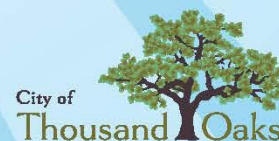
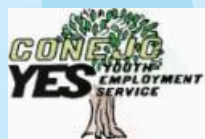
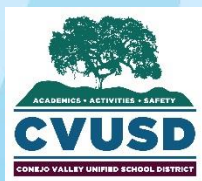


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*Opportunities*

*An Internship Program for  
Interested Businesses & 11th Grade Youth*



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# INTRODUCTION TO C.I.T.Y

(Community Internships Training Youth)

## Why Youth Internships?

As more and more boomers continue to retire, it is critical that we prepare youth to be partners in successful community growth. Collaboration to enrich youth, businesses, and the community as a whole is a key component.

The C.I.T.Y. partnership between a municipal agency – the City of Thousand Oaks (CTO), an institution of higher education – California Lutheran University (CLU); a business collaborative – Greater Conejo Valley Chamber of Commerce (GCVCC); the local school district – Conejo Valley Unified School District (CVUSD); and a local non-profit – Conejo Youth Employment Services (CYES) is a perfect example of an ideal collaboration for success.

Youth Internships allow students the opportunity to apply learning into a meaningful and relevant on-the-job experience. It is an opportunity for them to connect with the local business world outside of school and gain the skills to go on to further education and/or enter the workforce. It is also a great opportunity for businesses to connect with future staff and leaders.

Youth Internships present an avenue to promote relevance in education. “Why do I need to learn math, science, and history? I’ll never use it.” Youth Internships can be a way to help students understand the relevance of academics in relation to what it takes to be successful in any workplace.

This vital connection helps youth understand why basic skills are important and how complex a job can be. Through working with an adult mentor at the worksite, students have the opportunity to develop a foundation of general workplace skills and possibly acquire information and skills in their chosen career path.

Youth Internships also provide students with focused and structured learning, giving them experience with the responsibility for meeting timelines, making decisions, and working with others – all skills needed for success in the workplace and ultimately our success as a community.

## C.I.T.Y Overview

An Internship is an opportunity for a student to spend time with one or more employees at a business, non-profit organization, or government agency. The objective is to provide an opportunity for students to observe and gain hands-on experience in how business and industry work, and to learn about opportunities in our local community.

By being at the work site, students will get a firsthand perspective of the skills and tasks required on the job. The youth internship program will increase the student's knowledge of workplace skills and receive on-the-job experience. The intention is to select an internship experience that is similar to the student's chosen career cluster/pathway.

### **C.I.T.Y helps students:**

- Gain hands-on experience at a local business.
- Establish a connection between education and work.
- Develop an understanding of the workplace under the guidance of an adult mentor.
- Explore different career paths including opportunities in our local community.
- Develop workplace responsibility.
- Establish professional contacts for future employment and mentoring.
- Establish positive work habits and attitudes.
- Learn technical skills that will be invaluable for future jobs.
- Understand what education opportunities are available that will lead to a career in their chosen career pathway.

### **C.I.T.Y helps employers:**

- Gain access to an expanded pool of qualified applicants.
- Invest early to get hard-to-find people "trained your way".
- See future employees in action before hiring them, and hire those who fit your company culture and expectations.
- Introduce students to their business and careers available within their company.
- Communicate to students how important it is to learn well: how to read, write, speak, listen, calculate, and think when it comes to workplace success.
- Be seen as an active and caring part of the community by providing a student that needs mentoring an opportunity.
- Generate positive publicity and public relations for their company.
- Help students make better informed educational and career choices.
- Build morale among employees by giving them something positive in which to participate.
- Develop new projects with student assistance.

## C.I.T.Y Criteria for a Quality Program

### **Students**

1. Students are selected for the Youth Internship program based on an application process that includes: a written application, panel interview, and business partner interview.
2. Student worksite placement/internship experience will be based as close as possible to the student's career interest.
4. Students must be at least 16 years of age and in their junior year of high school during the 2014-2015 school term.
5. Students must be available during the 6-week summer program term
6. Students must attend a job readiness and life skills training course each Friday during the six-week internship at CLU.
7. Students must follow guidelines provided to them by business partner and C.I.T.Y. program.
8. Students must complete all internship and class training successfully to receive certificate.
9. Students must provide feedback through evaluation process.

### **Worksite Experience**

1. A job description must be prepared, outlining job duties and student learning competencies and agreed to by all parties.
2. Student "time on the job" should be a minimum of fifteen hours a week during the six-week program with Fridays off to attend life skills course at California Lutheran University.
4. Internship should include a workplace mentor that can meet with student a minimum of once a week to discuss on the job "lessons learned."
4. Students will work as trainees and adhere to the duties specified in the training agreement and job description.
6. The Youth Internship may be a paid or unpaid experience at the discretion of the worksite as agreed to in advance. Offering paid internships widens the student base that can be served.

