

CAREER READY **SD**

Capstone Experiences: Youth Internship

A Project of:



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Capstone Experiences

Capstone experiences allow students the opportunity to **consolidate and apply learning** from their high school coursework into a **meaningful and relevant career-related experience**. This student-driven experience is based on the student's chosen career cluster or pathway and designed to help increase college and career readiness.

Getting Started

Use this Youth Internship Framework as a starting point for designing a local program. Feel encouraged to adapt, modify, and tailor the program and documents to fit your district's specific needs. Flexibility is intentionally built into the program.

Students participating in the Capstone Course: Youth Internship (80018) will...

- Create a research component related to a chosen topic of study
- Incorporate an "experience" with the help of a business/industry mentor
- Develop a project or product connected to their research
- Create and present a professional portfolio documenting and reflecting on the experience

Recommended course credit offered: .5-1.0

Prerequisite recommendation: Foundational CTE Course

For More Information on CTE Capstones:

- CTE: Capstone Experiences <https://doe.sd.gov/cte/capstone.aspx>
- CTE: Youth Internship Standards <https://doe.sd.gov/cte/documents/Youth-Internship.pdf>

Youth Internship Capstone Overview

The Youth Internship Capstone is a high school capstone experience that allows students the opportunity to consolidate and apply the learning from their school coursework into a meaningful and relevant on-the-job experience. An internship is an opportunity for a student to gain authentic, career-connected, hands-on experience with one or more employees at a business, non-profit organization, or government agency.

Youth Internship Capstone allows students to participate in a rigorous and structured work-based learning experience. Students will be expected to conceive a plan of action that incorporates the following elements:

- A professional portfolio
- A hands-on learning experience
- A post-secondary personal learning plan
- *A presentation (recommended)

Youth Internship Capstone allows students the opportunity to connect with a mentor from business or industry, conduct research on a carefully chosen career of interest, and then consolidate and reflect on their learning. It is a way for students to connect with the world outside of school and to demonstrate the skills, abilities, and knowledge they have developed to help prepare them for their post-secondary education and the workforce.

Youth Internship Capstone allows schools an avenue to a relevant and rigorous career-connected learning opportunity that also connects students to their high school experience. Youth Internship Capstone encourages students to see the connections between what they have learned in school and how this learning can apply to their future plans.

Finally, the Youth Internship Capstone provides students with a focused and structured learning experience with an industry partner that helps them develop important workplace skills like meeting timelines, making decisions, and working with others. Youth Internship Capstone provides an opportunity for students to model the 3 R's for schools – rigor, relevance, and relationships!

Elements Of a High-Quality CTE Capstone Experience

1. **Clear & Aligned Purpose** - Learning outcomes are aligned with school, district, and student-specific goals.
2. **Student-Driven** - The student takes leadership for selecting, planning, and implementing the experience.
3. **Career Exploration & Skills Development** - Students participate in career exploration and employability skills training prior to the experience.
4. **Career-Connected** - Students apply academic learning to the experience.
5. **Community Mentors** - Business, industry, and community partners serve as experience mentors.
6. **School Advisors** - Students have access to advisors to help support the experience.
7. **Training & Support** - Students, advisors, and community partners are provided with continued training to support the experience.
8. **Safe & Age-Appropriate Partnerships** - Experiences take place in a safe environment and age-appropriate environment.
9. **Reflection & Recognition** - Students, advisors, and mentors reflect on the experience and recognize the work of all involved.



CTE Capstone Experience Implementation Checklist

The implementation checklist should be used to help prepare for and begin offering a CTE Capstone Experience. This is just a general guide to help determine the necessary and suggested activities required to implement a high-quality Capstone Experience in your district.

1. Organize

- Confirm there is support from administration, faculty, and the school board for offering the Capstone Experience.
- Assign Capstone Experience Coordinator(s)/Advisors(s).
- Designate a budget (if applicable).
- Determine a suggested timeline for offering the proposed Capstone Experience(s).

2. Plan

- Seek input from students, staff, and community members to determine which of the Capstone Experiences will be offered.
- Review the State provided resources and standards for Capstone Experiences to become familiar with each [Experience's components](#).
- Visit with other schools who have implemented a Capstone Experience to gain insight and feedback.
- Review and refine the suggested timeline for offering the proposed Capstone Experience(s).

3. Design

- Identify components from the provided resources and standards to include in your program.
- Download and revise templates and resources you plan to include in your program from the provided resources.
- Determine the logistics of how the Capstone Experience will be offered as a part of your district's schedule/calendar (e.g. semester or year-long, .5 or 1 credit, completed as a part of a designated class period or self-directed by the student).
- Determine if successful completion of the Capstone Experience is required for high school graduation.
- Identify any prerequisites needed by a student prior to completing the Capstone Experience (e.g. career exploration, employability, soft skills training, prior work-based learning experience).
- Determine the criteria and the grading scale for successful complete of the Capstone Experience (e.g. pass/fail or assigned a letter grade).
- Identify roles and responsibilities of the Experience Coordinator/Advisor(s), students, administration, community members, and any others involved in the program.
- Create course syllabi and description(s) for district course guidebook.
- Gain final approval from administration and school board for offering the course(s).

4. Implement

- Communicate the Capstone Experience program to staff and students.
- Ensure professional development is provided to staff if necessary.
- Ensure any prerequisites are provided to students prior to registering for the experience.
- Initiate the Capstone Experience course if this is part of your program design.
- Review progress regularly, adjusting expectations and plans as needed.

5. Evaluate

- Identify goals for the Capstone Experience program.
- Identify student outcomes.
- Analyze program and student results.
- Recommend program modifications based upon results.

Youth Internship Capstone Components

Internship Selection: The Internship Experience should be developed around a career cluster focus and student interests.

- A professional portfolio
- A hands-on learning experience
- A post-secondary personal learning plan
- *A presentation (recommended)

Component #1: Professional Portfolio

The portfolio is a professional compilation of the student's academic and professional experiences. The portfolio will also include documentation from the Internship Experience. The following are suggested components that may be included:

- Cover Page and/or Title Page
- Table of Contents or Menu
- Resume
- Cover letter
- List of references
- Post-secondary personal learning plan
- Reflections on the Internship Experience
- Required Internship Experience documentation
- Relevant career and schoolwork samples
- *Presentation component if required

Component #2: Hands-on Learning Experience

The hands-on component of the Youth Internship Experience is completed in partnership with a business/industry partner, community organization, or a government agency. Students placements should:

- Be based on the student's career interests
- Build upon the student's career and technical education or core academic learning
- Include as much hands-on, relevant work experience as possible

Component #3: Post-secondary Personal Learning Plan

South Dakota students begin creating a personal learning plan as early as middle school when they begin exploring careers and must maintain a personal learning plan throughout their high school career. The post-secondary personal learning plan should continue this planning process to extend beyond the student's high school graduation and include:

- Plans and goals for continuing to gain work experience in a career cluster/occupation of interest
- Changes to previous plans based on new or expanded areas of interest
- Plans and goals for continuing their education and training
- Plans and goals for acquiring industry credentials or certification

Component #4: Presentation (recommended)

The formal presentation is the final and recommended component of the Youth Internship Capstone and allows for students to showcase their experience to an audience or panel. It is recommended that the presentation follow district approved criteria for senior level speeches and/or presentations. The following is suggested criteria to include as a part of the presentation:

- A summary of the entire Capstone Experience
- Visual aids and/or artifacts from the experience
- Reflection on the impact the experience had on the student's post-secondary and career plans

Youth Internship Capstone Roles & Responsibilities

Role and Responsibilities of the Student

It is the responsibility of the student to meet all guidelines and timelines for the Youth Internship Capstone.

