

# Seattle Youth Employment Program

## Supervisor Handbook

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**SEATTLE  
YOUTH**  
EMPLOYMENT PROGRAM

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*"One of the most satisfying things for me was the connections I made. The people I worked with were just kind and understanding, and that really made a difference...I picked up some skills in communication, problem-solving, and time management that I know will be useful no matter where I end up."*

**- an SYEP Intern**

# Welcome to the Seattle Youth Employment Program

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## Introduction

Thank you for supporting the Seattle Youth Employment Program (SYEP)! As part of this program, you are responsible for supporting a young person in one of their very first work experiences and learning from them as well!

This handbook will provide you with tools, resources, and tips to aid you to create a transformational internship experience for you and your youth intern(s).

## Why do we need youth employment programs?

The Seattle Youth Employment Program (SYEP) was founded over fifty years ago as a means to support and develop youth/young adult talent in the local community to pursue meaningful careers. Our mission is to empower and motivate young people to achieve academic, career and personal success through transformative learning experiences.

SYEP aims to support youth in communities and neighborhoods that experience racial, social, and economic disparities. The goal of the program is to open doors for career opportunities that historically have had barriers to entry and give youth from low-income backgrounds opportunities to experience careers that interest them. In the 2023 intern cohort survey, 109 interns reported that the most meaningful part of their internship was building relationships (33%) and learning career-specific skills (67%). Here are some quotes from youth at the end of the program:

*"The most satisfying was building my networking skills and my communication skills. I got a feel for the office life and working with teammates."*

*"I feel like the most satisfying part of this internship was the work environment. Every time I walked into the office I was greeted by people and made to feel as if I was a part of the team."*

## How SYEP Serves Youth and Young Adults

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The Seattle Youth Employment Program (SYEP) administers workforce training programs that prepare youth for success in the workforce. We serve youth and young adults, aged sixteen to twenty-four, from income qualifying Seattle area households who face barriers to employment, including those caused by racial, social, and economic disparities. We address these disparities by training participants for each point of the employment process, by sharing information that helps them understand and navigate racial and social forces that could prevent achievement, and by providing support that helps break through economic impediments into desired career pathways.

SYEP offers two options for youth to receive assistance planning for and obtaining the skills and experience necessary for their future careers. Our Learn and Earn Program provides pre-employment training, such as resume and cover letter writing, interview skills, and industry specific education. We also offer on-the-job training in the form of internships. Here, we'll focus on the latter.

The Internship Program is a six to eight week work training program that pairs participants with employers across Seattle and the surrounding area. We provide the opportunity to gain experience in their field of interest, preparing them for the workforce now, and situating them to obtain both gainful and fulfilling employment in the future. Youth learn the skills necessary to thrive in their internships, the workforce, and throughout their lives.

Internships are offered in a variety of fields including IT, healthcare, transportation, early childhood education and more. We expand sectors based on youth interest and workforce needs. As a worksite supervisor/mentor, you contribute to creating a skilled workforce (and a trained employee, should you choose to hire the youth at the end of the internship).

Worksite supervisors/mentors also train youth in the specifics of their internship position, teach them about the industry, as well as coach them in general workforce skills. You'll keep track of hours, complete evaluations, and collaborate with Youth Development Counselors (YDCs) to ensure that youth have a meaningful and successful experience. (See more on supervisor responsibilities on page 9).