### **Classroom/School Experience**

1. Resume/interview skills course will be offered prior to application process by Conejo Youth Employment Services.
2. Students selected for the program will receive basic employability skills before the on-the-job experience at California Lutheran University.
3. Classroom life skills learning will be provided weekly during the internship period at California Lutheran University.

## C.I.T.Y Program Goals

**The C.I.T.Y program incorporates the Mission Statements of all partners.**

- Extraordinary service to the citizens we serve is our purpose and product (City of Thousand Oaks)
- Educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice (California Lutheran University)
- Enhance the profitability of businesses in the cities of Thousand Oaks, Westlake Village and Agoura Hills through leadership, political action and dynamic programs to promote economic vitality for our members and community (Greater Conejo Valley Chamber of Commerce)
- To provide a quality education in an environment where every child matters (Conejo Valley Unified School District)

In consideration of our student population, our vision is to serve all community students through four substantial goals:

**Goal:** Offer hands-on experience in career and technical programs.

**Goal:** Offer career exploration for students preparing for post-secondary education.

**Goal:** Prepare students for a career by developing employability skills through skill building courses and work experience.

**Goal:** Prepare local youth to be partners in successful community growth by connecting them with local business opportunities for their future

## C.I.T.Y. Performance Measures/Program Evaluation

How will we know the program is working?

The number of business partners, student applicants, students with successful completions, and the business partner and student evaluation forms, will provide measurable performance indicators.

Students and businesses will also be asked to provide updates a year after graduating from the program to establish long term impact.

# ROLES AND RESPONSIBILITIES

## Principal Partners (CTO, CLU, GCVCC, CVUSD, CYES)

With the help of internship coordinator, partners are responsible for establishing and implementing the youth internship program. The partners should:

- Communicate the goals and expectations of the youth internship program to the community.
- Provide resources to support the program.
- Oversee communication of information to businesses and agencies.
- Conduct business and student interviews and select eligible participants.
- Develop and conduct interview skills class
- Develop curriculum and conduct life skills learning
- Host informational and graduation programs

## Internship Coordinator

The internship coordinator is the City of Thousand Oaks Community Services staff coordinator and serves as the central information resource for all questions concerning youth internships. The coordinator is responsible for:

- Preparing business and student informational packets.
- Development of program timeline and managing scheduling.
- Informing program participants of roles and responsibilities.
- Coordinate review of applications and interviews.
- Helping with Internship implementation elements, such as setting goals, contacting employers, obtaining training agreements, etc.
- Overseeing communication of information to parents and arrangements for parental involvement if applicable.
- Compiling and evaluating program reviews.
- Addressing questions and, if necessary, mediating problems and issues among the participants in the experience.

## Worksite Supervisor

Student interns are supervised by a staff person employed by the worksite. Typically, the worksite supervisor will have experience and expertise in the area in which the student is interning. Worksite supervisors should:

- Interview student interns.
- Determine qualifications for the position.
- Provide the student with realistic, challenging assignments that facilitate learning (e.g., students should not be conducting work of a clerical nature unless the internship experience is administrative in nature).
- Be certified in a related career/technical field.
- Help the student learn about the business “culture” and adjust to the workplace.
- Inform the student about the business regulations regarding confidentiality and public access to information.



- Serve as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession. The worksite supervisor should have sufficient experience in the field to draw from and share that experience with the student intern.
- Meet with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern's work. A worksite supervisor may also help by recommending ways to enhance the intern's learning.
- Submit a final evaluation of the Internship experience, describing achievements and providing suggestions for improvement.
- Participate in graduation ceremony to provide student a certificate for completion of the Internship.

## Parents

Parental support is a key factor in students' success. Parents can help their student by:

- Supporting him/her in developing, implementing, and reviewing their education and career plans.
- Helping him/her identify their strengths, learning style, interests, talents, skills, and needs.
- Being supportive of their goals, pointing out strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.
- Be willing to sign a liability form relating to participation in C.I.T.Y.

## Students

Student interns are responsible for:

- Selecting an internship worksite appropriate with career goals.
- Developing, with the assistance of the Worksite Supervisor, a Training Agreement outlining expectations, responsibilities, and a work schedule (including timelines and expected completion dates), having it signed by all parties and submitting to program coordinator.
- Working the required number of hours.
- Learning about and acting in a manner consistent with the business "culture" and its commitment to a high level of service to the public.
- Learning about and adhering to business regulations regarding confidentiality and public access to information.
- Maintaining high standards of professionalism while at the Internship site.
- Seeking out supervision and assistance at the worksite as needed.
- Completing the academically-related tasks required to participate in program (such as attending classes and completing assignments such as preparing a journal, doing supplementary research, and/or a paper).
- Submitting a post-internship evaluation form at the conclusion of the course.
- Attending graduation ceremony Fall 2017



# PROGRAM ENROLLMENT

## C.I.T.Y. Enrollment Steps

There are several steps involved in enrolling businesses and students into the program.

