

- **Work Permit:** It is the Interns' responsibility to obtain and submit a "Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age" form. A work permit must be completed with signatures from the Intern, parent or guardian and ACP before the first day of the start of the Internship. Student should see the Internship Coordinator for paperwork. Every student, who is a minor, is required to have a work permit on file at 6DPMOL\$DGHP\ .

4.1.2 Interns

A minimum of one successfully completed Internship, is required for graduation from 6DPMOL \$DGHP\ See the Internship coordinator early in the second semester of your junior year before you are scheduled to go out so you can plan ahead. The Internship Coordinator will have Internship connections for you, however you are encouraged to seek and obtain your own Internship of your choosing which will still be required to be approved by the Internship Coordinator.

4.1.3 ACPs

The structure is as follows:

- **Observation:** During the first few days, the Intern becomes familiar with the work environment and gets to know his/her ACP. Interns are expected to be good observers and to ask questions about mission, structure, and expectations. They should be listening and asking probing questions.
- **Reflection:** Interns should keep journals to assist them in the writing of their reflection paper due at the end of their Internship.
- **Documentation:** A project description should be outlined for the Intern by the ACP to be included in the reflection paper and approved by Samueli Academy Internship Coordinator.
- **Exhibition:** During the first semester of the following school year, Interns will present their IEPS to the school community and their ACPs.

4.2 Successfully Completing an Internship

4.2.1 Interns

Complete the following criteria according to the details established by your advisory facilitator. You and your facilitator are responsible for these assignments, not your ACP. See Section 7 for specifics on assignments.

- Be on time and onsite for scheduled work periods
- Communicate clearly and ask for feedback
- Work with your ACP to contribute to the organization's success
- Write a project description
- Write a Reflection Paper
- Work, complete, and present your project
- Update your resume on your Portfolio, including details of your Internship experience.

4.2.2 ACPs

Samueli Academy is focused on project-based learning and you are, in a sense, the Intern's project manager. Interns function best when treated like adult employees - with respect, freedom, and clear expectations. Try to get to know your Intern as a person and give him/her time and space to get acclimated to the new surroundings. When time permits, talk to your Intern about what you have learned in your current position and, more generally, about navigating the world of work. Beyond the project and tasks assigned, Interns have other school assignments (see Section 7) that are not your responsibility to manage or review. You are asked, however, to make yourself available for the Intern's ACP interview and to complete a performance review.

5.1 Program Overview

5.1 Starting Your Internship

5.1.1 Interns

- Dress business professional on your first day. Men should wear a shirt (tucked in) with a collar, nice shoes, no jeans, etc. Ladies should wear either nice slacks with a collared shirt, nice shoes or a dress or skirt combination, with nice shoes and nylons. You will have time to adjust to the dress code once you see the work culture on site.
- Get two business cards from your ACP. Give one to your parents and keep one with you so you can contact your ACP as needed.
- Schedule times to talk to your ACP about your project.
- Get set up in your workspace and familiarize yourself with the office technology.
- Request a quick tour and introduce yourself to coworkers.

5.1.2 ACPs

We encourage ACPs to build one-on-one relationships with their Interns. Interns often surprise their ACPs with their maturity and job performance when they are given responsibility with clear expectations, shown respect and, treated like young adults. Take the time to have lunch with your Intern and get to know them better. If you haven't already taken a tour of the school, ask your Intern to give you a tour, or call the school's main number to schedule one. The experience will help you relate to your Intern's educational experience and could prove valuable when brainstorming and discussing projects. Samueli Academy will provide you with an Orientation packet for the Internship with important information.

5.2 Workplace Behavior

5.2.1 Interns

The workplace is very different from school, and yet similar to the process you have learned at Samueli Academy. Regardless if your Internship is paid or not, you are expected to behave in a professional manner at all times during your time with the ACP and company. Your ACP is able to terminate your Internship for any behavior that is unbecoming to the company or school. Your responsibility at the work site is to help the organization be successful. Along the way you are expected to learn, communicate, ask questions, be considerate of your co-workers, come to work on time, and have a positive attitude. Remember that successful completion of your Internship is a requirement for graduation from Samueli Academy.