# How to Create a Successful Internship Experience

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## Scaffolding Projects for Your Intern

Sometimes large complex projects can be difficult for interns to break down into smaller pieces. There are many ways you can support your intern in scaffolding the projects they are working on with you. Here are some options you may want to use:

- |                                   |  |
|-----------------------------------|--|
| <b>Goal Setting</b>               | You may want to work with your intern on setting short-term goals within the internship and monitor progress together. Many youth, and people in general, are more motivated to work on projects when they know the purpose and intended outcome. This strategy can help encourage your intern throughout their internship.* |
| <b>Daily or Weekly Checklists</b> | Many youth are used to working with checklists and may be one way you can ensure your intern has work to complete through the week. Both digital checklists (e.g. Trello) or paper checklists may be helpful for your intern.  |
| <b>Backwards Calendaring**</b>    | Starting with the end of the internship and calendaring backwards can support youth in staying on task each day. You can do this together or ask the intern to do this before you check-in with them.  |
| <b>Setting Mini-Deadlines</b>     | Setting deadlines within the project for youth to accomplish can support them in narrowing down their focus throughout the week.   |
| <b>Regular Check-ins</b>          | Brief check-ins give the intern an opportunity to ask questions throughout the day/week. These can be informal but shows the intern that you care and are there to support them when you are able.   |

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\* An optional One-on-One Meeting Template is in the appendix of this handbook

\*\* A calendar is in the appendix of this handbook

# How to Create a Successful Internship Experience

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## Providing Feedback for Your Intern

Our Youth Development Counselors and staff will work with your intern to provide feedback, although you will have more knowledge about their day-to-day progress. The way you give feedback for youth may be different than how you normally give feedback to seasoned, full time employees. Here are some sentence starters that may be helpful:

- I see that...which makes me think/feel...
- I wonder if you want to...
- I wonder what this would look like if you...

Specific praise is always important and especially for youth who are in the early stages of their career journey. You may want to praise youth on the 21st Century Skills to support their development. Praise around the following concepts may be most beneficial for your intern:

- Leadership
- Critical Thinking
- Collaboration
- Communication
- Time Management
- Creativity
- Use of Technology
- Responsibility/Follow Through

A self-assessment of some of these skills is provided as an optional resource in the appendix of this handbook.

# How to Create a Successful Internship Experience

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## Responding to Unexpected Behavior

SYEP expects Interns to use sound judgment and adhere to program policies as well as the policies at their internship site.

At SYEP, we expect interns to:

- Communicate when late or unable to work (at any time)
- Adhere to safety and workplace regulations
- Collaborate with others to problem-solve issues

Please notify us if there is a problem and we will respond by:

- Having a restorative conversation with the intern and any harmed parties
- Create a plan for growth with the intern and site supervisor

The key to responding to some of the issues you may encounter is having an asset-based mindset. Many times we interpret youths' behavior the same as adults' although it can often mean different things.

Unexpected Behavior	This behavior <u>might</u> mean the intern...	You may want to...
<i>My Intern is late often</i>	<ul style="list-style-type: none"><li>• Does not have reliable transportation</li><li>• Thinks that there is not a set time to be there</li><li>• Did not sleep well last night</li><li>• Does not feel that their work is important to you or the organization</li></ul>	It is important that you speak to your intern about their tardiness as soon as possible to prevent them from continuing that behavior. Give them space and welcome them to explain their tardiness and respond with care and solutions-oriented mindset.

# How to Create a Successful Internship Experience

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Unexpected Behavior	This behavior <u>might</u> mean the intern...	You may want to...
<i>My intern is on their phone</i>	<ul style="list-style-type: none"> <li>• Is unsure of what to do next but is hesitant to ask you</li> <li>• Is dealing with an emergency outside of work</li> </ul>	<p>You may want to encourage your intern to share by just checking in on them and asking how they are doing. This may lead them to give you more insight into why they are behaving in this way. As you continue to build a trusting relationship with your intern, you may not need to prompt them anymore.</p>
<i>My intern seems to be roaming around the office</i>	<ul style="list-style-type: none"> <li>• Is unsure of what to do next but is hesitant to ask you</li> <li>• Needs more projects that involve elements of movement or tactile components</li> </ul>	<p>Same as above.</p>

*"Working with a multitude of departments helped provide a wider perspective when it comes to the construction of buildings. This comes from both a mechanical and electrical perspective. There were certain processes that I had never thought of (though in retrospect, they do make sense)."*

- an SYEP Intern

# Roles and Responsibilities

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After employers and worksites have registered as a host site through SYEP and attended an SYEP supervisor training, they will begin working directly with an assigned Youth Development Counselor (YDC) or other staff member from SYEP.