The **Business Partner Program Commitment Form** is an agreement between Principal Partners and Business partner that the business will provide a meaningful internship with skill development for one or more students during the specific internship period.

Once all business partner commitment forms are received and approved, Program Coordinator will begin student recruitment.

The **Student Program Application Form** is an agreement between the student and the principal partners to participate in the Youth Internship Program. It must be submitted by posted deadline date. Please do not apply if you cannot complete the six weeks and attend all 5 CLU classes between June 19 and July 28, 2017

Once the student application has been approved, school career counselors and Conejo Youth Employment services will select which students to send for interviews with perspective employers. Staff will forward selected applications to the perspective employers who will contact students for an interview.

If hired, businesses will notify the student and agree on a schedule. The business will also notify C.I.T.Y. Internship staff of which students were accepted into the program so that we can schedule them in the class at CLU.

## C.I.T.Y. Learning Component

Conejo Youth Employment Services will offer job application and interview practice for interested participants. Call (805) 496-6868 or [cyes1422@gmail.com](mailto:cyes1422@gmail.com) for more information and/or appointment.

California Lutheran University will provide a life skills course on four Fridays during the internship period. Curriculum will be provided to selected students.

Students, please check with your school counselors to see how you can be eligible for credit for completing this program.

# PROGRAM PROCESS

Upon Completion of all applications and agreements, Students will begin the 2017 internship at the “workplace” for a six-week period of time beginning on Monday June 19, 2017 and finishing on July 28, 2017. It is important that the work schedule coincide with the learning component. If you cannot work during those six weeks and attend the classes at CLU on Fridays from 10-12, please do not apply.

Students will also attend life skills course at California Lutheran University four Fridays during the six-week internship. Students will complete all projects as assigned by course instructors.

Students and workplace mentors will meet once a week prior to Friday class to discuss learning experiences, which could include: progress, challenges, improvements, business culture, general observations, other career opportunities in that business environment, and educational or training requirements if any. Mentors will also be available to guide students in class assigned projects if applicable.

Students and mentors will have program coordinator contact information to keep in touch or reach out to for any reason during the program.

Upon completion of program, students and mentors will complete evaluation forms and those who complete the program will be invited to a “graduation” event to acknowledge participation in the program.

# PROGRAM EVALUATION

Evaluation is the key to the success of any program. Evaluations will include:

- A survey of students who completed the program to determine the benefits they received
- A parent survey, when applicable.
- A worksite survey to gather information about the successes of the program and the suggestions for improvement.
- An annual student and worksite survey, when obtainable, to evaluate future benefits to both parties.

Data will be evaluated and shared with principal partners, business partners, students, and the community.

## FREQUENTLY ASKED QUESTIONS ABOUT INTERNSHIPS

### What Is an Internship?

Youth Internships place qualified students as interns in community businesses, non-profit organizations and government agencies to gain valuable on-the-job experience. Students spend class time learning aspects of community businesses and life skills to assist them in employability. Youth Internships can also be a way to help students understand the relevance of academics in relation to skills needed in the workplace.

### What Are the Benefits of Doing an Internship?

An internship can have many benefits, such as:

- Application of classroom learning to the workplace.
- Exploration of career options.
- A chance to “reality test” – try out one’s interests, values, and abilities in a work setting.
- Development and enhancement of professional skills.
- An increase of one’s self-confidence as a student and worker.
- An opportunity to practice job search skills and expand one’s network of professional contacts.
- Relevant work experience to add to one’s resume to demonstrate interest and commitment to a field.
- A chance to earn money to help pay for educational expenses.
- An opportunity for leadership and/or character development.

### When Is the Best Time to Begin Planning an Internship?

Students should begin planning their internship as soon as possible, but no later than the beginning of the semester preceding the semester in which one plans to do the internship. For example, students planning an internship for summer, should begin planning no later than early spring semester of that academic year.

### Are Internships Paid?

Some internships are paid; however, the majority are not paid. The amount and form of payment is usually established by the Internship site. Compensation for work undertaken as an intern can take a variety of forms. An intern may be paid a wage, be reimbursed for mileage and/or other expenses incurred as part of the internship experience or receive a stipend. Organizations not able to directly compensate an intern may offer indirect compensation in the form of discounts on services or products or the opportunity to participate in in-service and/or training workshops usually provided for employees.

## 2017 Important Dates

Friday, February 3	Business Commitments Due
Tuesday, February 28	"Internship Fair" Student applications available online
Monday, April 3	Student Applications Due
Monday, April 17	Businesses Receive Intern Applications
April 17 – May 1	Businesses interview applicants
Monday, May 15	Businesses notify Interns and C.I.T.Y. staff liaison of selections
Monday June 19 through Thursday July 28	Workplace internship – applicants must be able to work this entire 6 week period of time
Fridays June 23, 30; July 7, 14, 21	CLU class (Subject to Change) - applicants must be able to attend all 5 classes
August (date TBD), 2017	Graduation ceremony for businesses and interns