5.2.2 ACPs

For many students, this will be their first workplace experience, beyond a one day job shadow. They may need your guidance in making the transition from school to work. Do not hesitate to communicate directly and openly with your Intern about behavior that is disruptive or counterproductive. Feel free to contact the school for support. The Internship Coordinator is always ready to talk with you and/or your Intern about any work performance issues.

5.3 Communication

5.3.1 Interns

You may be surprised at the level of continuous communication at the workplace: email, cell phones, meetings, hall discussions, lunch, meetings, etc. Keep your ACP's business card with you. If there is something you are unsure of and require assistance with, you can call, email, or ask for a meeting with your ACP.

5.3.2 ACPs

Interns may not understand the importance of communicating at a level you take for granted, even though they have the skills. Make sure they know what is expected of them regarding timeliness, email dos and don'ts and use of company equipment. More importantly, explain why these procedures and standards exist.

5.4 Computer/ Internet/ Phone Use

5.4.1 Interns

A true story: One Intern (from High Tech High) at a downtown media production agency was put in charge of setting up a Yahoo email account for people to reply to a job posting. Easy stuff, or so he thought. As he was filling out the endless Yahoo forms online, he started getting bored and put inappropriate wording in one of the seemingly meaningless form fields. The job posting went up and many people applied. When the hiring process was complete his ACP asked the Intern to email the rest of the applicants a letter informing them the position was filled. The Intern sent out an email to scores of unemployed San Diego professionals. Within a few hours the Intern began receiving replies to the email asking why the email had come from the listing it had. Was this notification really from the company? The inappropriate wording was placed in the "From" listing of all the emails he sent out from the account. He didn't know what to do, but as it was the end of the day, he went home.

The next day the Intern told his Humanities class about his mistake. His teacher told him to leave class immediately and call his ACP. He did so, but his ACP was not in his office. His teacher told him to leave class again and call his ACP and leave a message explaining what had happened. He did. The next day his ACP called him into the office. He informed the Intern that his previous actions were not appropriate and that it made the company look bad. The ACP also stated that he was glad he had heard about it from the Intern first, instead of from his boss or from someone in the office, as he would have if the Intern had kept quiet. It showed the Intern was able to take responsibility for his actions. The Intern didn't get fired, but he did have to write a new email to all the applicants explaining what happened and apologizing for his mistake. What's the moral of this story? Assume that all you do electronically at work is visible to your boss and the world. Organizations own their technology, just as Samueli Academy has with your laptops over the course of your high school career. They also pay for its upkeep so it can be used to keep the organization running well. Because it is owned by them, they can legally monitor and record all employee surfing, emails, phone calls, server access, etc. Do not fool around on company computers, Internet connections, or phones. You'll have to use your judgment regarding inappropriate content and uses while at your Internship as there will most likely be less monitoring and blocks than on school computers, as well as less adult supervision and guidance.

If you need to check your personal email via the web, do it on breaks or at lunch. The same applies to office phones. If another employee is making personal calls on the phone or paying the bills online, it does not mean you should mirror this behavior. If you need to talk to friends or family, keep it brief and try to make all personal calls on breaks or at lunch. This is the same process you have learned at Samueli Academy, and are now able to apply these technology responsibilities in the workplace.

5.4.2 ACPs

Explain your organization's policy on use of technology to your Intern. It would also be helpful to explain that Interns will be treated like any employee and expected to control their behavior and technology use. Interns know right from wrong with it comes to technology use. Some Interns might not be used to a lack of blocking software or adult supervision in the workplace.

All Interns will be used to ACADEMY's policies on computer use, which are more forceful than at most workplaces. We have full monitoring and logging of all Web and email use, as well as software blocks on inappropriate content. Food and beverages (other than water in a closed container) are not allowed near computers.

Interns may still need some additional guidance in appropriate use of technology.