- Complete any prerequisites requirements of the Experience in accordance with school and/or district policy. This may include foundational CTE courses, employability training, or additional CTE courses connected to the Experience.
- Working with the Capstone Coordinator/Advisor to secure an internship training placement site and worksite mentor.
- Maintain documentation of all work in progress, rough drafts, final draft, etc.
- Submit all Youth Internship course requirements in accordance with course syllabus and school district policy.
- Maintain regular and professional communication with the internship training placement site and worksite mentor as well as the Capstone Coordinator/Advisor throughout the duration of the experience.

Role and Responsibilities of the Capstone Coordinator/Advisor

Any 7-12th grade Certified Teacher, Certified School Counselor, or Certified Administrator can serve as a Youth Internship Capstone Coordinator/Advisor. Additional school staff may be asked to help support the student at various stages of the Experience as well.

- Serve as a student advisor helping with selection and approval of the internship training placement site and worksite mentor.
- Serve as a resource to the student in all stages of the Experience.
- Assist and advise the student throughout the experience as needed. This may include assistance with:
 - Finding an internship training placement sight and worksite mentor.
 - Providing employability and soft skills training to the student prior to worksite placement.
 - Monitoring student progress and entering grades.
 - Communicating with students regularly to ensure they are completing all Youth Internship program requirements.
 - Assisting with coordination of final presentations.
- Serve as the school liaison for the internship training placement site and worksite mentor. This includes communicating with the mentor throughout the experience as necessary and may include making scheduled visits to the worksite.

Role and Responsibilities of Youth Internship Capstone Worksite Mentor

The role of the worksite mentor is essential to the success of the Youth Internship Capstone Experience. Even though a student may interact with and work alongside many different employees at a training site, each student **MUST HAVE** a worksite mentor who maintains regular contact with the student and the Capstone Coordinator/Advisor. The mentor should:

- Serve as the main point-of-contact for the Capstone Coordinator/Advisor.
- Serve as a mentor/supervisor for the student during their time at the worksite.
- Help create and oversee the student's Youth Internship Experience Training Plan.
- Complete any necessary documentation and return to the student's Capstone Coordinator/Advisor.
- Maintain regularly and consistent contact with the student intern and provide guidance and training throughout their Youth Internship Experience.
- If a mentor is willing and able, they may also help by:
 - Reviewing a student's professional portfolio
 - Participating as a Capstone Presentation Judge

Role and Responsibilities of School Administration

The Youth Internship Capstone course will likely require a deeper time commitment and support from school administration to ensure the implementation of a high-quality program. Students participating in the course typically leave school property for a portion of the day throughout the entire semester or school year, and they are likely receiving transcribed high school credit for their participation on the experience. School administration should support the Capstone Experience in the following ways:

- Communicate the goals and expectations of the Youth Internship program to the school and community.
- Provide support to business and industry partners and Capstone Coordinators as needed.
- Oversee the communication of information to parents and the arrangements for parental involvement.
- Participate in regular program evaluations of the Youth Internship Capstone course.
- Address questions and, if necessary, mediate problems and issues among the participants in the experience.

Youth Internship Capstone Implementation Guide

The following guidance is meant to help your school plan, create, and implement a high-quality youth internship program aligned to the Youth Internship Capstone course standards.

The Big Picture

As you begin developing a plan for building a Youth Internship at your school, consider the structure and culture of your school:

What is the context for implementation at your school?

A Youth Internship Capstone Experience that is well linked to the school will be connected through the school structures – departments, teams, and the basic units for meeting, planning, mentoring, and coordinating teaching and learning. Youth Internship programs are linked to the community and build support among parents and business/industry partners.

How does the Youth Internship Capstone fit with your school’s current Work-based Learning programs?

There may be other opportunities that provide hands-on, career-connected learning experiences in your school. To what extent will the Youth Internship Capstone course fit into the scope and sequence of these WBL opportunities?

What Career and Technical Education (CTE) courses and Foundation courses are offered to support the Youth Internship Capstone?

Students should only be taking the Youth Internship Capstone course AFTER they have participated in either CTE or core academic classes connected to their career interests and the Capstone Experience. Students should also receive training in basic employability skills through CTE foundational, pathway, or cluster courses before they engage worksite training through a Youth Internship program.

To what extent will your Youth Internship course be available to students?

Many schools set prerequisite requirements for students prior to allowing participation in a Youth Internship Capstone course. What criteria will be used to open the experience to as many students as possible while maintaining the integrity of the program.

Program Goals

Why have a Youth Internship Capstone course at your school?

Consider the following when determining the goals for your Youth Internship Capstone course.

Start with your school or district's mission statement.

- How can the implementation of a Youth Internship Capstone course help achieve that mission?
- Does your school/district mission statement emphasize certain character traits, preparation for career and college, or building skills for citizenship?
- How might your school/district's mission statement influence the goals of the Youth Internship Capstone course?

Consider your community population.

- How could the implementation of a Youth Internship Capstone course best serve students in your district?
- How could the implementation of a Youth Internship Capstone course best serve the businesses in your community?

Examples Goals:

Goals are what you want to accomplish; activities are what you do (action) to accomplish your goals. The activity grows out of the goals. Use these as a basis of discussion, adapting these to fit your school, or adding new goals.

- Goal: Providing hands-on experience for students in a career and technical program.
- Goal: Preparing students for a career by developing employability skills.
- Goal: Preparing students for post-secondary education.

Student Selection and Application Process Guidelines

Enrollment Criteria

When creating a Youth Internship Capstone course, the enrollment criteria is an important first step in the planning process as it will determine which students are eligible to participate in the program. Work-based Learning experiences are an important component of high-quality CTE programs, and all students in your district should have access to these experiences, so if your program may limit access to WBL for certain students, please consider implementing another state-approved CTE Capstone course to offer these students the opportunity to participate in hands-on career-connected learning experiences as well.

Things to consider when determining program criteria:

- **Student Age Requirements** – Capstone Experiences are meant to be courses taken by students at the end of their high school career. Many business and industry partners also have age requirements for interns and employees, so these requirements should also be considered.
- **Foundational CTE Courses** – The Youth Internship Capstone requires students to spend most of their credit earning hours off campus, interacting directly with your community's business and industry partners. Prior to participating in an internship experience, students should receive instruction and training on things like resume writing, applying, and interviewing for jobs, employability skills training, etc.
- **Prior Learning/Experiences** – A Youth Internship Capstone course should not be the FIRST experience or exposure a student has to a chosen career field or occupation of interest. Students should have completed other activities, CTE or dual credit courses to help them prepare for this experience. Interest inventories, skill assessments, job shadows, industry tours, and other work-based learning opportunities should be considered as preparation for participation in this course.
- **Other Student Criteria** – Most Youth Internship Capstone experiences will take place off campus at an approved training site, under the supervision of a worksite mentor. Will the student be required to provide their own transportation to and from the worksite? For scheduling purposes, many internship programs focus on students participating at the beginning or the end of the academic day for multiple class periods. Will a student be able to complete all other academic requirements for graduation while participating in the experience?

An example form can be found in the appendix of this document. Feel free to use and/or adapt this form to meet the needs of your program.