The following section clarifies the roles of each partner:

## Employers and Site Supervisors

The Site Supervisors are staff members at the worksite, responsible for day-to-day supervision of the Intern(s). There should be at least one primary supervisor and one backup supervisor. They will manage the Intern onboarding, hold regular check-in meetings with the Intern(s), support Intern(s) with work-based learning activities, provide educational coaching, create skill-level appropriate projects and tasks, and be available to answer questions from Intern(s). The Site Supervisor should maintain communication with their YDC/SYEP staff-member and is responsible for contacting the YDC if there are any workplace issues with your Intern (s).

Additionally, your Intern will look to you as a mentor who will assist them in their transition to the work environment. We suggest that you meet with your Interns regularly and communicate about their performance and the support you can provide. During this time, you have an opportunity to guide, advise, and reinforce positive attitudes and performance.

## SYEP Staff and Youth Development Counselors (YDC)

Youth Development Counselors are an important resource for worksite organizations and Interns. They have relationships with Interns and are the go-to contact for any questions or concerns worksites have regarding Intern(s), Intern/supervisor coaching, strategies for addressing accountability, tools for providing feedback to young people, general program logistics, and Intern/supervisor mediation. YDC also provide Interns with access to public transportation, access to worksite attire, and additional tools/support as needed. If a worksite supervisor needs help with any of these items for their youth, they should contact the YDC.

## Assessments / Evaluations

Interns will be completing a pre-survey before their internship and a post-survey at the end of their internship to self-evaluate their experiences and skill growth. We encourage carving out some space on the last few days of their internship for them to complete it.

## Timesheets

Timesheets are due on the last day of the pay period. There is a schedule with the specific dates at the end of this manual in the [Key Dates & Deadlines](#) section.

# Accountability Process: Step by Step

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If there are any worksite issues or situations negatively impacting the internship on the part of the intern, a Youth Development Counselor, Site Supervisor, and additional staff may decide what action to take based on the situation, severity, and frequency of the issue. Please note that we hold the intern accountable while also providing support at every step of the process. In [Appendix F](#) of this handbook, there is a formal policy for how we triage when appropriate for the situation.

## Step 1. Problem Solving

Site Supervisor	SYEP Staff/YDC	Intern
<p>Review with the Intern what happened, why their actions may cause harm, and how the actions can be improved.</p> <p>Notify your Youth Development Counselor the same day that the conversation takes place.</p>	<p>Listen to concerns explained by the supervisor and make suggestions, if necessary.</p> <p>Connect with the intern to confirm intern’s understanding and agreement to the plan.</p> <p>Provide support that was agreed upon (e.g. bus pass).</p> <p>Follow up with supervisor to share any new information and/or support provided.</p>	<p>Meet with the supervisor and YDC to discuss the problem and possible solutions. This is an opportunity to share what led to the problem and to address any needs to prevent future reoccurrences.</p>

## Step 2. Problem-Solving Plan Follow-Up

Site Supervisor	SYEP Staff/YDC	Intern
<p>If the issue reoccurs, use the Problem-Solving to meet with the intern and document in Appendix C to document needed supports, goals and next steps.</p> <p>Notify the YDC the same day that the conversation takes place and sent them a photo of the Problem-Solving Plan.</p>	<p>Connect with the supervisor and intern to confirm any changes to the agreement.</p> <p>Provide any necessary assistance.</p> <p>Email the plan to the intern and supervisor for their records. Explain that this is a serious step and remind them that the next step is the plan for growth.</p>	<p>Connect with the supervisor and YDC to find a solution to the problem.</p> <p>Understand that while this step is serious, the supervisor and YDC will continue to provide support for a successful summer.</p>

# Accountability Process: Step by Step

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## Step 3. Plan for Growth

Site Supervisor	SYEP Staff/YDC	Intern
Notify the YDC before creating the plan.	Participate in the plan for growth with the intern and supervisor.	Participate in creating a plan for growth the supervisor and YDC.
Create a plan for growth with the intern and YDC. This is the next step towards fostering improvement so that the intern can continue to learn and grow.	Offer suggestions when requested or when necessary.  Ensure that the plan is emailed to the intern and the supervisor.	Work towards improvement in the specified areas.

