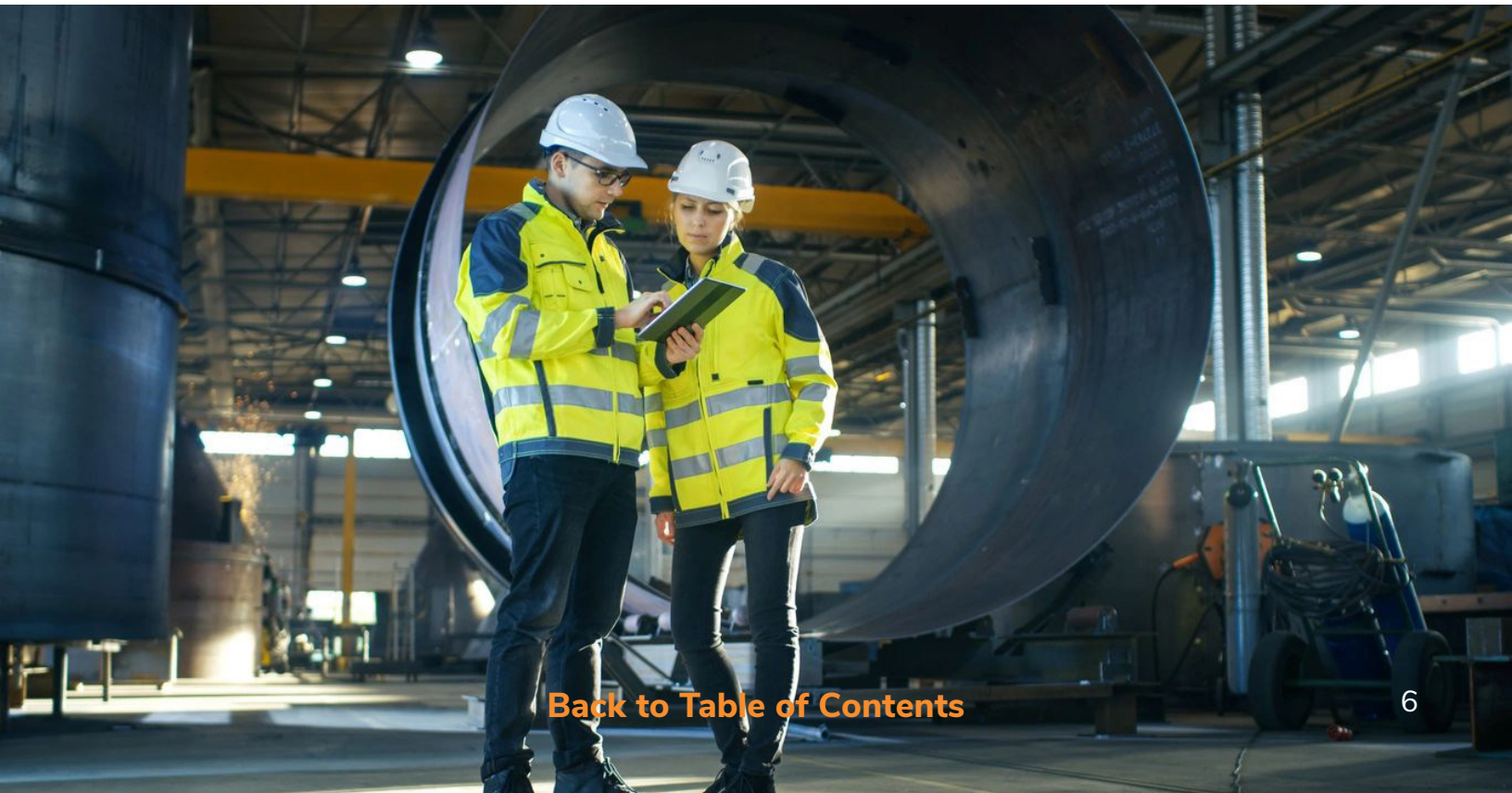
- Internships for graduating or rising high school seniors
- Flexible hours, typically full-time or part-time
- Summer internships may be paid or unpaid; If they are unpaid, the employer partner is required to create a liability waiver.



Legal and compliance considerations

Hosting high school interns involves considerations related to wages, hours, and job duties for minors. ElevateEdAZ works closely with school districts to ensure internships align with education requirements and student eligibility. Business partners are responsible for complying with applicable labor laws and are encouraged to involve their HR or legal teams as needed.