Internship Application Form

The Youth Internship Capstone course is a rigorous, hands-on learning experience that requires the continued support of both a school Capstone Coordinator/Advisor and a worksite mentor from a local business or industry partner. It is intended to be a simulated work experience for high school students, and this may require schools to limit the number of students who can participate in the program. It is recommended that schools develop an application form/process for students interested in participating in the Youth Internship Capstone course.

There are many factors a school/district should consider when creating an application process for the course.

- What is the Capstone Coordinator/Advisor(s) capacity to support the program? How many internship experiences can they support each semester? Each year?
- How many business and industry partners are available and prepared to support Youth Internships in your community?
- What student specific criteria should the school consider when determining if a student is eligible to participate in the program? Does academic standing matter? Student behavior?

An application form should be created for students to submit at least one semester prior to their planned participation in the course. This application form should include all potential criteria necessary for selecting students for the program. This application should be an internal document used by the Capstone Coordinator/Advisor and school administration to determine if a student is a good fit for course.

Some industry partners may also require a student to complete an application prior to placement with their organization, especially if the experience will be a paid internship. Make sure that students and parents/guardians are aware that completion of a schools application form is not a guaranteed placement in the Internship Program and additional forms may be required based on individual business/industry requirements if a student is accepted into the Youth Internship Capstone course.

An example form can be found in the appendix of this document. Feel free to use and/or adapt this form to meet the needs of your program.

Student/Parent Agreement Form

Once the student's application has been approved, a Student/Parent Agreement form should be provided to and signed by both the student and their parent/guardian(s). The form should clearly identify the specific behaviors and expectations of the student for them to participate in the program and receive credit for the experience.

The Student/Parent Agreement form should make it clear what the student is responsible for, what things may result in the student being removed from the course, and any potential consequences of the student's removal from the course – for example, loss of credit.

An example form can be found in the appendix of this document. Feel free to use and/or adapt this form to meet the needs of your program.

Youth Internship Agreement Form

After a student has been accepted into the Youth Internship Capstone course and a worksite placement has been determined, schools may wish to have all parties complete and sign a Youth Internship Agreement Form that outlines the major roles and responsibilities of the student (and parent/guardian if applicable), the school, and the business partner.

An example form can be found in the appendix of this document. Feel free to use and/or adapt this form to meet the needs of your program.

Liability Agreement Form

Some school districts and/or businesses may also require a Liability Agreement Form in addition to the Student/Parent Agreement form. This form will be more specific than the information provided on the Student/Parent Agreement Form and typically covers additional information regarding injuries while on the job or traveling to/from the training site.

An example form can be found in the appendix of this document. Feel free to use and/or adapt this form to meet the needs of your program.

Confidentiality Form

The Confidentiality Form is another form that some businesses may require schools and student interns to sign prior to beginning their experience at the approved training site. This form will require the student (and potentially the school) to acknowledge they may encounter privileged or private information, protected intellectual property, or other trade-specific information during their experience that they are not allowed to divulge or share outside of their experience.

Student Acceptance Email/Letter

Your district may like to formally recognize students for being selected to participate in their Youth Internship Program. Any communication shared with the student should also be shared with the parents. The letter or email should include:

- **Next Steps** – If the student will be taking the course during the fall semester of their senior year, what things do they need to do to prepare for the experience.
- **Links or Attachments** – Make sure parents/guardians and students have access to specific program requirements documents. For example, the course syllabus may be included to help give students and parents/guardians an outline of the course.
- **Orientation Program Information** – Some schools require students AND parents/guardians of students accepted to and enrolled in a Youth Internship Capstone course to attend an orientation night or a training session to help both the student and the parent better understand the program. This orientation session can also be a way for industry and business partners who have agreed to host, or have hosted student interns in previous years, to introduce themselves and talk with families about the program.

An example form can be found in the appendix of this document. Feel free to use and/or adapt this form to meet the needs of your program.

Youth Internship Student Training Plan Guidelines

Each student participating in the Youth Internship Capstone course should have an individual training plan created for their experience. It is a document that identifies:

- Logistics of the experience (work hours, required dress/appearance, worksite locations).
- The tasks and activities the student will be participating in.
- The competencies or skills the student will acquire.
- Credentials or certifications the student will earn or be eligible to earn.
- Employees other than the training site mentor the student will be working with/learning from.

The training plan should be created and agreed upon by the Capstone Coordinator, the Employer or Worksite Mentor, and the student. The plan will be used throughout the duration of their experience, and it should be written to ensure:

- The student is gaining hands-on, relevant career experience and knows what is expected of them.
- The Capstone Coordinator/Advisor can monitor the student's progress.
- The employer can adequately supervise and assess the student's development at the training site.

While each training plan will be unique to each school, student, and approved business/industry partner, there are several criteria a program should consider including in all Student Training Plans.

- 1. Internship Timeline**
 - All dates/times student is expected to be at the worksite
 - Information on how the student's time will be tracked/accounted for
- 2. Dates Capstone Coordinator/Advisor will visit the worksite**
- 3. Student Expectations**
 - Employee specific requirements the worksite will expect from the student (dress, conduct, etc.)
 - Information on how the student will be evaluated
- 4. Student Tasks & Activities**
 - The work the student will be doing
 - Skills, certification, competencies they will develop

An example form can be found in the appendix of this document. Feel free to use and/or adapt this form to meet the needs of your program.

Youth Internship Worksite Student Evaluation Guidelines

Students who participate in the Youth Internship Capstone Experience, like employees in the workplace, will need to be evaluated throughout their experience. These evaluations will serve to ensure the internship experience is a mutually beneficial experience for the student and the business/industry partner the student has been placed with. Consistent and timely feedback will also ensure that the student is developing strong employability skills and reflecting on their experience and how it may impact their postsecondary plans.

Criteria to consider when conducting student evaluations of the hands-on component of their Youth Internship Capstone Experience:

Attendance

Did the student intern show up to the worksite ON TIME, and for all scheduled dates? If they were unable to attend, did they communicate this information with their worksite mentor and the Capstone Coordinator/Advisor? Did the student intern attend all in-class dates required? Did the student intern complete enough hours to receive credit for the class?

Employability Skills

What was the student intern's attitude toward their work? How were they communicating and working with others? Does the student intern appear to be a productive and positive member of the worksite team? Is the student intern completing high-quality work? Is the student learning new skills and competencies? Have they earned a credential or certification through their worksite?

Worksite Mentor Feedback

It is important to get regular feedback from the student intern's worksite mentor throughout the Youth Internship Capstone experience. The Capstone Coordinator/Advisor needs to conduct regular check-ins with the worksite mentor to gain insight into the student intern's progress throughout the experience.

Example evaluations can be found in the appendix of this document. Feel free to use and/or adapt these forms to meet the needs of your program.

Youth Internship Capstone Assigning Credit Guidelines

The major component of the Youth Internship Capstone course is a hands-on experience with a worksite mentor, but additional activities may also be completed by students enrolled in the Youth Internship Capstone course to receive high school credit for their experience. Coursework should be aligned to the state approved Youth Internship Course Standards found on the Department of Education's CTE, Capstone Experiences, SD Department of Education webpage and class time should follow the guidance in Administrative Rule 24:43:01:01 which states that:

“ a unit of credit may be granted verifying competency of content through an end-of course-exam, alternative assessments demonstrating content knowledge, or 146 hours of class time”.

