INTERNSHIP NOTICE #39

Students who are definitely interested in pursuing engineering in college and as a career should definitely consider this internship with National Grid. Below is a detailed description of the program and application. All completed applications must be submitted to National Grid by Friday, April 27, 2012.

Engineering our Future
Engineering our future’ is National Grid’s signature program which sets a plan on how we will invest in a long term strategy to positively affect the attitudes of young people, their parents and teachers toward a career choice of engineering.

Perception Problem
A large part of the answer is a perception problem. Research from several sources shows that negative perceptions about engineering are held by young people and segments of the public at large. These negative perceptions are compounded by the fact that the public has a generally narrow understanding of what engineers actually do.

A major 2008 study conducted on behalf of the National Academy of Engineering used qualitative and quantitative research to uncover and analyze some of the most common misperceptions and negative feelings about engineering. The findings were published in Changing the Conversation: Messages for Improving Public Understanding of Engineering.

National Grid’s Approach
At National Grid, we are committed to focusing a significant portion of our community investment on building a qualified and successful engineering workforce. Through our corporate giving programs, employee volunteerism and internal leadership and development activities, we have created a comprehensive program dedicated to advancing this cause. The program is called Engineering our Future, and it has three goals: to INSPIRE, ATTRACT and DEVELOP future engineers. National Grid has already invested more than $3 million in this program to target students of all ages and backgrounds to encourage them to study science, technology, engineering and math.

PHASE 1: INSPIRE
The process of building a strong engineering corps starts with inspiring our youth to be interested in science, technology, engineering and math (STEM). National Grid’s Engineering our Future initiative aims to accomplish this by:

• Applying a multi-level approach to reach students at all levels of the educational system
• Reaching out to students both in conventional and unconventional ways
• Funding research centers to support new and exciting technologies
• Partnering with organizations that provide programs to educate teachers as well as students

PHASE 2: ATTRACT
We want to engineering graduates to see National Grid as a great place to work. That’s why the centerpiece of Engineering Our Future is a new program called the Engineering Pipeline Program. The Pipeline is a six-year development program that creates a recruitment pathway, beginning after junior year in high school, for promising students who want to become engineers. Each year, sixty high school juniors who have strong grades and interest in studying engineering in college will be accepted into the Pipeline. If they study engineering in college, keep their grades up, and participate in ongoing activities – including a paid internship at National Grid, as well as educational, job shadowing and mentoring activities – they will be fast-tracked for fulltime employment at National Grid upon graduation.

PHASE 3: DEVELOP
Once engineers are working at National Grid, we want to grow and develop their talents with comprehensive learning programs.

Below is the Engineering Pipeline Academy Brochure and Program Application. In filling out the application so that it looks neat at professional, you may want to use the unregistered version of www.pdfescape.com

If you have any questions or need additional information, feel free to see me in Room 1W9... Mr. Honor

Important Note: If you are selected for the internship, please inform Mr. Honor immediately via email at bths.internship@gmail.com
When National Grid thinks about the future, we think of innovation, especially in the area of energy conservation. We are passionate about the issue of climate change. We are committed to playing a large role in the transition to a low carbon economy and we need your help to get it done.

Fewer students are becoming engineers despite the importance of engineers in our society. At National Grid, without the help of engineers, we could not:

- Understand how to be more energy efficient
- Discover how to reduce our energy use
- Determine where our energy will come from in the next century

Put simply, we depend on engineers as creative problem solvers who help shape the future. And we’re looking to you to become engineers and part of our future workforce.

Did you know

- that electrical engineer Martin Cooper invented the cell phone?
- that civil engineer John Roebling designed the Brooklyn Bridge?
- that electrical engineer Stephen Wozniak founded Apple?
- that chemical engineer Erik Rotheim invented the aerosol spray can?
- that Larry Page, one of the co-founders of Google, has a degree in engineering?
- that Craig Newmark, founder of Craigslist, has a degree in electrical engineering?