5.5 Meetings

5.5.1 Interns

Ask if you can observe company meetings. Meetings are where a lot of decisions affecting your workplace are made, so it is good to attend if possible. Here are some guidelines to follow:

- Bring a notebook and pen
- Arrive 5 minutes early
- Introduce yourself to the meeting leaders and ask if you can observe (even if you already have permission from your ACP)
- Ask your ACP where you should sit
- Sit up straight
- Keep eye contact with whoever is speaking
- Listen carefully and ask your ACP at least one question pertaining to something the speaker said following the meeting

5.5.2 ACPs

We encourage you to bring Interns to any meetings that are appropriate. Provide your Intern with your organization's meeting guidelines beforehand. Try to provide constructive feedback after the meeting. For example, ACPs have told stories of inviting an Intern to an important meeting only to have them fidget and look bored.

Please consider ways to express expectations in a firm but positive manner. Communicating respect and regard for others, while holding them accountable, can be an invaluable skill your Intern will learn from you.

5.6 Deadlines

5.6.1 Interns

Rules for following deadlines:

- Respect deadlines (that's why they are called "deadlines")
- Change a deadline with your ACP before you miss it.
- Allow plenty of time, more than you think you will need to complete a project. Most time estimates don't include factors such as other people, mistakes, equipment failure, testing, bug fixes, multiple drafts, etc.
- Your school assignment deadlines are not your ACP's deadlines. Give your ACP a few days lead time if you need to meet with him/ her. Plan more time than you think you will need for your project to be completed and tested.

5.6.2 Interns

- Treat your Intern like any other employee in terms of responsibility and communication. Realize that they may need additional clarification and feedback regarding the expectations of workplace communication and protocols. For example, an Intern may come to you and say that they need to do their ACP interview that day, and ask if you have the time. It is perfectly acceptable if you are busy to let them know that you do not have the time that that day and you need more than a few hours notice for an interview. They may miss their assignment, but learn a valuable lesson about work ethic in regards to time management. This is a skill that we assess students on daily.

5.6.3 Interns

Your Internship is just like being at school. If you leave campus for your Internship, but do not go without receiving approval for a day off from both school and your Internship, you are truant. This may lead to a suspension. If your ACP is not at work, and nobody else is taking his or her place, come back to school and stay until the end of the day. We can always work on your reflection pieces for your project and/or update your project components so that all benchmarks are met.

- Be on site a minimum of 45 hours
- Have no unexcused absences
- Follow ACADEMY rules for attendance, signing out, etc.
- Follow your organization's work policies.

5.6.4 ACPs

Treat Interns as you would any new employee

- Notify the school as soon as possible if Interns do not show up.
- Speak to the Intern and notify the school if Interns are consistently late or leave early.

5.7 Needing the Day Off

5.7.1 Interns

Both the Internship coordinator and your ACP must approve days off. Neither one can make the decision alone. This is because you are still an ACADEMY student, and your ACP relies on you to be there and to follow the company rules for days off. Therefore, follow these steps if you need a day off:

- Plan ahead
- Talk to your ACP and get a specific approval for any days off.
- Email Samueli Academy Internship Coordinator that you will not be at your Internship at least 48 hours before the day you requested off.

5.7.2 ACPs

Before giving a student the day off, please confirm that the student has emailed Samueli Academy Internship Coordinator at least 48 hours ahead of time.

If you cannot be on site, or have any other employee be on site to supervise your Intern, inform the student and Samueli Academy Internship Coordinator, as soon as possible.

5.8 Sick Days

5.8.1 Interns

If you are sick, let people know as soon as possible. Call and leave a message with your ACP and Samueli Academy front desk. (714) 619-0245. If you don't have your ACP's number, call the company's main number and leave a message. Try to check in with your ACP during the day to make sure he/she got the message.

5.8.2 ACPs

Let Interns know the protocol at your organization for notification of illness. Inform Interns that they will be expected to act responsibly when calling in sick.

5.9 Mistakes

5.9.1 Interns

Everyone makes mistakes. How you handle the mistake is what is most important. First and foremost, immediately tell your ACP and take full responsibility. This is the most difficult part of making a mistake, to own up to it. Learn from your mistakes and try not to repeat them.