## Step 4. Pause of Internship or Early Release (case by case)

Site Supervisor	SYEP Staff/YDC	Intern
<p>If the plan for growth has not yielded positive results, contact the YDC to discuss next steps.</p> <p>If the internship is paused, have another conversation with the intern to seek improvement. If the problem continues, contact the YDC to discuss early release for the intern. Please note that it is necessary to contact the YDC. The YDC will deliver the message of early release to the intern.</p>	<p>Based on areas of growth, determine whether YDC time and a pause of internship (no longer than 3 days) or early release from the program is the best course of action.</p> <p><i>For Pause Internship and YDC Time:</i> Meet with the intern and explain that this is the final opportunity for them to improve the areas outlined in Plan for Growth. Pause internship 1-3 days so they can decide how they will make the necessary changes.</p> <p>Inform supervisor of conversation and length of pause.</p> <p><i>For Early Release:</i> Communicate the decision with the supervisor and the intern, including by email for their records.</p>	<p>In case of pause internship, return to work after designated time and continue to work on plan for growth.</p> <p>In case of early release return any equipment loaned by program to YDC.</p>

# Accountability Process: Step by Step

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## Sending Interns Home

If an intern arrives to work under the influence of drugs and/or alcohol, or if they have drug paraphernalia, supervisors are requested to send the intern home and contact the YDC. The YDC will connect with the Intern to determine whether services are needed. The YDC will follow up with the supervisor to determine when or if the intern can return to the worksite. If the intern returns, a second occurrence could lead to immediate early release.

## Immediate Early Release

There are some situations that could lead directly to early release from the internship. If interns are participating in vandalism, racial or sexual harassment, carrying a weapon, being physically violent, or participating in any other unsafe behaviors (against themselves or others) send the intern home and contact the YDC. Supervisors are asked to call authorities when the law has been broken and to call the YDC immediately afterwards. The YDC will speak with the intern and the supervisor to determine whether early release is warranted and will notify the intern and supervisor verbally and via email.

# Legal & Safety Information

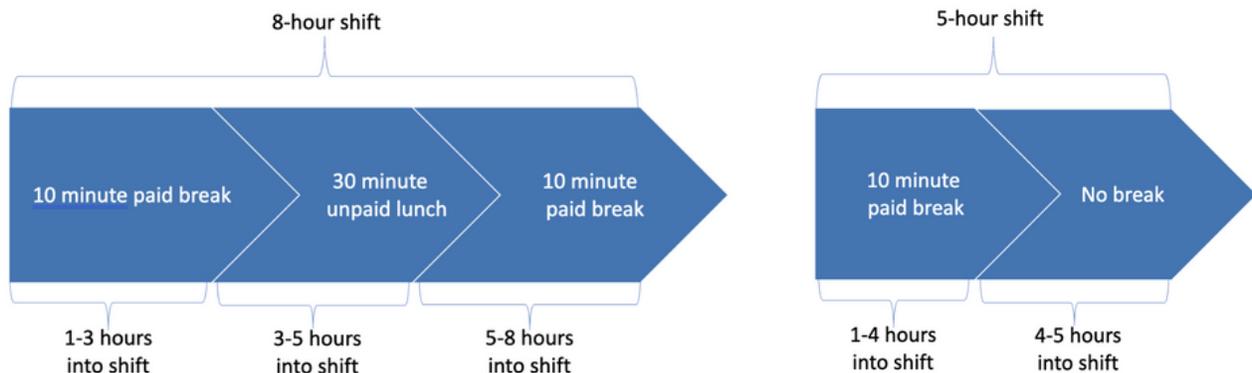
## Work Regulations for Minors (Participants under 18)