What you will get out of this program

National Grid’s Engineering Pipeline Program offers high school and college students the chance to learn more about National Grid and the engineering profession as a whole through a structured six-year program. It’s a chance to translate your interest in science, technology, engineering or mathematics into a future career of your choice. As a member of the Pipeline program, you will be given the opportunity to gain exposure to the engineering industry through instruction, in and out of the classroom; site visits; research and projects. Highlights include opportunities for paid internships, real life engineers as mentors, with job shadowing to experience a “day in the life of”, networking with fellow program participants and even the chance to advise younger members of the program as you move along the “Pipeline”.

The end result could be a future career with National Grid once you graduate from college.
Discovering Engineering as a Career

National Grid’s Engineering Pipeline Program sets you apart from the crowd. As a Pipeline Scholar, you will begin to cultivate your talent for a future career in engineering before you even leave high school.

Year One: Exploring Engineering
Gaining admission to the Pipeline Program is just the first step in identifying you as a credible talent in the eyes of colleges and future employers. You will also have the opportunity to participate in a one-week summer “Intro to Engineering Academy.” This is a valuable opportunity to meet National Grid employees and network with other accomplished students from schools across New York and New England. In addition, the Pipeline Program is a fantastic achievement to mention on a college application to make you stand out as an applicant.

Year Two: Defining the Future of Energy
Congratulations! You’ve graduated from high school and are ready to attend college. What does the Pipeline Program bring you this year? The opportunity to build on your knowledge and experience and attend a more comprehensive summer “Future of Engineering Academy.” Learn about the challenges the energy industry faces and what skills you will need to be successful in this industry, as well as tips to make the most of your college education to prepare for a career in engineering.

Year Three: More than a Mere Freshman
Most freshman students would consider completing their first year of college as their major accomplishment, but you’re ready for a summer internship and networking opportunity that will make you the envy of your friends. As a Pipeline Scholar, you will be given the chance to compete for a select number of National Grid summer internships. Unlike many students who are forced to take unpaid internships or jobs unrelated to their majors, National Grid recognizes that our Pipeline Scholars’ time is valuable and in recognition of this, our interns are paid while learning on the job.

Year Four: A Meaningful Experience
Halfway through college, you can look forward to another summer working at National Grid. While other students may be stuck making copies and fetching coffee as their summer desk job, your status as a Pipeline Scholar means that you have another opportunity to apply for a summer internship where you will be working on real projects. Returning Pipeline Scholars may have the option to stay with a National Grid department that they’ve worked with in the past or the flexibility to rotate to another department to gain full exposure to a variety of career options. Still paid, of course.

Year Five: Making the Most of Your Business Contacts
While junior and senior years are the time when most college students start thinking – and stressing – about future careers, you’re feeling assured that you already have two years of valuable work experience under your belt and another summer internship opportunity. While your friends visit the campus career center for mock interviews, your contacts and mentors at National Grid can be your personal source of valuable career advice.

In addition, your experience with the Pipeline Program means that you are serving as a mentor to younger students in the program. This is a great qualification to list on your resume when most college students can only rely on extra-curricular activities as proof of their leadership skills.

Year Six: Life after College
Graduation can be exciting yet nerve-wracking for graduates. For your friends, their biggest challenge may be figuring out how to answer questions at social gatherings on what they are going to be doing for the rest of their lives. You are confident knowing that you have years of valuable work experience under your belt and another summer internship opportunity.

Even more exciting is the possibility for talented Pipeline Scholars to be selected for a future career at National Grid.

The Engineering Pipeline Journey

Complete Junior Year of High School and apply for Pipeline Program

High School Graduation → College Journey Begins → College Graduation

- Intro to Engineering Academy
- Future of Engineering Academy
- Summer Internship
- Engineering Career

Additional educational, job shadow, mentoring and networking activities

- Graduate Development Program
- Full-time Position
- Additional Technical & Professional Development
How to enroll
If you are interested in enrolling in the Engineering Pipeline program, we encourage you to have a discussion with your guidance counselor to fill out the program application. Please keep in mind the application must be turned in by the deadline printed on the application. In addition to a strong interest in science and math, applicants:

- Must have completed their junior year of high school by July 1
- Hold a minimum cumulative GPA of 87 out of 100
- Submit a 250-word essay explaining your desire to learn about engineering
- Include two teacher evaluations

Once accepted into the program, students must maintain a 3.0 GPA in college, pursue an engineering degree and participate in ongoing Pipeline Program activities in order to be considered for future employment with National Grid.