5.9.2 ACPs

Everyone makes mistakes – even ACPs! Your Intern will not only be trying to learn from his/her mistakes, but also observing and learning from how you handle your mistakes and challenges.

5.10 Legal: Insurance and Intellectual Property

5.10.1 Interns

Anything you create belongs to the ACP you are Interning for. Businesses protect their interests by establishing an intellectual property policy. The privilege of working at your Intern workplace may be dependent upon your agreeing to abide by the ACP's intellectual property (IP) policy. The Intern for unpaid Internships are covered through The Academy's accident policy while on location with the ACP. If the position is paid, Intern will be covered through the ACP's liability and workers comp insurance.

5.3.1 ACPs

Interns understand that any intellectual property they create while on the Internship are the sole property of the ACP, unless otherwise agreed upon in writing. We have intellectual property forms if you want signatures from Interns. Interns will sign any required non-disclosure forms.

5.4 Off Site Breaks

5.4.1 Interns

Do not leave your ACP's building alone, or without permission and notification to your ACP or another adult. Let them know where you are going and when you will be back (you might even offer to get them something while you are out).

5.4.2 ACPs

Interns can go off site for coffee or small breaks as long as they are not alone, but we strongly suggest it be on site or very close by, and for a reasonable length of time. This is to ensure that they get the most of their experience while working with you or learning more about the workplace from you as you may accompany them on breaks.

5.5 Expectation Management

5.5.1 Interns

What does "Expectation Management" mean and why is it important to you? Expectation management is a major key to success in the working world. It means to literally manage one's own expectations, and to manage other people's expectations of you. For example: You are doing a project as an Intern, so people are expecting certain things from you at certain times. Manage this by writing up a project description. Unfortunately, many people set expectations for others that are very hard to meet. So, expectation management is really a way of helping you be more successful at work. The best part of expectation management is that you are in control of your own success.

6.1 The Experience

6.1 Overview

Every Intern develops a project, or series of smaller projects/tasks, that satisfies the following criteria:

- Is useful to the ACP and their organization
- Results in a polished and approved deliverable
- Takes about half of the Intern's time
- Is something the Intern is interested in
- Is academically rich and rigorous
- Results in visuals of its various drafts that are reviewed by the Intern and ACP. This can be screen shots of documents with editing marks or shots of different versions of a design or video. It can be pictures of sketches, or before and after shots.
- Finished products are presented to ACP or ACP's bosses

A word of advice to Interns and ACPs is to establish specific benchmarks for project/task completion which lead up to the project deadline. Often times, projects/tasks can take more time than we anticipate. It is easy to underestimate the amount of time it takes to test, proof, polish, and edit a project or presentation, particularly when working only a few hours a week. Be realistic about time constraints.

6.1.1 Interns

Keep it simple and work with your ACP to design a project (or series of tasks) that is fun for you

and helps the organization. This will be something you are held responsible for and trusted to work on. Your challenge will be to motivate yourself, usually with no friends, facilitators, or parents to hassle you. This is both good, and as you may find, difficult. Above all, talk with your ACP and keep asking questions as they arise.

6.1.2 ACPs

The most important part of a project (or series of tasks) is for the Intern to learn from the process of planning and working in groups. You are the project manager. Some projects are not successful. This is not always a bad thing, as the point is to learn by doing a project, not necessarily to do an amazingly successful project. If a project starts to fall apart, use it as a learning experience and discuss what is happening and why, then help the Intern redesign or change things to make it a success.