For detailed legal references, see [Appendix \[Section D\]](#).



Internships

Business Partner Internship Process & Checklist

Before Placement

- Business partner confirms the number of internship placements and identifies a supervisor or primary point of contact.
- Business partner participates in a virtual onboarding meeting with the ElevateEdAZ Business Partnership Team to finalize internship roles, expectations, and structure.
- Business partner completes the [Internship Logistics Form](#), either in advance or during the onboarding meeting.

Recruitment and Selection

- Business Partners review applicants and identify candidates to interview.
- Business Partners share feedback with ElevateEdAZ, who then introduces College and Career Coaches
- Business Partners set up and complete interviews with students
- Business Partners make offer to selected student (ccing College and Career Coach) and begins standard company onboarding process (background checks, formal applications, etc.)
- Throughout the school year, the student's Career Coach and their CTE teacher conduct check-ins with the student to ensure a smooth internship.
- The Business Partnership Team conducts 3 check-ins with the business during the internship.

Onboarding and Launch

- Student completes all necessary onboarding steps required of employer.
- Students and Business Partners complete required district or school paperwork for each placement, with guidance from ElevateEdAZ and school partners.
- Internship begins with ongoing check-ins supported by the student's College and Career Coach and school internship teacher as required.
- Additional tools and planning resources are available in the [Appendix, Sections A through C](#).

Internships

Best practices for supervising interns

During the internship, Business Partners can help students build real-world work skills and increase their professionalism. Here are some ways Business Partners can increase the impact of the internship experience:

- Assign meaningful tasks that align with the intern's skill level and goals
- Provide clear expectations and a basic workplace orientation at the outset of the internship
- Serve as a consistent point of contact for questions and guidance,
- Introduce interns to team members and include them in meetings or project discussions when appropriate, this will help them understand the skills needed to succeed across different career paths.
- Explain the purpose behind tasks and workplace protocols, offer frequent, clear, and constructive feedback throughout the experience.
- Emphasize safety through clear instructions and demonstrations.
- Invite interns to ask questions about the organization, its operations, and industry.
- Help interns figure out how to find answers and resources, encourage questions and curiosity.
- Tailor tasks and projects by asking interns about their interests and goals.
- Encourage interns to present completed projects and provide insights on the skills they have developed.

The experience interns have with your organization will help them to develop professional habits and better understand the future opportunities available to them.

Addressing challenges and support needs during internships

If concerns arise related to attendance, communication, workplace expectations, performance, or alignment with school requirements, Business Partners are encouraged to contact ElevateEdAZ as soon as possible. Early communication allows the team to provide timely support and help resolve issues effectively.



Job Shadows

Job shadows are structured, half-day experiences with employers that allow students to explore careers, tour a worksite, ask questions, and participate in a hands-on activity related to their Career and Technical Education (CTE) program. The most impactful job shadow experiences leverage an employer's existing expertise, staff, and work environment to help students understand how work gets done and how careers develop over time.

Formats

There are three formats that can be used when hosting a job shadow including:

- On-site (preferred): Students visit your workplace
- Virtual
- On-campus: Your team visits a school bringing the experience to the students (speakers, equipment, a hands-on activity, etc.)

Recommended Elements

Business Partners are encouraged to include the following elements, as appropriate for their organization and setting:

Workplace overview

A brief introduction to the organization, its mission, and the type of work it does.

Facility tour or virtual walkthrough

An opportunity for students to see where and how work happens, including different departments or functions.

Employee engagement and career conversations

Job shadows are most impactful when students have structured opportunities to interact with employees. These conversations help students better understand career pathways and envision themselves in the industry. Plan for employees at different career stages, when possible, to engage with students and share insights on:

- Their role and day-to-day responsibilities
- How their work contributes to broader organizational goals
- How they entered the field, including education, training, or credentials
- Skills they use regularly and how those skills are developed over time
- How careers in the organization or industry may progress

Time for student questions

Job Shadows should allocate time for students to ask questions about careers, workplace expectations etc.