This class time may include a combination of their time spent at the approved training site with their worksite mentor and additional classroom activities assigned by the Capstone Coordinator/ Advisor.

Some examples of classroom activities students may be required to complete as a part of the Youth Internship Capstone course include:

- Company/occupational research
- Skills or aptitude assessments
- Soft skills training
- Resume writing
- Mock interviews
- Post-secondary personalized learning plan

All of these activities can also be included in the student's final professional portfolio which is another required component of the Youth Internship Capstone experience.

Activities that should NOT be included as a part of the required class time hours for assigning credit include:

- Travel time to and from the worksite
- Class time spent on activities not related to the Youth Internship experience course requirements
- Days/time off from the worksite where the student is not in school, completing other required components of the course under the supervision of the Capstone Coordinator/ Advisor

Youth Internship Capstone Reflection Guidelines

An important aspect of the learning process is reflection. It is highly recommended that students be required to submit reflections both during their Youth Internship Experience and a more detailed reflection summarizing the experience. Make sure the reflection guidelines required of the student are clearly identified in the Capstone Experience syllabus.

Guidelines for Student Reflection

Timely and frequent reflections should be required of students participating in the Capstone Experience. This can be weekly, bi-weekly, or after certain required activities. Reflections can be either written or recorded, but there should be a minimum length assigned regardless of the medium being used. Students' reflections should be written or created in a professional manner.

Suggestions for Weekly Student Reflection

- What progress have you made on your Youth Internship Capstone this week/during ____ time?
- Describe what you did during your experience this week/during ____time?
- What new information or skill have you acquired? What have you learned from this experience?
- What did you like the most about your experience this week/during _____time?
- What did you not enjoy about your experience this week/during ____time?
- What barriers or challenges have you faced with your experience so far?
- What assumptions did you have going into this experience and how have those assumptions changed?
- If you could go back and start the experience over, would you change anything? Explain why or why not.
- What advice do you have for other students interested in the Youth Internship Capstone?

Guidelines for Grading/Assessing Youth Internship Capstone

The Youth Internship Capstone Experience is designed to be a semester or even a year-long course for students and should be a largely self-directed endeavor; however, it is important to ensure that regular check-ins and submission of evidence/artifacts is happening so students can ensure they are staying on pace, meeting all required deadlines, and completing all the required tasks and components of the Experience. The Capstone Coordinator/Advisor should outline all graded submission and their proposed deadlines in the course syllabus and communicate any necessary submission deadlines to the Experience Mentor or additional support staff if needed.

Example Grading tasks and pacing guide for semester-long Experience.

Timeframe	Graded Evidence/Artifact	Points
Pre-Experience	Submission of all required documents, applications, permission slips, parent/student orientation, business partner agreements should be completed prior to the start of the experience.	
Week 1	Overview of requirements, Updating Professional Portfolio documents (resume, cover letter, references, etc.), Employability training activities	
Week 2	Company and occupation research, Creation of Training Plan, Employability Training Activities	
Week 3	Professional Portfolio Documents Submitted, Approved Training Plan, Employability training activities	
Weeks 4-9	<p>Worksite Placement Begins – Majority of contact hours should be at the approved training site under the supervision of the worksite mentor.</p> <ul style="list-style-type: none"> ● If a student is unable to complete any hours at their training site during this time, they should be completing approved classroom activities under the supervision of the Capstone Coordinator/ Advisor ● Student should submit weekly reflections ● Capstone Coordinator should complete at least one site visit ● Worksite mentor should complete at least one intern evaluation documenting the student's progress 	
Week 10	<p>In-class activities, Updating Post-Secondary Learning Plan, Professional Portfolio documents, Additional employability training.</p> <p>If a student is switching placements, use this week as a transition week to collect all required documentation from the first experience.</p>	
Week 10-16	<p>Worksite placement #2 begins/ Worksite placement #1 continues – Majority of contact hours should be at the approved training site under the supervision of the worksite mentor.</p> <ul style="list-style-type: none"> ● Repeat all activities from Weeks 4-9 	
Week 17	Finalize and turn-in any required experience documentation, Complete final reflection	
Week 18	Final grades posted by Capstone Coordinator/Advisor	
TOTAL POINTS		

Use or edit this to best fit your needs as the Capstone Coordinator/Advisor.

Youth Internship Capstone Portfolio Guidelines

The portfolio is a professional compilation of the student's work and documentation. It includes all required criteria of the Youth Internship Capstone Experience. The following are suggested components to be included in the portfolio.

Suggested Portfolio Components

- 1. Cover or Title Page**
 - Experience title, student name, school and Capstone Coordinator/Advisor information, presentation, or experience date
 - Table of Contents/Menu – there should be any easy way for the Capstone Coordinator/Advisor, mentor, and any Experience judges to be able to review the student's portfolio
- 2. Experience Summary**
 - A summary of the entire experience including visual artifacts and evidence of the student's skills development and learning during the experience
- 3. Professional Documents Section**
 - Resume, cover letter, references
- 4. Experience Documents Section**
 - Copies of all required forms from the experience – experience approvals, permission forms, training plan, timesheets, professional correspondence (emails) with advisor or mentor, any other documents required by the school
- 5. Post-secondary Learning Plan**
 - Finalized copy of the student's post-secondary learning plan
- 6. Experience Reflection & Evaluations Section**
 - Any required written or recorded journals, reflections, or weekly summaries of the experience, experience evaluations (self), or by the advisor or mentor

Guidelines for The Presentation (Recommended)

The formal presentation allows for students to showcase their Youth Internship Capstone Experience to an audience or panel. It is not a required component of the state-approved standards, but it is highly recommended. It should reflect and include elements from all other components of the Experience including a summary reflection of the student's experience, a professional portfolio, and the updated post-secondary personalized learning plan. It is recommended that the presentation follow district approved criteria for senior level speeches and/or presentations.

Capstone Coordinator/Advisor Guidelines for Youth Internship Presentations

- Capstone Coordinators/Advisors should NOT be the sole evaluator of the presentations.
- Establish a panel of Capstone (judges) to help evaluate the student's presentation. This can include other teachers/advisors, school and district administrators, school board members, community members, and even Experience Mentors.
 - Schedule the Capstone Experience presentations at a time and place that will enable the greatest support from these individuals. This might mean presentations happen after school, during school board meetings, or during carefully selected times during the school day.
- Hold a brief "judges" meeting prior to the presentations where you can answer any questions and provide a clear and understandable rubric for Capstone judges to help them evaluate the presentations.
- Ask the judges to ask questions of the students. If they are unsure of what to ask, have prepared questions ready for them.
- Send thank you notes/emails to judges for participating and supporting the program.

Youth Internship Appendix

This section of the framework provides example documents, templates, and additional resources for implementing a Capstone Experience. Feel free to use any information from this section as guidance to help, implement, execute, and assess a Capstone Experience in your district.

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Youth Internship Capstone Enrollment Criteria Example

Program Goal

To provide students with high-quality, career-connected learning experiences to support their career and college goals.