Washington State's Minor Work Permit Regulations describe what Interns under age 18 can and cannot do while working. The regulations state how many hours youth can work during the school year and over the summer. Regulations limit interns under the age of 18 from working with certain machinery and hazardous substances. Internship sites must post copies of the Washington State Minor Work Permit regulations. Your organization is responsible for understanding and following all laws set forth by City, State, and Federal government. More information can be found on [L&I's website](#).

**NOTE:** All private and non-profit worksites need to have a valid Minor Work Permit and completed Parent Authorization Form on file before an Intern begins their internship.

## Breaks/Lunch

Interns have the right to a paid 10-minute rest break for each four hours worked, no later than the end of the third hour of the shift. In some circumstances, you may schedule “mini” breaks, such as two five-minute rest breaks. These “mini” rest breaks must total at least 10 minutes over a 4-hour period. Interns are entitled to a 30-minute unpaid meal period if working more than five hours in a day. If they must remain on duty or work during their meal period, they must be 18 or over and be paid for the 30 minutes. Interns ages 16-17 cannot waive their meal or rest break requirement.



## Workplace Discrimination & Harassment

All interns receive information about Workplace Discrimination and Harassment during their orientation. If a situation arises with your Intern, please contact your Youth Development Counselor immediately.



# Legal & Safety Information

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## Accident/Injury

Interns must report any injuries no matter how small or minor to their supervisor. Cuts, falls, and bruises are examples of injuries that may not seem like a big deal at the time, but can become worse as time passes. Site Supervisors should assist with acquiring needed supplies or call for medical attention. Youth Development Counselors must also be contacted immediately to provide additional support and connect with emergency contacts, if treatment is needed. A Youth Development Counselor, guardian, or Site Supervisor should be present at the medical facility as support. Contact your Youth Development Counselor for additional information or clarification regarding workplace accidents or injuries.

**In case of a life-threatening emergency, call 911.**

## Grievance Procedures

In line with Title VII of the Civil Rights Act (SEC. 2000e-2, Section 703 [b]) "It shall be unlawful employment practice for an employment agency to fail or refuse to refer for employment, or otherwise to discriminate against, any individual because of his/her race, color, religion, sex, or national origin, or to classify or refer for employment any individual on the basis of his/her race, color, religion, sex, or national origin." If you feel your rights have been violated, are dissatisfied or have any complaints with the program the following steps are to be taken for resolution:

- Talk to your assigned YDC
- If not resolved, connect with a SYEP Sr. Youth Development Counselor (contact information found on page 16)
- If not resolved, connect with the SYEP Director (contact information found on page 16)
- If the above procedures fail to address your concerns, proceed with the City of Seattle's grievance system and/or seek legal counsel

## Equal Employment Opportunity / Affirmative Action

The City of Seattle is an Equal Opportunity and Affirmative Action employer committed to creating an inclusive environment for all employees free of discrimination and harassment. The City of Seattle will not tolerate any form of discrimination or harassment based on a person's race, color, religion, creed, sex, sexual orientation, gender identity, national origin, ancestry, age, genetic information, disability, marital status, veteran or military status, or political ideology. Our goal is to be an inclusive workforce that is representative, at all job levels, of the citizens we serve.

# Legal & Safety Information

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## Workplace Accommodations

It is the policy of the City of Seattle to comply with all applicable Federal, state, and local disability related laws and laws prohibiting employment discrimination. The City of Seattle is dedicated to reasonably accommodating a qualified applicant or employee with a disability. No qualified individual with a disability shall be excluded from participating in, or benefiting from, services, programs, activities, or employment on the basis of such disability.

All City employees, temporary or regular, applicants, and candidates, with physical or mental conditions that substantially limits one or more major life activities or have a record of such a substantially limiting condition have a right to request a reasonable accommodation.