Job Shadows

Hands-On learning Requirement and Activity Design

Work-based learning experiences must include a hands-on learning component, as required by the ADE. The purpose of the hands-on activity is to move students beyond observation and actively engage them in problem-solving, analysis, or task-based learning connected to real workplace applications. Activities should reflect tasks, challenges, or decision-making processes that are representative of the roles, skills, and industry practices within your organization. Hands-on activities should be:

- Age-appropriate and safe for high school students.
- Structured with clear instructions and time boundaries.
- Facilitated or supported by staff who can provide context and feedback.
- Designed to encourage participation, discussion, and reflection.

Activities may be completed individually or in small groups and may be adapted for in-person or virtual formats.

Examples of hands-on activities

Case study or scenario-based challenge

Students review a real or simulated workplace scenario and identify key considerations, risks, or solutions. This may include prioritizing tasks, responding to a challenge, or making recommendations.

Guided problem-solving activity

Students work through a structured problem using information, tools, data, or visuals provided by the host. The facilitator walks through the reasoning process and connects it to real-world applications.

Review and feedback exercise

Students analyze examples of work products such as schedules, designs, marketing materials, workflows, or reports and provide feedback using rubric or guiding questions.

Demonstration with interactive decision points

A staff member demonstrates a tool, system, or process while prompting students to make choices, predict outcomes, or identify next steps.

Design or planning task

Students create a simple plan, outline, prototype, or workflow in response to a prompt related to the organization's work.

Considerations

- Time: Job shadows are typically 2–4 hours
- We follow the details outlined in your form and ensure students are prepared
- A hands-on activity related to your industry is required by the Arizona Department of Education (our team can help you with this!)

Job Shadows

Sample agenda for a standard 4-hour Job Shadow

Time	Activity
9-9:30 a.m.	Student arrival, check-in and review of organization rules, policies, safety requirements.
9:30-10:30 a.m.	Students tour the facility and are introduced to different departments. Business Partners are encouraged to highlight how roles contribute to organizational goals and to share personal career pathways, including education, training, and skills.
10:30-11 a.m.	Students participate in a hands-on activity that allows them to observe, practice, or apply skills connected to the work of your organization. This may include demonstrations, guided practice, simulations, or problem-solving exercises. Students must spend a minimum of ten minutes actively engaged in this activity to meet job shadow requirements.
11 a.m.-12 p.m.	Students interact with employees in small groups or individually to learn more about day-to-day responsibilities, career pathways, and workplace skills. Time should be allotted for student questions and discussions.
12 p.m.-1 p.m.	The experience concludes with group discussion or reflection, allowing students to share what they learned, what surprised them, and how the experience connects to their coursework or career interests. (May take place while students eat lunch)
1 p.m.	Students return to high school campus.



Job Shadows

Before the In-Person Job Shadow

Confirm logistics and contacts

- Identify one primary point of contact and one backup contact for the job shadow experience.
- Select the date and time of the job shadow.
- Confirm the total length of the experience
- Determine the maximum number of students who can participate.
- Share arrival/check-in information (parking, identification or security procedures etc)

Complete the [Business Partner Job Shadow Logistics Form](#). A Business Partnership Team member reviews your form and matches your needs with partner campuses.

Plan the experience structure

- Identify employees who will participate and their roles.
- Set agenda and identify locations for each part of the job shadow – A Business Partnership Team member will schedule a meeting with you to draft the job shadow agenda and answer any of your questions.
- Compile necessary equipment/supplies

Design the required hands-on activity

- Work with ElevateEdAZ to identify a hands-on learning activity that actively engages students for at least ten minutes.
- Ensure the activity connects classroom learning to real-world workplace applications.
- Determine what materials, prompts, or examples students will need.

Review policies and requirements

- Identify any confidentiality, privacy, or content considerations.
- Confirm if the school or business partner may take photos or videos during job shadow
- Share any participation expectations with ElevateEdAZ

Campus Coaches then recruit students, coordinate transportation, and obtain required permission forms.

Note: A Business Partnership Team Member communicates with you throughout the process sending a calendar invitation with final details. Campus Coaches and CTE Teachers attend the job shadow on the day of serving as chaperones and contacts for the business partner.

After the Job Shadow

- Share brief feedback with ElevateEdAZ to inform future job shadow planning.
- Notify ElevateEdAZ of interest in future job shadows, internships, or other work-based learning opportunities.

Job Shadows



Virtual Job Shadows

Business Partners may host a job shadow virtually choosing any of the formats below, based on their roles, industry, and capacity.

