

Dear Deputy Principal,

This packet contains important documents that in turn, will help Giant Leap Project of Fresno, California support the students of your institution in developing their own podcast shows. Other than our Community Betterment Organization (CBO) supporting and inspiring your students' social media/entertainment enhancements, because we know grassroots podcasting requires a large and highly committed network, the primary purpose of our commitment to your students is to use the potential of their show for further enhancing their "faith in journal writing". A disciplined journal writer will naturally become a better (social media) marketer and business person, which will lead to overall community revitalization.

Please carefully read over our "Apprenticeship Program" that we are striving to offer your students.

Next step is to carefully read over the "Letter of Intent" and by signing and dating this document, you signify your institution's desire to

potentially collaborate with us to support your students' inevitable entry into social media with professionalism and precaution via PODCASTING.

For further details, email us at info@giantleapentertainment.org

GIANT LEAP

Executive Marketer
Marc R Bordner

Executive Producer
Steve M Goossen

Executive Researcher
Karen M Ring

Line Break

Letter of Intent

To Whom It May Concern,

We support the mission statement of Giant Leap and recognize a need for potentially developing a curriculum around PODCASTING in general. Although we encourage our students to get their current events from well cited sources like Published Books, a Newspaper, Magazines, Radio Stations and Television, we do perceive that our students are being drawn more and more to podcast shows that cover both extracurricular and education. With the medium of PODCASTING on the rise, we'd like to more fully support our students in learning how to cultivate shows. By collaborating with a Private Foundation like Giant Leap to assist our students' education concerning PODCASTING and with a little success, this could provide our institution with more flexibility in terms of marketing and community organizing. Our primary goal in collaborating with Giant Leap is to supply our students with an office/studio dedicated to PODCASTING in promoting an organic "campfire-like" conversation. We believe this will help us prove that social media isn't just about "likes" or the amount of "viewers", but about

empowering faith in our daily journal writing to stir up healthy dialogue concerning institutional curriculum in supporting our students move to the next level.

Through our students' podcasting, it allows our administration to hear the level of our students' intelligence and helps us recognize to what degree our teachers' curriculum is being comprehended. We know podcasting is a form of Freedom of Speech and are glad to be proponents of that Freedom under our school's guidelines/rules (liberty).

Sincerely,

Deputy Principal

Name:

Signature:

Date:

Line Break

Giant Leap

Department of Podcast (Video/Audiocast)

Apprenticeship Program

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GIANT LEAP PROJECT

*Apprenticeship will be managed by
Giant Leap Entertainment, a 501 c 3
and all other affiliated Giant Leap Consulting Mentors*

Apprenticeship Program Director
Marc Bordner, Executive Marketer
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Giant Leap Project
Department of Podcast (Video/Audiocast)
Apprenticeship Program

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Apprenticeship Program in Podcasting

General Overview

Giant Leap's mission revolves around supporting others' entrance into Social Media and/or Entertainment Industry by also helping them in a vocation or trade. To fulfill this mission, we have deciphered that the individual's entry point starts with Podcasting, which is why we established this department. After you meet with the Internship Program Director, we will introduce you to one of our affiliated Giant Leap Consulting Mentors for you to begin communicating your reports. Our goal is not only to support you in earning credits with your enrolled institution, but to support your personal marketing campaign for improving your own social media image, content, message, etc. etc. by comprehending the importance of Podcasting. For Giant Leap to fulfill its mission, we will also help the apprentice understand the correlation of Social Media and/or Entertainment Industry to the development of a vocation or trade. Our motive for collaborating with your institution is to also

help you understand how to incorporate your studies into podcasting and the overall value of its production. We hope that upon completion of our program that it could also lead to a paid internship within one of our many production units, potentially their own podcast show and potentially the development of a vocation or trade within our Peer Support Department. Giant Leap is more of a Marketing Incubator than a Business Incubator, but with plenty of consulting mentors that have had success within the industry, we foresee unlimited opportunity.

Line Break

Guidelines for **Students & Participating Agents**

With communication established between Apprenticeship Program Manager and student via letter or phone, then the next step will be to personally meet with either the Manager or Affiliate or even Both and other than to fulfill their institution's goals, the meeting is to also assess and address the Apprentice's personal career goals and personality for better predicting the outcomes of the apprenticeship program. Next step is to develop a contract that is acceptable between all 3 parties. Progress reports and evaluations will ensure that all parties are held accountable according to the contract. Per the "Department of Labor and the Fair Labor Standards Act" (See Attachments) we know that our apprenticeship falls under the special category of "unpaid internship" and any special consent forms that are necessary or required by the law for video on social media/public or even private will be drafted, signed and dated.