6.1.3 Examples of Successful Projects from High Tech High (ACADEMY examples will be available after the start-up year)

- A 15-minute PowerPoint to the heads of your department or organization that reports on what the Intern was responsible for on their Internship. It could include pictures of the project draft process, project results and meeting reports regarding draft and presentation feedback. This would work for organizations that move fast and do not have one large project for the Intern to work on. At one start-up this included presenting work done on the creation and approval of a logo, fixing a server and providing general IT support.
- Design a building from the ground up. An Intern at an architectural firm designed a building for a vacant lot located near the company. Half of the time the student helped the modelers and performed office tasks. The other half of the time he was asked to research and design his own building on a vacant lot near the firm. This included site visits, demographic research, sketches, and learning CAD. The final design was presented to the organization's founders and a graphic was displayed in the lobby.
- Research report and presentation. This is a great project for a marketing department or the like. The Intern researches and compiles a report on a market. The findings are then presented in hardcopy to the ACP and organization.
- Intern is in charge of designing a logo from scratch, including sketches, three options for client review, and full production of the logo for different media. This is a great project idea that is deceptively small.

7.0 The Internship Assignments

7.1 Intern Assignment Overview and Sequence

Here are general examples of the two main assignments you will be responsible for as an Intern. The Internship Coordinator will review these and will either sign-off your Internship as "successfully completed" or not, as well as give you details and specific deadlines. The timing of these assignments is a very important and powerful tool for making Internships a rich and meaningful experience.

The following is the standard sequence of assignments. The first weeks are the most important for setting up the relationship and project.

- Early weeks: Internship description, with project details
- Throughout the experience: weekly journal reflections
- Final week: Formal thank you and Reflection of experience sent to ACP (and Internship Coordinator)
- Fall: Intern and ACP Recognition event (IEPS) to Academy student body and update resume (submitted to Internship Coordinator)

7.3 Experience Description and Timeline

The experience description should be assigned within the first couple of days of an Internship. When assigned early in the Internship, the experience description acts as a tool to help ensure that both the ACP and the Intern have a rich and meaningful goal to work towards.

7.3.1 Experience Description Criteria

Each student must turn in an experience description and timeline as part of the Reflection Paper. If multiple Interns are working on the same projects/tasks, they will still have different roles and responsibilities and need to explain these in the description. Students on the same project can share the same timeline, goals and justifications.

Sections:

- **Background:** A short summary of what the organization you are Interning for does.
- **Opportunity:** Explain how this project (or series of tasks) came about, why you are doing it, and how it will help you and your ACP.
- **Goal:** Describe the overall goal of this project/tasks in terms of what the deliverable(s) will be or accomplish.
- **Description of Deliverable(s):** Describe in detail the desired outcome(s) of this project (or series of tasks). This is a chance to practice “expectation management”. Include any specifications, target audiences, requirements, etc.
- **Schedule:**
 - Set a date to discuss a rough draft of your project, or tasks, for initial review and guidance. Remember to take a photo for your later presentation.
 - Set a date to discuss a more finished deliverable. Take a photo.
 - Set a date to discuss your final draft at least a week before the end of your Internship to give you time to work on the presentation. Remember to take a photo for presenting.

7.4 Experience Presentation

The presentation should come at the beginning of the following school year and usually becomes the student’s IEPs. Interns are encouraged to present to their organization as well, hopefully with their ACP’s boss in attendance or other personnel that can bring additional substance to the event.

7.4.1 Interns

In the fall, you will present your Internship experience to the community. This will be a presentation regarding your experience(s) with all graduation requirements. Your advisory facilitator(s) will work with you on the details. You will present verbally, as a COORDINATOR, at an open house, staff meeting, or other such event. Information to include regarding your Internship will include:

1. What you learned
2. What your main function was at your Internship
3. What your company and department do
4. Who your ACP was
5. Project description
6. Pictures of your project’s process and final deliverable

7.4.2 ACPs

Every Intern has to give a presentation about his or her Internship at school. Presentations are not your responsibility, but we encourage you to have Interns present their work to you, or people from your department or organization, if appropriate. Depending on what the Intern and advisory facilitator decide, these presentations can be Presentations of Learning. Presentations can be given in the classroom

setting, at Internship events, open houses or community meetings. If Interns are to present at public open houses, or Internship events, they are expected to clear the content with you, and of course, invite you.

7.5 Updated Resume

7.5.1 Interns

Add your Internship experience to your resume. Proofread your material and add it to your portfolio. You may also wish to put your presentation material in your portfolio.