- Virtual workplace overview or tour
- Employee panels/career conversations
- Role based or small group job shadows
- Virtual learning activities



Technology Considerations

To ensure a smooth and engaging virtual experience, ElevateEdAZ works with Business Partners and schools to clarify expectations in advance. Business Partners are encouraged to consider the following:

- Host selection – Determine whether virtual session will be hosted by the Business Partner, ElevateEdAZ, or the school
- Recording – Determine whether recording is permitted prior to the session
- Student Participation – Establish expectations for student cameras, microphones, and chat features to support engagement while maintaining appropriate norms
- Breakout Room Management – Clarify how breakout rooms will be created, monitored, and supported
- Designated technical support – Determine who will facilitate transitions and troubleshoot technical issues

Sample Agenda for Virtual Job Shadow

Time	Job Shadow Sample Activity
9-9:15 a.m.	All participants log into the virtual session. The business partner provides an overview of the organization, its role in the industry and work done by its team
9:15-10:15 a.m.	Students divide into breakout rooms where they can hear from specific team members about: <ul style="list-style-type: none">• Career path, education, credentials, etc.• Examples of work or projects, which may include sharing their screen.• “Day in the Life” (what they do on a daily basis)• Q&A from students• Groups rotate at set intervals into other breakout rooms, allowing them to gain exposure to multiple employees and roles within the organization.
10:15-10:30 a.m.	Hands-On Learning Activity: Students participate in a guided activity that connects their coursework to real-world applications within the business or industry. Active student participation is required for a minimum of ten minutes.
10:30 a.m.	Group Reflection and Wrap-Up: Students reconvene for a facilitated discussion to reflect on what they learned, what stood out, and how the experience connects to their career interests and coursework.

Career Awareness and Exploration Opportunities

Career awareness and exploration activities help students understand the world of work while remaining on campus. Career awareness and exploration activities such as career fairs and guest speaking are designed to help students explore their career interests and make informed decisions about their future.



Career Fairs: High-volume career exposure

A career fair provides Business Partners a light-touch but high-volume opportunity to introduce their organization, industry, and career pathways to students. Business Partners set up “booths” (typically tables with interactive displays or hands-on activities) and speak with students about their work. Career Fairs are usually held in a common school space or shared community location.

Elements of ElevateEdAZ Career Fairs



Audience

Number of attendees varies by event and school and may include students in Grades 9th-12th



Time commitment

Approximately 3–6 hours on site



What to bring

Business Partners may bring display materials, signage, tools, or giveaways

Guest Speaking

A guest speaking activity provides Business Partners a light-touch but high-volume opportunity to introduce their organization, industry, and career pathways to students. Guest speakers may participate in person or virtually and typically engage with students through classroom presentations, panels, demonstrations, or co-taught lessons aligned to classroom content.



Audience

9th–12th grade students, Expected attendance varies by event



Time commitment

Guest speakers present to one or multiple classes and typically present for 30 to 90 minutes per class.



What to bring

Business Partners may bring display materials, signage, tools, or giveaways.

Career Awareness and Exploration Opportunities



Guest Speaker Checklist

- Contact ElevateEdAZ to express interest in participation
- Confirm logistics (date, time, location, material to cover)
- Identify the topics and format for the presentation or lesson and align student needs and goals.
- Select the roles, career pathways, or departments to highlight
- Identify staff who will represent your organization during presentation
- Follow up afterward to discuss future business partnership opportunities.



Mock interviews and resume review events

Mock interviews and resume review events connect students with business professionals who can provide feedback as they prepare for college and career opportunities. During the event, professionals will meet with students individually or in small groups at an ElevateEdAZ school partner campus to review resumes and offer constructive, valuable feedback, and provide opportunities for students to practice interviewing. These events help students build confidence and understand employer expectations.



Intended Audience

Grades 9–12, Expected audience varies with event type



Typical Time Commitment

1–3 hours at event and up to 1-hour of optional preparation



Resource: Mock Interviews or Resume Building Session Checklist

- Contact ElevateEdAZ to express interest in participation
- Confirm logistics (date, time, location, event expectations)
- Identify the topics and format for the presentation or lesson and align student needs and goals.
- Identify staff who will represent your organization at event
- Engage with students during the event, offering practical tips, professional insight, and encouragement.
- Follow up afterward to discuss future business partnership opportunities.