## Reasonable Accommodations

A reasonable accommodation is any reasonable change or adjustment to a job or work environment that does not create an undue hardship and permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities.

No specific form of accommodation is guaranteed for all employees with a particular disability. Rather, an effective, reasonable accommodation must be tailored to match the individual needs of the employee. Depending on the needs of the employee as outlined by their medical provider, the accommodation may be implemented temporarily or permanently.

The following provides a non-exhaustive list of the types of accommodations that may be reasonable, depending on the department's and the employee's needs:

- Provision of assistive devices and equipment (e.g., magnifying computer monitor screens, ergonomic furniture, enlarged type);
- Modification to existing facilities to make them accessible;
- Modification to work schedules or place of work;
- Job restructuring within the current classification, including redistributing marginal functions, or altering how or when an essential function is performed;
- Under certain circumstances, reassignment to a lateral or lower-level vacant position for which the employee is qualified and which they can perform, with or without reasonable accommodation;
- Clarification or modification of training materials or policies; and
- Provision of qualified readers or interpreters

For assistance making an accommodation or for more information contact your YDC.

# SYEP Staff Contact Information

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<b>Elijah Warren</b>	Senior Supervisor	Elijah.Warren@seattle.gov	206-580-5479
<b>Tara Vallimont</b>	Sr. Youth Development Counselor	Tara.Vallimont@seattle.gov	206-635-1498
<b>Madison Stehle</b>	Sr. Youth Development Counselor	Madison.Stehle@seattle.gov	206-531-4222
<b>Sarah Robertson</b>	Content and Curriculum Specialist	Sarah.Robertson@seattle.gov	206-806-1891
<b>Kamal De Campos</b>	Job Developer	Kamal.DeCampos@seattle.gov	206-580-7796
<b>Cindy Luong</b>	Human Services Coordinator	Cindy.Luong@seattle.gov	206-549-5101
<b>Thuy Dang</b>	Youth Development Counselor	Marie.Dang@seattle.gov	206-308-7670
<b>Jhileah Jackson</b>	Youth Development Counselor	Jhileah.Jackson@seattle.gov	206-915-5214
<b>Tamika Williams</b>	Youth Development Counselor	Tamika.Williams@seattle.gov	206-735-0603
<b>Lupe Wilson</b>	Youth Development Counselor	Lupe.Wilson@seattle.gov	206-482-3963

# Appendix A: 1:1 Meeting Template

This is an optional template you can use for your 1:1 meeting with your SYEP interns.

Name:	
Date:	
To be completed by SYEP Intern before meeting with the supervisor:	
What do you think is going well in your internship?	
What is an area of growth you are working on?	
How can I (intern supervisor) support you?	
To be completed by intern's supervisor:	
What do you think is my (intern's) biggest strength?	
What is one strategy you would recommend related to my area of growth? Or, what is one other area of growth you think I should work on?	
What are upcoming opportunities (e.g. networking, job shadows, informational interviews, etc.) I can be involved in?	
Intern Next Steps:	
Supervisor Next Steps:	

# Appendix B: Skills Assessment

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This is a skills assessment you can give your intern to learn more about their skills and what they would like to work on further.

**Communication Skills:** Think about all the ways you communicate in discussions, through your writing, or through your imagery. How well are you able to express ideas and thoughts using oral, written, visual and non-verbal communication skills?

- I want to develop this skill
- I am continuing to grow this skill
- I am confident using this skill

**Teamwork and Interpersonal Skills:** Think about all the times you have worked with a group to achieve a common goal. How well are you able to work with others on a team while managing conflicts?

- I want to develop this skill
- I am continuing to grow this skill
- I am confident using this skill

**Creativity and Problem-Solving:** Think about all the times you have used your critical thinking skills to make a decision. How well are you able to analyze issues to solve problems?