Enrollment Criteria

- Student must be at least 16 years old, have a valid driver's license, and have access to reliable transportation to get them to their approved training site.
- Student must have completed, with a passing grade, the _____ Foundational CTE course.
- Student must have completed, with a passing grade, at least one CTE or dual credit course prior to enrolling in the internship program.
- Student has had no more than _____ excused absences during the year prior to the internship.
- Student has had no more than _____ unexcused absences during the year prior to the internship.
- Student did not receive a failing grade for any courses in the semester prior to the internship.
- Student does not have a history of being removed from any class for misbehavior or school suspensions for any reason during the year prior to an internship.
- Student has received a professional recommendation from _____ teachers supporting the student's decision to participate in the Youth Internship Capstone Experience.
 - Student is currently on track to meet all graduation requirements.
 - Student must submit completed internship application into the Capstone Coordinator/Advisor.
 - Exceptions to the above criteria may be allowed at the discretion of the Capstone Coordinator/Advisor and school administration.

Youth Internship Capstone Enrollment Process Checklist

PRE-EXPERIENCE

- Student submits “Youth Internship Application” to Capstone Coordinator/Advisor the semester before planned experience.
- Internship Applications reviewed and approved by Capstone Coordinator/Advisor.
- Student and parents/guardians sign and return “Youth Internship Contract” to Capstone Coordinator/Advisor.
- Student and parents/guardians attend Youth Internship orientation night.
- Capstone Coordinator/Advisor, with support from student, secures internship training site and worksite mentor.
- Employer completes “Employer Youth Internship Contract” and returns to Capstone Coordinator/Advisor.
- Student and parents/guardians sign and return employer specific forms to Capstone Coordinator/Advisor.
- Student completes all experience prerequisites outlined by Youth Internship Capstone course syllabus and program guidelines.

EXPERIENCE

- Student submits all required experience documentation (weekly timesheets, reflections, progress reports) to Capstone Coordinator/Advisor.
- Capstone Coordinator/Advisor schedules regular check-ins with student and student’s worksite mentor. Some check-ins should take place at the youth internship training site.
- Employer/ worksite mentor submits all required experience documentation (progress reports, evaluations) to Capstone Coordinator/Advisor.

POST-EXPERIENCE

- Employer completes all final experience documentation and submits to Capstone Coordinator/Advisor.
- Student completes, turns in, and presents all components of the Youth Internship Capstone course (professional portfolio, postsecondary learning plan, experience reflection).
- Capstone Coordinator/Advisor schedules Experience presentations and judges/panel.
- Capstone Coordinator/Advisor finalizes grade for the experience.
- Capstone Coordinator/Advisor schedules post-experience meetings with employer/ training worksite mentor and student.

Youth Internship Capstone Application

Complete the following form if you are interested in participating in the Youth Internship Program. Submission of an application does NOT guarantee placement in the program.

CONTACT INFORMATION

Student Name: _____ Date: _____

Grade: _____ Student Email: _____

Student Phone: _____ Parent/Guardian Phone: _____

Parent/Guardian Name: _____ Parent/Guardian Email: _____

ACADEMIC INFORMATION

CTE Courses Taken:

Current GPA: _____ Expected Graduation Date: _____

Other Courses Taken Related to Career Interest:

INTERNSHIP INFORMATION

Which Semester would you PREFER to complete your internship?

FALL SPRING YEAR LONG

Which career field or occupation would you like your internship experience to focus on?

List possible business/industry partners you would be interested in interning with?
Students may NOT intern at a company owned by or under the direct supervision of a family member.

Attachments: The following documents must be included with your internship application:

- **Resume**
- **Copy of Transcript**
- **Parent Permission Form**

Student Signature: _____

Capstone Coordinator/Advisor Signature: _____

Youth Internship Capstone Student/Parent Agreement Form

By signing this permission form, all parties involved understand and agree to the requirements of the Youth Internship Capstone Experience. Please initial by each statement, then sign and return this form to the student’s Capstone Coordinator/Advisor.

	Parent Initials	Student Initials
Student intern agrees to participate in the Youth Internship Capstone Experience for the duration of the agreed upon timeframe (fall semester, spring semester, year-long).		
Student intern agrees to maintain a passing grade in all other enrolled courses while completing the internship experience.		
Student intern agrees to adhere to the set work schedule arranged between the business and the school.		
Student intern agrees to submit all required experience documentation by the agreed upon due dates to their Capstone Coordinator/Advisor.		
Student intern understands and agrees they are participating in a school-sponsored experience and must adhere to all school and district policies while off campus.		
Student intern understands and agrees to adhere to all company policies and procedures outlined by the Internship experience training site.		
Student intern understands and agrees that they may be removed from the Youth Internship Capstone experience at the request of the school or the training site if the student intern is not adhering to school, district, or company policies.		
Student intern understands and agrees they may lose course credit if they are removed from the experience due to the student's action or behaviors violating school, district, or company policies.		
Student intern understands and agrees they must complete all requirements of the Youth Internship Capstone course to receive credit for their experience.		

Student Intern Signature _____ **Date** _____

Parent/Guardian - Please do not sign below unless the following is true:

I have read the Youth Internship Capstone course syllabus and the above listed statements of understanding and have discussed them with my child. I understand that the school will not be directly supervising my child for the majority of the Youth Internship Capstone Experience as my child may be off campus at an approved Internship Training Site. I understand that the school is not liable for any injuries that my child may sustain because of their participation in this experience, including potential injuries related to travel required to/from the school and training site. I understand that it is my child's responsibility to communicate with me any changes or updates to their training plan made after my signature.

Parent/Guardian _____ **Date** _____

Youth Internship Capstone Agreement

The purpose of Youth Internship Capstone program is to assist high school students in gaining rigorous career-connected learning opportunities, expand their occupational competencies and employability skills by allowing them to participate in hands-on activities and training opportunities with local industry partners. The School District, the business, and the student (and their parent/guardian) mutually agree to the following responsibilities:

The Student shall:

1. Be at least 16 years of age and meet all requirements of the occupations they will be participating in.
2. Be a full-time student of good standing with the School District.
3. Have reliable and appropriate transportation to the approved training site at all times.
4. Adhere to all school, district, and business policies and procedures while participating in the program.

The Employer shall:

1. Have a clear understanding of the program objectives and a willingness to participate.
2. Assist in developing a training plan.
3. Provide a training site mentor to oversee the student's activities and on-the-job training experiences.
4. Ensure the student is participating in training experiences that:
 - are during pre-approved scheduled times during the school week,
 - are in an occupation for which the program is approved,
 - will not endanger the health, safety, welfare, or morals of the student,
 - have adequate equipment, materials, and other resources to provide an appropriate learning opportunity, and
 - are in compliance with Federal and State labor laws.
5. Provide appropriate insurance coverage for paid interns in accordance with existing laws. Name of Worker's Compensation Insurance Company _____.
6. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens which arise from or are connected with the acts or omissions of the training station employer, its officers, agents, and employees.
7. Have the right to terminate the student's participation in the program at the employer's discretion.

The School District shall:

1. Select and approve students who qualify for enrollment in the program.
2. Assist students with career planning and identifying employment and educational objectives.
3. Provide related classroom instruction throughout the experience to support and enhance the worksite training plan.
4. Make regularly scheduled supervision visits to the approved training sites to monitor and evaluate the student's progress and learning.

5. Prepare individualized training plans with the assistance of the employer.
6. Maintain experience records including evidence of work permits issued, training agreements, training plans, on-the-job supervision observations, and on-the-job training site locations with student’s training hours.
7. Prepare and assign final credit for the student’s official transcript.
8. Defend, indemnify, protect, and hold harmless the school district, its officers, agents, and other employees against any and all losses, injuries, claims, actions, judgments, and liens that arise from or are connected with the acts or omissions of the training station employer, its officers, agents, and employees.