Educator Externships



Industry Aligned Professional Development for Teachers

Educator externships are an important opportunity to provide high school teachers with structured, short-term professional learning experiences that deepen their understanding of industry practices, workplace expectations, career pathways and emerging trends. Externships allow educators to gain insights they can translate into more relevant instruction, updated curriculum, and clearer career connections for students.

Externships are designed for teachers rather than students and are often hosted for groups of educators from multiple schools and districts. Experiences are typically scheduled during the school week and need to be confirmed 6 to 8 weeks in advance to allow educators to take the day off and request a substitute teacher. Externships can take place in person (preferred), virtually, or through a hybrid format.

ElevateEdAZ works with Business Partners to design externships that leverage existing business operations and expertise, without requiring companies to create new training content.

Participating educators may also be asked by their school or district to translate learning into lesson plans, classroom projects, or curriculum updates following the externship. Depending on district policies and funding availability, educators may be eligible for stipends or continuing education credits.



Intended Audience

- Grades 9–12 teachers, including both CTE teachers and core subject educators.
- Counselors, college and career specialists



Typical Time Commitment

Externships vary in length and format, depending on business capacity and educator availability. Common models include a half-day in-person experience (approximately 3–4 hours). Business partners have the option to provide lunch.



Teacher Externship: Virtual Adaptation

Educator externships can be adapted for virtual delivery, often in shorter time blocks. Virtual formats may include:

- Focused interviews with staff on technical and employability skills
- Panel discussions with employees across roles or departments
- Screen-sharing of real work products, tools, or workflows
- Live or recorded demonstrations of hands-on or manual work, followed by discussion
- Participation in existing onboarding or professional development trainings

Educator Externships

Sample In-Person Externship Agenda

Time	Sample Activity
10:00–10:15 a.m.	Welcome and Orientation <ul style="list-style-type: none"> Welcome and participant introductions Overview of the organization, its role within the industry, and key workforce trends Review of externship goals, agenda, and learning outcomes
10:15–10:45 a.m.	Tour of Facility
10:45–11:30 a.m.	Industry Spotlight Sessions Educators engage in a series of short, focused presentations led by professionals from different roles or functional areas. Sample topics may include: <ul style="list-style-type: none"> Current industry practices and emerging trends Workplace expectations for entry-level and early-career professionals Education, credentials, and skills required for various roles Considerations related to safety, compliance, or evolving technology
11:30–12 p.m.	Applied Demonstration or Hands-On Learning Activity Educators participate in a guided demonstration or hands-on activity designed to deepen understanding of how technical and professional skills are applied on the job and may include: <ul style="list-style-type: none"> Demonstrations of tools, equipment, or technology commonly used in the field Simulated problem-solving or case-based scenarios Skill demonstrations with explanation of real-world application
12–12:30 p.m.	Lunch and Informal Networking <ul style="list-style-type: none"> Informal conversation with industry professionals Discussion of career pathways, workplace culture, and hiring considerations Opportunity for educators to ask follow-up questions and build connections
12:30–1 p.m.	Career Pathways, Role Exploration and Observations <ul style="list-style-type: none"> Overview of related career roles and work settings within the industry Comparison of pathways, responsibilities, and advancement opportunities Discussion of how roles differ across settings or specialties Observations of on-the-job work
1–1:30 p.m.	Reflection, Classroom Connections, and Closing <ul style="list-style-type: none"> Discussion on key takeaways Reflection on how insights can be used in classroom instruction, projects, or curriculum Q&A Closing remarks, feedback, and next steps

Business Advisory Councils: Industry guidance for CTE programs

Business Advisory Councils (BACs) bring industry professionals and high school educators together to ensure Career and Technical Education (CTE) programs reflect current workforce needs and prepare students for high-wage, high-demand careers. Through these councils, business partners provide practical insight on skills, tools, credentials, and emerging trends, helping schools align instruction with real-world expectations.

Business Partners' role in Business Advisory Councils

Ideal representatives are human resource leads, hiring managers, or industry leaders who understand workforce needs and are interested in championing career exploration and work-based learning opportunities for students. During the event they may:

- Review program overviews, course offerings, or credentials connected to their industry.
- Share feedback on workforce trends, entry-level skills, and career pathways.
- Discuss how classroom learning connects to real workplace applications.
- Identify opportunities for student engagement, including job shadows, internships, or project-based learning.
- Offer recommendations that help schools strengthen alignment with industry expectations.