Please note, a student may be dropped from the Pipeline Program if they fail to meet all conditions. The Pipeline Program continues to be improved and is subject to modifications throughout its six year timeline.

How is this going to help students and their future careers
The Engineering Pipeline Program is a great way to jumpstart your future career while you’re in high school and college. The program offers you a first-hand look at current and future challenges in the energy industry, technology and innovation, and the vital role of engineers.

Even if you’re not sure you want to be an engineer, this is an opportunity to find out more about the wide range of jobs that engineers actually perform. In addition, you’ll gain the advantage of having valuable work experience that will mark you as an attractive job candidate.

Just think…

Engineers assembled a rocket ship, and we landed on the moon.

Engineers created the video gaming industry, starting with Atari® and evolving into the Kinect®.

And yes, engineers were responsible for developing everyday products such as the sneakers on your feet and the iPod®!

What will you accomplish? With engineering, the possibilities are truly endless.

“It opened my eyes to the world of engineering, and what I would have to do to begin my engineering career.

The most valuable thing I learned about an engineering degree is that it is very versatile.”

Year One Scholar

“After two years at National Grid, I want to be an engineer more than I did before, mainly because National Grid has given me the chance to be immersed in an engineering environment with engineers who have the same goals.”

Year Two Scholar
National Grid
40 Sylvan Road
Waltham, MA  02451

Tel. 781-907-1000
www.nationalgrid.com

Engineering Our Future:
http://www.nationalgridus.com/commitment/d3-14_engineering.asp

EEO statement
National Grid is committed to providing equal opportunity to employees and applicants for employment without regard to race, color, religion, creed, national origin, ancestry, alienage or citizenship status, gender, sexual orientation, gender identity, age, physical and mental disability, marital status, veteran status, predisposing genetic characteristics, or any other factor protected from discrimination under municipal, state or federal law.
National Grid Engineering Pipeline Program Application

Please Read All Sections Carefully Before You Complete These Forms.

Students must provide the following documents by the indicated deadline:
(USE THE CHECK LIST BELOW OF APPLICATION REQUIREMENTS)

1. A recent transcript which includes final grades for courses taken through the current fall semester. If an updated transcript is not available, attach a photocopy of the current report card to the most recent transcript. (Unofficial photocopies are acceptable to submit with the application). If you are accepted, you must provide a copy of your official transcript.

2. A completed National Grid Engineering Pipeline Program Application Form including the following:

   - [ ] Student Data sheet
   - [ ] Coursework sheet for Science, Technology, Engineering, Mathematics (STEM)
   - [ ] A 250-Word Essay (See Essay sheet for description)
   - [ ] Parental Data/Consent sheet
   - [ ] 2 Teacher Recommendations

Please submit the application by April 27th, 2012 to:

Engineering Pipeline Program
Recruiting Department
National Grid
One MetroTech Center, 2nd floor
Brooklyn, NY 11201
Personal Data

Name: 

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Initial</th>
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Address: 

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<th>City</th>
<th>State</th>
<th>Zip</th>
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Phone Number:  Email Address:  

High School Name:  Location (City, State):  

Expected High School Graduation Date:  /  /  Overall Average:  

Ethnic/Race Categories (Voluntary)

You may select one or more ethnic groups if applicable, selecting a primary ethnic group is not necessary or required.