Volunteer work includes provisions associated with the Fair Labor Standards Act under a special category for unpaid apprenticeships that meet the following criteria:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to "for-profit" private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term "employ" very broadly as including to "suffer or permit to work." Covered and non-exempt individuals who are "suffered or permitted" to work must be compensated under the law for the services they perform for an employer. Internships in the "for-profit" private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the "for-profit" private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in "for-profit" private sector internships or training programs may do so without compensation. The Supreme Court has held that the term "suffer or permit to work" cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act's minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA's definition of "employ" is very broad. Some of the most commonly discussed factors for "for-profit" private sector internship programs are considered below.

Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

Action Plan

Once an apprentice, always an apprentice! So with that same mindset, once we start a campaign, we should always be campaigning! There are 3 methods to campaigning.

1 Data Collection

Depending on the type of data we need, will naturally determine how we collect it and in an era of information and smart technology, we suppose that the most effective form of data is video evidence, which is why we are determined to survey (question) through video. Whether we survey people we know or don't know, the next step is to attain their consent with a signature and phone number. Giant Leap believes that a survey that can potentially provide opportunity and bring to peoples' attention the importance of podcasting and how it is the key and future for marketing and business, will naturally strike the chords of curiosity of any individual, making the process of surveying way easier.

2 Podcasting

There are 3 parts to podcasting: Marketing, Production, Research.

Marketing can be done through Data Collection and Social Media work.

Production is primarily done through Technical work, but can also include introverted artists from those who like to produce graphics, music & general art.

Research is all citation and investigation, just like a good student who seeks truth in hopes to deliver clear and comprehensive facts, leading to the role of a Virtual Assistant.

3 Virtual Assistant

As we have launched the campaign together, we must now keep the campaign going. The role and duty of the Virtual Assistant reaches out to those that we have surveyed in hopes through text and consistent communication to secure a meeting at our office/studio. The purpose of the meeting is to convert the guerilla campaign into a networking campaign in hopes to find Talent & Contributors to what is to be considered a Podcasting Network primarily devoted to the Central Valley of California.

Giant Leap, Department of Podcasting

Apprenticeship Contract

Student	Name:		
	Phone:		
	ID:		
	Institute Email:		
Institution	Name:		
	Department:		
	Instructor:		
	Phone:		
	Email:		
Giant Leap Apprenticeship	Nonprofit Organization (paid or unpaid) <input type="checkbox"/>	For Profit Organization Paid Apprenticeship <input type="checkbox"/>	For Profit Organization Unpaid Apprenticeship <input type="checkbox"/>

Describe the Purpose & Goals of the Apprenticeship:

List the Knowledge and Skills to be Acquired:

Agreed Schedule (Both Dates & Times):

Approvals: The undersigned agree to the educational merit of this apprenticeship. Apprentices serving at "For-Profit, Unpaid Apprentice's" signatures indicate understanding and compliance or exemption from the Fair Labor Standards Act.

X _____	X _____	X _____
Prospective Student Apprentice	Prospective Apprentice Consulting Apprentice	Coordinator from the Student's Institution

_____ Line Break _____

Giant Leap, Department of Podcasting

Mid-Semester Progress Report (to be completed by the Consulting Mentor)

Student	Name:	
Institution	Name:	
	Department:	
	Instructor:	
	Phone:	
	Email:	

Quality of the Student's Performance:

The Apprentice's Progress Toward Contract Goals:

Any Problems Having to do With Absenteeism, Tardiness, etc:

If You Had to Recommend A Grade At This Point Would It Be:

Credit

No Credit

Do you wish to be contacted by the Podcast Apprenticeship Program Director to discuss this

apprentice's performance in confidence?

Yes, please contact me.

No, contact is not necessary at this point.

X _____
Apprentice Supervisor

X _____
Date

This form may be hand-carried by the student apprentice emailed to info@giantleapentertainment.org , attn: Podcast Apprenticeship Program Director.

Giant Leap, Department of Podcasting

Final Progress Report

(to be completed by the Consulting Mentor)

Student	Name:	
Institution	Name:	
	Department:	
	Instructor:	
	Phone:	
	Email:	

Quality of the Student's Performance:

The Apprentice's Progress Toward Contract Goals:

Any Problems Having to do With Absenteeism, Tardiness, etc:

Recommended grade should be assigned to the student for their performance:

Credit

No Credit

Do you wish to be contacted by the Department of Podcasting Apprenticeship Program Director to discuss this apprentice's performance in confidence?

Yes No.

X _____ X _____
Apprentice Supervisor Date

This form may be hand-carried by the student apprentice, emailed to info@giantleapentertainment.org attn: Podcast Apprenticeship Program Director

_____ Line Break _____

For More Information, Please Contact:



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