Neither the School District nor the Employer shall discriminate against any student or employee on the basis of race, color, national origin, sex, marital status, parental status, or handicap in employment practices or on-the-job training experiences.

All Youth Internship Training Agreements are contingent upon the student completing all required components of the Youth Internship Capstone course.

Student Name:

Street Address: _____ City, State, ZIP: _____

Phone: _____ Email: _____

Signature: _____ Date: _____

Parent/Guardian Name:

Street Address: _____ City, State, ZIP: _____

Phone: _____ Email: _____

Signature: _____ Date: _____

Capstone Coordinator/Advisor Name:

Street Address:

City, State, ZIP:

Phone:

Email:

Signature:

Date:

Employer/Worksite Mentor Name:

Street Address:

City, State, ZIP:

Phone:

Email:

Signature:

Date:

Youth Internship Student Acceptance Email Example

Congratulations on being selected for the Youth Internship Capstone course! We are excited to have you participate in this rewarding hands-on experience.

The Youth Internship Capstone is a high school capstone experience that will allow you the opportunity to consolidate and apply all your academic learning and experiences from the past three years into a meaningful and relevant on-the-job experience. This course will be a chance for you to have an authentic, career-connected, hands-on experience with a business or community partner.

Prior to your participate in this course, you and your parent/guardian will need to attend the Youth Internship Open House Meeting on _____ in the high school auditorium. At this orientation meeting, you and your parent/guardians will have a chance to learn more about the Youth Internship Capstone program, collect paperwork and other documentation to help us prepare for you for your experience, and even meet some of the local business partners who have hosted interns in the past. Attendance at this meeting is strongly encouraged.

Attached, you will find a copy of the Youth Internship Capstone course syllabus with additional details about the course including contact information for your Capstone Coordinator who will serve as your advisor and school mentor during your experience.

Again, congratulations on being selected to participate in this exciting and rewarding program at _____ High School. Please make sure you are checking your email regularly and paying attention to school announcements between now and the end of the school year for additional information and details on the Youth Internship Open Meeting.

Work-based Learning Liability Agreement

This document is provided for example purposes ONLY. It is recommended that each school district work with their industry/business partners, insurance companies, and obtain any legal guidance prior to entering into a liability agreement of any kind.

THIS AGREEMENT is made and entered into this _____ day of _____, 20____, by _____ (Approved Training Site) and _____ (School District).

WHEREAS, the parties desire to establish and implement a work-based learning program;

NOW, THEREFORE, it is mutually agreed as follows:

1. Approved Training Site will provide occupational training as outlined in the approved training/internship agreement. District will provide coordination and support for all students interns enrolled in the program. District contact will meet or confer with Training Site contact, during hours as arranged, to respond to requests from Training Site personnel who work with the student intern and to perform such other services as may be necessary or advisable to the program, including, but not limited to, evaluation, observation, and counseling of student intern.
2. Training Site will advise the District of the skills, competencies and, training student intern will be expected to have prior to participation in the Program. Promptly upon commencement of the Program, the Training Site will instruct students with respect to safety precautions and regulations related to the activities of the student intern under the Program. Student intern will abide by all policies and procedures of the District and the Training Site in connection with their activities, conduct, and appearance. The Training Site reserves the right to deny any student participation or continued participation.
3. Training Site will provide a clinical learning situation, instructional materials, and equipment necessary to provide an adequate learning experience.
4. In the event of an injury or accident, the Training Site will provide immediate emergency care based on humanitarian considerations and will promptly report the incident to the District. The District will complete an accident report form just as if the incident had occurred on District property.
5. Student interns participating in the Program will be covered by District liability insurance while at the Training Site if the student trainees are NOT paid by the Training Site.
6. Student interns participating in the Program will be covered by Training Site liability insurance while at the Training Site if the student interns ARE paid by the Training Site.

- 7. The District agrees to indemnify and hold harmless the Training Site, its officers, agents and employees from any and all claims and losses resulting from District’s performance of this agreement. The Training Site agrees to indemnify and hold harmless the District from any and all claims and losses resulting from Training Site’s performance of this agreement.
- 8. The parties agree to comply with all laws, ordinances, and regulations of governmental bodies applicable to the Program.
- 9. The parties agree to cooperate in evaluation of the Program and the student interns enrolled in the Program.
- 10. The Training Site and the District agree to instruct all student interns enrolled in the Program with respect to the confidential nature of all records and information.
- 11. The terms of the Agreement are effective from _____ (date) to _____ (date). Additional dates and times may be contained in the attachment(s). Either party may cancel this Agreement at any time upon written notice to the other given at least three (3) days prior to the stated cancellation date. This Agreement may be amended by written mutual agreement of the parties.

Training Site Representative Name	Title
-----------------------------------	-------

Training Site Representative Signature	Date
--	------

District Representative Name	Title
------------------------------	-------

District Representative Signature	Date
-----------------------------------	------

Youth Internship Capstone Student Reflection Questions

Congratulations on almost completing your Youth Internship Capstone! Answer the following questions to help you reflect on your experience.

Student Name: _____

Experience Wrap-up Reflection Questions

1. How many total hours (outside of class time) did you spend at an approved training site?
2. What issues or problems arose as you worked on the Youth Internship Capstone?
3. How did you organize and manage your time not spent at the approved training site to complete the coursework requirements of the Experience?
4. What was your favorite part of the Experience?
5. Provide at least one example of when you went outside of your comfort zone during the Experience.
6. Detail any changes made to your post-secondary learning plan because of the internship?
7. Describe specific skills and competencies you learned during the Experience.
8. What did you learn about yourself during this experience (think about skills like organization, communication, working with others)?
9. If you could go back and start at the beginning, what would you do differently?

Use the following rubric to reflect on your Internship Capstone.

	Mastery	Proficient	Progressing
Hands-on Internship Experience	I had a complete experience connected to my academic learning and post-secondary plans. I used my time wisely to learn new skills and competencies, and I always displayed professionalism while on the job site.	I had an experience that mostly connected to my academic learning and post-secondary plans. I learned some new skills and competencies, and I mostly acted in a way that displayed professionalism while on the job site.	My experience was not fully connected to my academic learning and/or post-secondary plans. I don't believe I learned enough new skills or competencies during my experience. I may not have displayed professionalism at all times while on the job site.
Portfolio	My portfolio was well-organized, presented in a professional way, and contained all requirements.	My portfolio utilized some organizational techniques; was mostly professional and contained most requirements.	My portfolio needed more organization and could have been more professionally presented. Some requirements may be missing.
Presentation	I presented my Experience professionally and confidently and included all requirements.	I felt mostly prepared for my presentation and addressed nearly all requirements.	My presentation could have used additional practice and refinement in both the content and my delivery.
Participation	I was highly motivated and self-directed throughout the Experience, stayed on task, met deadlines, and asked for help when I felt I needed it.	I was mostly self-directed throughout the Experience and required few Advisor or worksite mentor-initiated check-ins to stay on task or meet deadlines. I asked for help when I felt I needed it.	I needed additional support throughout the Experience which was usually Advisor or worksite mentor-initiated to help me stay on task and meet my deadlines.

Youth Internship Capstone Experience Determining Your Internship Goals

Determine Your Internship Goals

Before you participate in an internship, you need to determine what your goals will be for participating in the internship program. Consider the following questions to help you create your goals for the internship.