- □ Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race
- □ White (Not Hispanic or Latino): A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
- □ Black or African American (Not Hispanic or Latino): A person having origins in any of the black racial groups of Africa
- □ Asian (Not Hispanic or Latino): A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
- □ Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino): A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands
- □ American Indian or Alaska Native (Not Hispanic or Latino): A person having origins in any of the original peoples of North and South America (including Central America) and who maintain tribal affiliation or community attachment

How did you learn about this program? Check all that apply

- □ National Grid Website
- □ Teacher
- □ High School Guidance Counselor
- □ Family Member or Friend
- □ National Grid Employee
- □ Classmate
- □ College Open House
- □ Facebook
- □ Other College Event/Program
- □ Other, Please Specify:
What do you think it means to be an engineer?

_____________________________________________________________________________________________
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How do you feel about becoming an engineer?

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## Coursework and Extracurricular Activities

In the chart below, please list any science, technology, mathematics or engineering courses you took in high school including college credit courses. Note to put grades on a 100 point scale.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Subject</th>
<th>Grade (Number)</th>
<th>Honors or Advanced Placement [Y/N]</th>
<th>Received College Credit [Y/N]</th>
<th>Award [Y/N]</th>
<th>Name of Award and description</th>
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In the chart below, please list any extracurricular activities you participated in.

<table>
<thead>
<tr>
<th>Name of Program or Activity</th>
<th>Role in Activity (ie: Member)</th>
<th>Responsibilities (Briefly list)</th>
<th>Received Award(s) [Y/N]</th>
<th>Name of Award and description (if applicable)</th>
<th>Years involved</th>
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Essay

In no more than 250 words, please answer this question. Attach your essay on a separate sheet if necessary.

• Explain how you show your interest in math, technology or science either inside or outside the classroom.
Parental Consent

The parent or guardian should complete this page. If the address is the same as the student, put “SAME”. All information will remain confidential.

<table>
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<tr>
<th>Last Name of <strong>Mother</strong> or Female Guardian</th>
<th>First Name</th>
<th>Middle Initial</th>
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<tbody>
<tr>
<td>Home Address (If an apartment, include apartment number):</td>
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<tr>
<td>City</td>
<td>State</td>
<td>Zip Code</td>
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<tr>
<td>Last Name of <strong>Father</strong> or Male Guardian</td>
<td>First Name</td>
<td>Middle Initial</td>
</tr>
<tr>
<td>Home Address (If an apartment, include apartment number)</td>
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<tr>
<td>City</td>
<td>State</td>
<td>Zip Code</td>
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I understand that ____________________________ is being considered for

Student’s name

an opportunity with National Grid’s Engineering our Future Pipeline Program. National Grid will supervise

my child’s experience. I certify with my signature below that I:

1. **Give** permission for my son/daughter to participate in the National Grid Pipeline Program and all

   program related activities and field trips.

2. **Approve** the release of my child’s school transcript and will complete the Parental Authorization

   questionnaire, if my child is selected for the program.

3. **Guarantee** my child’s participation for the entire week of the Program. In the event he/she cannot fulfill

   this commitment, I understand consideration for the opportunity to participate as a National Grid Pipeline

   Participant will be withdrawn for another applicant who can commit.

4. **Authorize** National Grid to share my child’s name and address to educational institutions, so he/she

   can be provided with information on educational programs and college financial aid.

5. **Understand** the decisions made by to place students in the Pipeline Program will be done to meet

   National Grid’s objectives. Factors included in the selection process include the GPA, courses taken,

   student essay, teacher recommendations, interviews and other factors.

6. **Provide** transportation for my child to and from the program.

| Email address | Telephone No. | Cell No. |

| Parent’s/Guardian’s Signature of Consent | Date / / |

**Emergency Contact**: In the event that contact cannot be made with the parent or guardian, please

specify another person to contact:

| Name | Telephone No. | Relationship |
Teacher Recommendation

Student: Please provide your information before handing it to your teacher

Student’s Last Name                          First                          M.I.

Name of High School

Teacher: Please answer all questions about the student to help us better understand him/her for this

Teacher Name                          Course Subject

How long have you known the student and in what capacity?