Typical Time Commitment

Business Advisory Councils meet once or twice a year for two hours each time. Follow-up may include email feedback or virtual check-ins.

How business partners can participate

Please contact [ElevateEdAZ's Business Partnership](#) team to be added to the invitation list for the next convening.



Appendix

Internship Resources

A. Internship Job Description Template

Please feel free to use the following as a starting point for building your internship opportunity description. This will be used to market your internship to eligible students in related high school CTE programs.

Name of Internship <example: Marketing Internship>

<Company Name>

<Physical address of Internship site location>

<Internship Type (In-Person, Virtual, Hybrid)>

<Internship Hours (if hours are flexible, note the hours your business is open to having the intern work, specifying the internship hours will need to fall during those specified hours of operation)>

<State if Internship is paid/unpaid, provide amount>

<Company Name> is seeking an intern in our <Department Name> department to <Insert primary role>.

The Intern will <summary of the typical tasks assigned>.

The ideal candidate should demonstrate <summary of key qualifications>.

Internship Objectives:

- Gain experience in a professional environment
- Understand the overall concept of <insert text>
- Gain an understanding of <insert text>
- Provide key staff with <insert text>
- Research <insert text>
- Monitor and respond to <insert text>
- Analyze <insert text>
- <insert text>
- <insert text>

Appendix

Candidate Qualifications:

- Current high school senior who has completed or is completing a Career and Technical (CTE) program related to <insert text – industry, sector, occupation>
- Strong verbal and written communication skills
- Hardworking, organized, and efficient
- Interest in <insert text>
- Knowledge of <insert text>

Employer Application/Background checks/Requirements: <please indicate the process and timeline a student can expect prior to start date if matched to your internship. For example, Complete Employment Application, submit background check, Vaccination Requirements, Citizenship Requirements, etc.>

B. Sample Internship Interview Questions

- What made you interested in applying for this internship?
- What specific experience do you have with <fill in the blank with common tasks intern will complete>?
- Please describe a few of the projects or assignments you have worked on in your CTE program.
- Describe a time you had to overcome a challenge. How did you handle the situation and what did you learn from it?
- Describe a time when you had to work in a team to achieve a goal.
- If I asked your friends to describe you, what would they say?
- Who is an individual that you admire, and what positive traits does this person have?
- What other commitments do you have during this time that could impact your completion of this internship (additional jobs, clubs, sports, etc.)?
- This internship will occur <in-person, virtual, etc.> Does this pose any challenges for you?
- What questions would you like to ask me?

C. Intern Orientation

Business partners are encouraged to follow their standard onboarding and supervision practices, keeping in mind that for many high school students, this internship may be their first experience in a professional work environment. Thoughtful onboarding helps set clear expectations, supports student success, and reduces the need for intervention later in the internship.

Appendix

D. Legal and Compliance Resources for Hosting High School Interns

Hosting high school students in work-based learning experiences involves considerations related to wages, hours, job duties, and workplace safety for minors. Requirements may vary based on the type of experience, student age, timing (school year or summer), and whether the opportunity is paid or unpaid.

Rather than duplicating or interpreting legal guidance, ElevateEdAZ directs Business Partners to the Arizona Department of Education (ADE), which maintains up-to-date, comprehensive guidance on work-based learning requirements and youth employment considerations.

ADE's Work-Based Learning Resources page www.azed.gov/cte/work-based-learning-resources provides centralized information on:

- State and federal youth employment laws
- Wage and hour considerations
- Allowable and restricted job duties for minors
- Guidance specific to CTE (CTE) programs
- Forms, definitions, and best practices for work-based learning experiences

Business Partners are also encouraged to review these resources and consult with their internal HR, compliance, or legal teams as appropriate. If questions arise during planning, ElevateEdAZ staff are available to help navigate next steps and connect Business Partners with the appropriate school or district contacts.





About ElevateEdAZ

Launched in 2020, ElevateEdAZ prepares individuals for college and career through stronger alignment between education, business, and the community. ElevateEdAZ is focused on increasing the number of students completing high-quality education to workforce learning pathways that align with the needs of the industry and supports students in achieving industry-recognized credentials, attaining early post-secondary credit, and participating in capstone work-based learning experiences, such as internships and job shadows. For more information, visit <https://elevateedaz.com>.

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ElevateEdAZ is an initiative of the Greater Phoenix Chamber Foundation