1. What are your current career interests?
2. Why do you want to participate in the Youth Internship and what do you hope to gain from this experience?
3. What specific companies or organizations are you interested in interning with?
4. How will an internship help you better prepare/plan for your future after high school?

Youth Internship Student Worksite Evaluation Rubric

	Exceeds Expectations	Meets Expectations	Partial Meets Expectations	Does Not Meet Expectations
Communication	Punctual and professional communication in both speaking and writing	Communicates in a timely manner in both speaking and writing	Communication is sometimes unclear or not received in a timely manner	Communication is lacking in completeness, professionalism, and timeliness
Professionalism	Appearance and behaviors displayed exceed professional expectations	Appearance and behaviors displayed meet professional expectations	Appearance and behaviors did not always meet professional expectations	Appearance and behaviors mostly did not meet professional expectations
Responsibility & Dependability	Intern met all deadlines, attended all meetings, and followed through on all projects above mentor expectations	Intern met most deadlines, attended meetings, and followed through on projects at mentor expectations	Intern sometimes struggled with meeting deadlines, attending meetings, or completing projects as expected	Intern did not meet deadlines, attend meetings, or complete projects as expected by worksite mentor
Quality of Work	Quality of work displayed was above expectations and demonstrated intern's willingness to go above and beyond	Quality of work displayed met expectations and demonstrated intern's ability to perform as required	Quality of work displayed not always met expectations or demonstrated intern's ability to perform required duties	Quality of work was significantly lacking and/or intern's engagement was reluctant to meet required duties
Contribution & Productivity	Intern exceeded all expectations of worksite mentor, contributed new ideas, and required little to no direction after initial instruction	Intern met all expectations of worksite mentor, contributed to productivity of the team, and required minimal direction after initial instruction	Intern did not meet all expectations of worksite mentor, and they required additional oversight and direction even after initial instruction was given	Intern did not contribute to the team unless specifically directed to by worksite mentor, frequent direction and instruction was required

Youth Internship Student Worksite Mentor Evaluation

Student Name: _____ Date: _____

Approved Training Site Location/Department: _____

Training Site Evaluator: _____

Please provide a brief commentary on the student intern’s performance during the internship experience. Use the Student Worksite Evaluation Rubric to help guide your comments. Please include specifics about the students that include their attitude toward work attendance and punctuality, ability to follow instructions, quality of work, and their ability to work with others.

Youth Internship Worksite Orientation Checklist

The following is an example of content and activities to include as a part of a youth intern’s orientation to their approved training site.

Welcome & Tour

- Who we are and what we do
- Facility tour
- Introductions to staff and department mentors

Company Specifics

- Organizational structure
- Products/services overview
- Occupation specific information
- Customer base
- Company handbook to include overview of all company policies and procedures (personnel handbook)

Internship Specifics

- Internship job description
- Training Plan overview

Safety Training

Worksite is responsible for training on all safety hazards that might occur at the training site.

- Company safety training
- Special hazards
- Stairwell/fire exits, fire extinguishers
- Accident prevention

Required Training & Forms

- Safety Training
- Sexual Harassment Training
- Confidentiality statement (if needed)
- Photo release (if needed)

Student Intern Name

Date

Training Site Representative

Date

Youth Internship Student Expectations Handout

Please read the following statements to ensure you fully understand the basic expectations of you as a participant in the Youth Internship Capstone Experience.

- 1.** The student is expected to be at the training site every day and at the appointed time each day. If the student is not able to be at the approved worksite, they report to school and continue with approved activities under the guidance of their Capstone Coordinator/Advisor.
- 2.** Students can be removed from the approved training site at any time through written agreement between the Capstone Coordinator/Advisor and the worksite mentor if the situation is not working out or if the student is demonstrating poor performance.
- 3.** Students will experience a variety of hands-on, career-connected learning activities during their experience that will further develop their employability skills and industry specific competencies.
- 4.** Students are expected to conduct themselves in a professional manner at all times, adhering to all school/district policies as well as company specific policies and procedures.
- 5.** Students will do nothing to disrupt the normal routine of the training site, or do anything to put themselves or others at the training site in danger or unnecessary harm.
- 6.** Students will be required to communicate regularly with both their Capstone Coordinator/Advisor and their worksite mentor.
- 7.** Students who do not complete the requirements outlined by the Youth Internship course syllabus and the Training Agreement will not receive credit for their experience.

Youth Internship Training Site Observation Form

The following form should be used by the Capstone Coordinator/Advisor to observe the student intern at their approved training site.

STUDENT INFORMATION

Intern Name: _____

Date: _____

Training Site: _____

Worksite Mentor: _____

WORKSITE OBSERVATION

Student Learning:

Student Appearance:

Interactions with Others:

Attendance:

Time Management:

Initiative & Motivation:

Other Comments/Observations:

Student Intern Signature

Date

Training Site Representative Signature

Date

Capstone Coordinator/Advisor Signature

Date

Youth Internship Student Evaluation Form

STUDENT INFORMATION

Intern Name: _____

Date: _____

Training Site: _____

Worksite Mentor: _____

EMPLOYABILITY COMPETENCIES	EXCEEDS	MEETS	NOT MEETING	N/A
Demonstrates punctuality and proper attendance				
Dressed professionally and appropriately for the job				
Demonstrates teamwork and works cooperatively with others when required				
Communicates professionally with coworkers, supervisors, and clients				
Takes initiative on the job				
Consistently completes tasks at the highest standards				
Accepts they are still learning and actively seeks ways to improve				
Accepts direction from supervisors adapts to change in the work environment				
<i>Additional Competencies:</i>				
OCCUPATION SPECIFIC COMPETENCIES	EXCEEDS	MEETS	NOT MEETING	N/A
COMPANY SPECIFIC COMPETENCIES	EXCEEDS	MEETS	NOT MEETING	N/A

Additional Comments:

Youth Internship Student Self Evaluation Form

STUDENT INFORMATION

Intern Name: _____

Date: _____

Training Site: _____

Worksite Mentor: _____

TRAINING SITE	AGREE	MOSTLY AGREE	DON'T AGREE	N/A
The training site placement(s) matched closely with my post-secondary plans.				
I had some input in researching and selecting a training site.				
I was able to complete all/most of the activities detailed in the training plan.				
There was appropriate supervision at the approved training site(s).				
The training site placement provided appropriate safety training.				
I was provided with an orientation to the organization that included details on company policies and procedures.				
My worksite supervisor provided me with ongoing training opportunities and guidance.				
EXPERIENCE DETAILS	AGREE	MOSTLY AGREE	DON'T AGREE	N/A
Overall, I had a positive experience during my experience.				
My experience was valuable in helping me with my post-secondary planning.				
I learned important employability skills during my experience.				
I learned important occupational specific skills during my experience.				
I would recommend the youth internship program for other students interested in hands-on, career-connected learning opportunities at this school.				
If given the chance, I would recommend the business that hosted my internship because of the quality of my experience.				
OTHER COMMENTS	AGREE	MOSTLY AGREE	DON'T AGREE	N/A

Youth Internship Attendance Form

STUDENT INFORMATION

Intern Name: _____ Training Site: _____

Intern Signature: _____

Worksite Mentor: _____

	DATE	IN	OUT	IN	OUT	TOTAL HOURS
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						
SUNDAY						

TASKS COMPLETED THIS WEEK:

	DATE	IN	OUT	IN	OUT	TOTAL HOURS
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						
SUNDAY						

TASKS COMPLETED THIS WEEK:

Youth Internship Training Plan Example

Law, Public Safety & Security

This is just an example to help guide a Capstone Coordinator/Advisor and business as they create individual training plan for the student intern. All plans should meet state and federal WBL and youth labor law requirements (if applicable).