1. Ability to Follow Rules and Directions
   - Always Follows
   - Sometimes Follows
   - Seldom Follows
   - Never Follows

2. Acceptance of Responsibility
   - Always Accepts Responsibility
   - Usually Accepts Responsibility
   - Sometimes Irresponsible
   - Often Irresponsible

3. Leadership Ability
   - Strong Leadership Ability
   - Sometimes Exhibits Leadership
   - Seldom Exhibits Leadership
   - Always Follows Others

4. Written Communication Skills
   - Excellent Writing Skills
   - Good Writing Skills
   - Average Writing Skills
   - Poor Writing Skills

5. Ability to Work Well with Others
   - Always Works Well
   - Sometimes Works Well
   - Seldom Works Well
   - Does Not Work Well

6. Oral Communication Skills
   - Very Articulate
   - Articulate
   - Somewhat Articulate
   - Difficulty in Articulation

7. Initiative/Independence
   - Seeks Extra Tasks
   - Prepares Assigned Tasks
   - Needs Occasional Reminders
   - Needs Constant Reminding

8. Motivation
   - Highly Motivated
   - Sometimes Motivated
   - Seldom Motivated
   - Does Not Demonstrate Motivation

9. Maturity
   - Always Exhibits Professionalism
   - Sometimes Exhibits Professionalism
   - Seldom Exhibits Professionalism
   - Does not demonstrate professionalism

Is there anything unique of the student that you would like to share with the selection committee?

Overall Recommendation
   - Strongly Recommend (Top 10%)
   - Highly Recommend (Top 20%)
   - Recommend
   - Recommend with Reservations
   - Do Not Recommend

Please explain your recommendation decision of the student

Signature: __________________________________________   Date: _________________

May we contact you for additional information?   Yes ____ No ____
Teacher Recommendation

Student: Please provide your information before handing it to your teacher

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First</th>
<th>M.I.</th>
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</table>

| Name of High School |
|

Teacher: Please answer all questions about the student to help us better understand him/her for this program

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<tr>
<th>Teacher Name</th>
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<tr>
<td>How long have you known the student and in what capacity?</td>
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1. Ability to Follow Rules and Directions

- [ ] Always Follows
- [ ] Sometimes Follows
- [ ] Seldom Follows
- [ ] Never Follows

2. Acceptance of Responsibility

- [ ] Always Accepts Responsibility
- [ ] Usually Accepts Responsibility
- [ ] Sometimes Irresponsible
- [ ] Often Irresponsible

3. Leadership Ability

- [ ] Strong Leadership Ability
- [ ] Sometimes Exhibits Leadership
- [ ] Seldom Exhibits Leadership
- [ ] Always Follows Others

4. Written Communication Skills

- [ ] Excellent Writing Skills
- [ ] Good Writing Skills
- [ ] Average Writing Skills
- [ ] Poor Writing Skills

5. Ability to Work Well with Others

- [ ] Always Works Well
- [ ] Sometimes Works Well
- [ ] Seldom Works Well
- [ ] Does Not Work Well

6. Oral Communication Skills

- [ ] Very Articulate
- [ ] Articulate
- [ ] Somewhat Articulate
- [ ] Difficulty in Articulation

7. Initiative/Independence

- [ ] Seeks Extra Tasks
- [ ] Prepares Assigned Tasks
- [ ] Needs Occasional Reminders
- [ ] Needs Constant Reminding

8. Motivation

- [ ] Highly Motivated
- [ ] Sometimes Motivated
- [ ] Seldom Motivated
- [ ] Does Not Demonstrate Motivation

9. Maturity

- [ ] Always Exhibits Professionalism
- [ ] Sometimes Exhibits Professionalism
- [ ] Seldom Exhibits Professionalism
- [ ] Does not demonstrate professionalism

Is there anything unique of the student that you would like to share with the selection committee?

Overall Recommendation

- [ ] Strongly Recommend (Top 10%)
- [ ] Highly Recommend (Top 20%)
- [ ] Recommend
- [ ] Recommend with Reservations
- [ ] Do Not Recommend

Please explain your recommendation decision of the student

Signature: __________________________________________   Date: _________________

May we contact you for additional information?   Yes ____ No ____