8.0 Performance Review Criteria

8.1 Overview

The rubric below was designed for ACPs in reviewing the performance of Interns.

Category	Needs	Satisfactory	Meets Expectations	Exceptional
Project Design and Completion	After initial discussion of project with ACP, fails to show ACP drafts for review and project does not meet expectations.	After prompting, discusses, declines, and designs project with ACP showing one draft for review, but final project lacks a desired element.	Discusses deadlines and designs a project with ACP, showing ACP one draft for review, and successfully completes project.	Actively discusses deadlines, and designs project with ACP showing ACP several drafts for review, and successfully completes project.
ACP-Intern Communication	Rarely talks with ACP about ideas or problems. Prone to mistakes due to not understanding	Sometimes talks with ACP about ideas or problems. Reluctant to ask questions or listen.	Usually talks with ACP about ideas or problems. Often asks questions and actively	Talks with ACP about ideas and problems. Asks questions and actively listens.
Attention to Internship and School Policies	Usually works at least 15 hours each week. Fails to notify ACP (and ACADEMY) about two or more absences or	Usually works at least 15 hours each week. Fails to notify ACP (and ACADEMY) about one absence or	Works 15 or more hours each week. Sometimes notifies ACP (and ACADEMY) about absences or lateness.	Works 15 or more hours each week. Always notifies ACP (and ACADEMY) about absences or lateness.
Professionalism	Often dresses inappropriately, distracts others and/or excessively uses client equipment for	Tends to dress inappropriately, distracts others and/or excessively uses client equipment for personal	Usually dresses appropriately, avoids distracting behavior, and avoids excessive personal use of client equipment.	Always dresses appropriately, avoids distracting behavior, and avoids excessive personal use of client
Time Management	Rarely meets deadlines; inadequate time management skills.	Tends to procrastinate, but usually meets deadlines.	Usually uses time well, but may have procrastinated on one or two things.	Routinely uses time well. Limited procrastination.
Quality of Work	Provides poor quality work that fails to meet ACP expectations and was not checked for errors or typos.	Provides good quality work that generally meets ACP expectations and may have some error or typos.	Provides high quality work that generally meets ACP expectations. Work is error and typo free.	Provides work at the highest quality that meets or exceeds ACP expectations. Work is error and typo free.
Ethics/ Integrity	Cannot be trusted to choose an ethical course of action. Does not admit mistakes or blames	Much of the time can be trusted to choose an ethical course of action. Somewhat allow to admit	Most of the time can be trusted to choose an ethical course of action. Admits mistakes fairly	Always can be trusted to choose an ethical course of action. Admits any mistakes as soon as
Critical Thinking Skills	Rarely uses critical thinking skills to provide useful ideas.	Sometimes uses critical thinking skills to provide useful ideas.	Usually uses critical thinking skills to provide useful ideas.	Uses critical thinking skills to routinely provide useful ideas.
Preparedness	Often forgets needed materials or is rarely ready to get to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Almost always brings needed materials to the Internship and is ready to work.	Brings needed materials to the Internship and is always ready to work.
Problem-solving	Does not try to solve problems or help others solve problems.	Does not suggest or refine solutions, but is willing to try other's ideas.	Refines solutions suggested by others.	Actively looks for and suggests solutions to problems.
Attitude	Generally non-supportive of project and organization, especially	Somewhat supportive of project and organization, especially during tough	Usually supportive of project and organization, especially during tough	Always supportive of project and organization,
Focus on the Task	Rarely focuses on the task and what needs to be done. Lets others do the work.	Some of the time focuses on the task and what needs to be done. ACP must	Most of the time focuses on the task and what needs to be done. ACP can count on this person.	Consistently stays focused on the task and what needs to be done. Very self- directed.
Working with Others	Rarely listens to, shares with, or supports the efforts of others. Does not attempt to work well with others.	Often listens to, shares with, and supports the efforts of others. Tries to work well with others.	Usually listens to, shares with, and supports the efforts of others. Works well with most others.	Consistently listens to, shares with and supports the efforts of others. Works well with everyone.