Law, Public Safety & Security Cluster Overview

The Law, Public Safety and Security cluster includes careers that involve providing protective and security services as well as any careers involved in the legal field. In South Dakota, there are over 155 law enforcement agencies that employ more than 1,800 sworn police officers across the state. Additionally, there are more than 2,500 people working in careers in the legal field other than law enforcement in South Dakota.

Purpose of the WBL Experience

- To provide students with real-world experiences in law enforcement, public safety, and security.
- To build interest in careers and career opportunities in law enforcement, public safety, and security.
- To better understand the function and impact of law enforcement and public safety officials in the community.
- To expose students to the skills and training necessary to successfully enter into a career in law, public safety, and security.

Possible Training Sites

- University Police
- County Agencies (Sheriff's Departments)
- City Police Departments
- Private Law Office
- District Attorney's Office
- Courthouse
- Security Firm
- Emergency Services Dispatch Center

Key Concepts Covered During WBL Experience

- Basic Police Procedures:
 - Radio and patrol procedures
 - Booking/Fingerprinting
 - Conducting Field Interviews
 - Traffic and Crowd Control
 - Traffic Stops
 - Crime Scene Search/Preservation
 - Drug Identification and processing
 - Defensive Tactics
- Civil Law Procedures and Policies
- Criminal Law Procedures and Policies
- Legal Document Writing
- Types of Legal Proceedings
- Ethical Issues in Law and Public Safety
- School and Community Legal Resources and Services
- Courtroom Procedures
- Chain of Evidence Requirements

Internship Training Plan

Police Office or Sheriff's Department

Week 1 - School/On-Campus

Student & facilitator prepare for WBL experience

- Determine potential WBL locations and contacts
- Reach out to organizations to determine if a WBL experience will be a good fit for student and business
- Create a Learning Plan to help guide the WBL experience

Week 2 - School/On-Campus

Student & facilitator prepare for WBL experience

- Finalize WBL experience location(s) including any required paperwork for both the school and the business
- Pre-internship interview and expectations meeting with business Internship Supervisor
- Student begins outlining and creating their Capstone Experience portfolio

Week 3 - Business/Off-Campus

Orientation and Onboarding by Internship Supervisor

- Student is familiarized with the office and staff
- Student learns about the organization's mission, vision, & values
- Student given access to any necessary technology or equipment they will need during their WBL experience
- Student completes any organization required trainings

Weeks 4-6 - Business/Off-Campus

Internship Experience 1 - Police Officer

- Student shadows police officer and learn about the duties they perform daily
- Student allowed to complete tasks or projects to support the police officer in his/her daily duties (answering phones, organizing and filing paperwork, providing support services to the public coming into the police station)
- Student participates in ride-along (if allowed)
- Student conducts interviews of police officers and support staff to better understand their roles and responsibilities
- Student attends trainings, meetings, or court hearings

Week 7 - School/On-Campus

Monthly Check-in and Progress Check

- Student and school facilitators assess the progress of the WBL experience
- School facilitator conducts progress check with business Internship Supervisor
- Student updates Capstone Experience portfolio based on the activities completed during the first 4 weeks of WBL experience

Weeks 8-11 - Business/Off-Campus

Internship Experience 2 - Detective

- Student shadows the detective and learns about the duties they perform daily
- Student allowed to complete tasks or projects to support the detective in his/her daily duties (answering phones, organizing and filing paperwork, providing support services to the public coming into the police station)
- Student participates in a ride- along (if allowed)
- Student conducts interviews of detectives and support staff to better understand their roles and responsibilities
- Student attends trainings, meetings, or court hearings

Week 12 - School/On-Campus

Monthly Check-in and Progress Check

- Student and school facilitator assess the progress of the WBL experience
- School facilitator conducts progress check with business Internship Supervisor
- Student updates Capstone Experience portfolio based on the activities completed during the first 4 weeks of WBL experience

Weeks 13-16 - Business/Off-Campus

Internship Experience 3 - Bailiff/CSI/Evidence Technician/Other

- Student shadows the person to learn about the duties they perform on a daily basis
- Student allowed to complete tasks or projects to support this person in his/her daily duties. Duties should be related to this job type (fingerprinting, evidence analysis, courtroom supervision)
- Student participates in experiences related to this position (if allowed)
- Student conducts interview of person in this position and support staff to better understand their roles and responsibilities
- Student attends trainings, meetings, or court hearings

Week 17 -18 - School/On-Campus

Finalization of WBL Experience

- Student works on and completes Capstone Experience portfolio
- Facilitator completes WBL experience evaluation and exit interview with business Internship Supervisor
- Student prepares final project for review and assessment
- Facilitator and/or Capstone committee assesses student portfolio

Learner Goals

Police Officer Intern

Goal #1 - Learn the terminology and acronyms used by a police department.

Actionable:

- Examine police reports
- Read police handbook/manual
- Attend department meetings
- Observe and ask questions of officers and Intern supervisor

Capstone Portfolio Evidence:

- Include a reference guide to terminology and acronyms learned during the WBL experience

Goal #2 - Learn the core skills and abilities required to be a successful police officer.

Actionable:

- Interview officers
- Attend training sessions
- Participate in "mock" scenarios
- Ride-along with officers
- Observe officers while they are performing job duties

Capstone Portfolio Evidence:

- Create a journal entry discussing skills and abilities needed to be a successful police officer
- Write a sample job posting to include the necessary skills and abilities needed

Goal #3 - Understand the day-to-day duties, roles, and responsibilities of a police officer.

Actionable:

- Interview officers
- Attend training sessions and department meetings
- Ride-along with officers
- Participate in assigned duties under the supervision of the Internship Supervisor
- Read police handbook/manual

Capstone Portfolio Evidence:

- Create a journal entry sharing your experience or summarizing your officer interviews
- Provide a copy of company policy on duties and responsibilities of a police officer

Goal #4 - Understand the support roles of other staff in a police department.

Actionable:

- Interview and/or shadow support personnel in a police department
- Participate in assigned duties under the supervision of the Internship Supervisor
- Participate in "mock" scenario

Capstone Portfolio Evidence:

- Create a journal entry summarizing what you learned about the support positions in a police department

Additional Resources

- Association for Career and Technical Education Work-based Learning Division – Additional resources, research, and guidance for expanding school-sponsored WBL opportunities.
 - <https://www.acteonline.org/professional-development/high-quality-cte-tools/high-quality-cte-library/work-based-learning/#toggle-id-2>
- SD Department of Labor and Regulation Work-based Learning Toolkit – this toolkit provides additional guidance, templates, and activities to support the implementation of a Youth Internship Capstone Experience.
 - https://dlr.sd.gov/workforce_services/individuals/young_adults/wbl_toolkit.aspx
- Career Ready SD – Online Work-based Learning playbooks and resources.
 - <https://careerready.sd.gov/>
- CTE: Capstone Experience guidance from the SD Department of Education
 - <https://doe.sd.gov/cte/capstone.aspx>
- Soft Skills Standards and Resources from the SD Department of Education
 - <https://doe.sd.gov/cte/softskills.aspx>
- US Dept. of Labor Youth & Young Workers Employment information
 - <https://www.dol.gov/general/topic/youthlabor>