- I want to develop this skill
- I am continuing to grow this skill
- I am confident using this skill

**Time Management:** Think about all the times you had multiple projects going on at once. How well are you able to prioritize and manage your work while maintaining quality results?

- I want to develop this skill
- I am continuing to grow this skill
- I am confident using this skill

**Global Perspective:** Think about all the times you interact with people with identities similar and different from your own. How well are you able to appreciate, value, and learn from other cultures and perspectives?

- I want to develop this skill
- I am continuing to grow this skill
- I am confident using this skill

# Appendix B: Skills Assessment

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**Self-Care:** Think about the times you needed to self-calm and take care of yourself when things were tough. How well are you able to use self-care strategies?

- I want to develop this skill
- I am continuing to grow this skill
- I am confident using this skill

**Growth Mindset:** Think about the times when you hit an obstacle or set back. How well are you able to gain perspective and persevere by having a growth mindset?

- I want to develop this skill
- I am continuing to grow this skill
- I am confident using this skill

# Appendix C: Plan for Growth Template

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Growth Area	Outcome	Action	Support	Success Criteria	Accountability
What is the skill that needs to grow?	What does the desired skill look or sound like?	What needs to be done in order to obtain the outcome?	How can others help you obtain this outcome?	How will you know you are successful in reaching your outcome? (S.M.A.R.T. goal)	How will you hold yourself accountable?

Intern Signature \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Youth Development Counselor Signature (if applicable): \_\_\_\_\_

# Appendix D: Sample Calendar

For example: working at Woodland Park Zoo for 4 hours a day as a Public Relations Intern:

Monday	Tuesday	Wednesday	Thursday	Friday
7/8 Internship Begins!	7/9 Training continued...	7/10 Begin working on draft project proposal	7/11 Continue working on draft project proposal	7/12 Project Proposal due
7/15 Research day; Meet with my YDC	7/16 Begin to write article	7/17 Writing day	7/18 Final research and editing	7/19 Malayan Tiger article draft due
7/22 Continue making edits; Meet with my YDC	7/23 Continue making edits; Photograph tigers	7/24 Photographs of tigers due	7/25 All edits due	7/26 Final Malayan Tiger article due
7/29 Begin working on Bat press release; Meet with my YDC	7/30 Continue working on press release	7/31 Butterfly rescue event	8/1 Finish interviews and photographs	8/2 Draft of Bat Events press release due
8/5 Continue edits; Meet with my YDC	8/6 Make final adjustments	8/7 Final of Press Release due	8/8 Zoo Doo outline	8/9 Intern Capstone Celebration
8/12 Interviews and photos	8/13 Zoo Doo press release due	8/14 Western Pond Turtle event	8/15 Last Day of Internship	8/16

# Appendix E: Checklist

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## Before the Internship Begins

- Meet your SYEP Counselor or assigned staff member
- Ensure legal and safety requirements for the internship are met
- All private and non-profit worksites will need have a valid Minor Work Permit and completed Parent Authorization Form on file before their Intern begins their internship
- Identify a workspace for the Intern and ensure necessary tools are present
  - Desk & chair
  - Computer with necessary software, login
  - Email account
  - Telephone and voice mail
  - Necessary office supplies
  - Badge if needed
- Clearly identify roles and outcomes for:
  - Worksite Coordinator
  - Supervisor/Mentor
  - Back-Up Supervisor/Mentor
  - Intern

## During the Internship

- Conduct an orientation for Intern
  - Explain the mission of the organization
  - Provide overview of organizational structure and culture
  - Outline organizational rules, policies, and expectations
  - Tour work facility
- Review the internship job description, work-plan, work-schedule with the Intern and ensure they fully understand the expectations and responsibilities including:
  - The Intern's role in the organization
  - Review expectations - both yours and the Intern's
  - Projects that will be assigned to them
  - Reporting relationships
  - Resources that are available to the Intern
  - Necessary training and how it will be delivered Information on dealing with clients/customers
  - Include your Intern in team and staff meetings and events as appropriate

# Appendix E: Checklist

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- Provide ongoing check-in meetings, support, communications and feedback with the Intern
- Clarify your role as a supervisor in working with the Intern in addition to expectations you both have for working together
- Provide guidance so the intern can learn from the experience
- Provide ongoing learning, development, and training opportunities
- Schedule site-visit with SYEP Counselor
- Approve total hours worked with Youth Development Counselor every 2 weeks

## First Day Orientation Planning Checklist

- Explain the Mission of the Organization
  - What is the history of the organization?
  - What is unique about your product or service?
  - Who benefits/utilizes your product or service?
  - What are the organization's current objectives?
  - How will the Intern contribute to those objectives?
- Explain the Organizational Structure
  - What does the organization chart look like?
  - Who, specifically, is the Intern's supervisor?
  - What is the Intern's department responsible for?
  - How are decisions made?
- Explain the Culture of the Organization
  - Is there a type of language, acronyms or other jargon used?
  - Are there unwritten organizational practices, rituals, roles, customs?
  - What are the organizations practices for communicating with one another?
  - Are there expected behaviors, values, thoughts?
  - How does your organization celebrate success, birthdays, recognition?
  - Are these practices inclusive or transferable to young people?
- Outline Organizational Rules, Policies, Decorum and Expectations
  - What are the specific work standards and procedures?
  - What access to the supervisor (days, times, duration, etc.) does the Intern have?
  - How do the computer, mail, and telephone systems work?
  - What safety regulations are there?
  - Does everyone know the youth safety laws?

# Appendix E: Checklist

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- What forms or reports need to be completed and when?
- Are there security or confidentiality issues that the Intern should be aware of?
- What is acceptable regarding work dress and appearance?
- How do individuals communicate absences or being late?
- How are individuals held accountable?
- Outline Logistical Information
  - What is the Intern's work schedule (dates/times)?
  - What is the process for reporting time worked? When should they be reported?
  - How do the computer, mail, and telephone systems work?
  - Where is the lunchroom/breakroom/cafeteria? The restrooms?
  - Does your Intern need any accommodations for accessibility?
  - Where should an Intern go for personal reasons (prayer, phone calls, etc.)?
- Provide Tour of the Work Facility

## Wrapping Up the Internship

- Formally evaluate the internship experience (exit interview)
  - Have the intern conduct an evaluation of their experience
- In partnership with your Youth Development Counselor, reflect on the evaluations (employees and Interns) and identify components that went well, and those that may not have gone so well, and work on a strategy to improve
- Arrange for the head of your organization to send a thank you letter to employees who participated in the internship program
- Share your participation with others- post pictures and information about the internship in the company newsletter and/or the website

# Appendix F: Employer Partner Support Policy and Process

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## Policy

When a SYEP program partner expresses concerns about an interaction or experience they are having to SYEP staff, they will notify the next level of leadership. Below are scenarios, the sequencing and level of communication for each:

- SYEP program partner expresses concerns to a SYEP Youth Development Counselor (YDC), the YDC will notify the Senior Youth Development Counselor (Sr. YDC). The Sr. YDC will gather more information about the situation by speaking with all parties involved (program partners and SYEP staff) and identify next steps for resolution. This information will be documented in writing and emailed to all the parties involved and cc'd to the SYEP Sr. Supervisor for situational awareness or for further consultation/escalation. If further escalation is needed, the Sr. Supervisor will notify the Community Services Unit Manager and/or the Youth and Family Empowerment Division Director.
- SYEP program partner expresses concerns to a Human Services Coordinator (HSC), the HSC will notify the SYEP Sr. Supervisor. The Sr. Supervisor will gather more information about the situation by speaking with all parties involved (program partners and SYEP staff) and identify next steps for resolution. This information will be documented in writing and emailed to all the parties involved. If further escalation is needed, the Sr. Supervisor will notify the Community Services Unit Manager and/or the Youth and Family Empowerment Division Director.