

Early College Credit Capstone Internship Program Handbook



SANTA ROSA
JUNIOR COLLEGE



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CTE Early College Credit Internship Program

Overview and Responsibilities

Program Goal:

An internship is a hands-on, professional learning experience in which a student works with a mentor at an off-campus placement for a company or organization in order to gain work experience. Students learn how their course of study applies to the real world and develop practical work readiness skills, making them stronger candidates for jobs after graduation. An internship can be an excellent and eye-opening way to decide if a certain field or major is in fact the right fit. Our goal is for each student to have a meaningful work experience outside of the classroom that helps them develop personal agency and makes them more prepared to navigate future paths.

Definition:

This internship program pairs students from high school CTE pathways with employers from a targeted industry sector. Students engage directly with a mentor in the workplace to do authentic, hands-on work over the course of a semester. To support that experience, concurrently, they take the [WEOC 99i Internship Course](#) at Santa Rosa Junior College and earn college credit for their successful completion of both the course and internship. In the semester prior to the internship, students also participate in [Counseling 6](#) and [Counseling 270](#), college and career readiness courses that help prepare students for the world beyond high school.

Overview of Industry Responsibilities:

- Commit to hosting an intern for 150 hours (ave. 8hrs/wk)
- Provide authentic work experiences for the student appropriate to his/her skill level and nature of the worksite
- Train student as needed for site-specific duties
- Hold regular check-ins/meetings with the student to provide feedback, answer questions, etc.
- Collaborate with the student and, if applicable, the high school CTE teacher to create a project to be completed by the end of the semester
- Collaborate with the SRJC internship course instructor regarding two site visits and other check-ins/correspondence/evaluations (*see SRJC Employer Guide, p.14*)
- Pay the high school student at least minimum wage (unless student is volunteering for a non-profit)
- Contact the high school Internship Program Coordinator with any problems, questions, or feedback

Overview of Student Responsibilities:

- With support of counselor and/or CTE teacher, enroll in SRJC Counseling 6 (first semester), Counseling 270 (first or second semester), and WEOC 99i Internship (second semester)
- Contribute real work at the host site for 150 hours over the course of the second semester (ave. 8hrs/wk)
- Engage in asynchronous SRJC coursework, as well as CTE capstone course work, if applicable
- Provide own transportation to/from the internship site
- Participate in regular check-ins/meetings with the internship supervisor to ask questions, get feedback, etc.
- Collaborate with the supervisor and, if applicable, the high school CTE teacher to create a project to be completed by the end of the semester
- Contact the SRJC Internship instructor and/or the high school program coordinator with problems or questions
- Complete internship and site-specific permissions and forms
- Engage in Work Readiness Certificate program (if desired)
- Participate in June Job Fair (if desired)
- Demonstrate professional behavior/etiquette on the job

Overview of High School Program Coordinator Responsibilities:

- With assistance of high school outreach liaison at SRJC, help students enroll in SRJC Counseling 6 (first semester), Counseling 270 (first or second semester), and WEOC 99i Internship (second semester)
- Use the program-specific [REFERRAL FORM](#) to get a requisite add code to sign students up for the 99i course
- Assess student interests for possible internship placement and communicate with CTEF
- Conduct outreach, with help of CTEF, to find internship placements for each student
- In fall, with help of CTEF, organize and manage internship interviews with industry partners
- Collaborate with school, workplace, and student on internship logistics
- Conduct workshop and/or share information to prepare students for internship experience
- Assist student in completing work permit, if necessary
- Communicate with CTE teachers, admin, SRJC instructors, and industry and act as main point of contact for the Internship Program
- Monitor intern attendance at school and work
- Recruit students for participation in the Internship Program for the upcoming school year

- Be the site facilitator for the Work Readiness Certificate and June Job Fair

Objectives for Internship

1. To reinforce and develop academic, social-emotional, and technical skills
2. To provide basic background instruction to help interns prepare for business/industry occupations and related professions
3. To facilitate the transition between school and employment
4. To provide training stations for interns to practice skills and attitudes learned in the classroom via practical experiences that will help make classroom instruction more meaningful and relevant
5. To provide an opportunity, through local business, for interns to acquire skills and knowledge that are best developed on the job
6. To provide opportunities for interns to practice soft skills and to develop the ability to work cooperatively with co-workers and supervisors
7. To help interns discover the importance of being able to follow directions, pay attention to details, and accept supervision
8. To foster an understanding in interns of the benefits and responsibilities of gainful employment
9. To provide interns with the ability to keep up with the changing world of work by putting emphasis on problem-solving, critical thinking, and decision-making
10. To counsel interns who want to continue training beyond high school
11. To illustrate to interns that constant educational growth is necessary for successful employment and good citizenship
12. To graduate well-trained, experienced interns who can address local workforce industry needs
13. To build strong connections between our schools and the community
14. To develop relationships between adults and students that foster a sense of community, mutual understanding, and belonging

**Adapted from the Clairemont High School Internship Program Handbook*

Internship Timeline

Early College Credit Internship Program Timeline

Spring/August

High school program coordinator recruits interested CTE students to participate in the internship.

August/September

Students enroll in and begin (asynchronous) COUN 6 course at SRJC. Program coordinators work w/ the CTEF to find potential internship placements. If desired, students begin Work Readiness Certificate process.

November/ December

Program coordinators arrange internship interviews for each intern. Once a placement has been made, students enroll in WEOC 99i for spring semester. COUN 270 may be taken either fall or spring, as well.

January

Students begin the asynchronous WEOC 99i coursework and their 150 hour internship, which includes a project.

May

Students complete their SRJC coursework, including their project, and their internship hours.

May/June

Students participate in the countywide job fair hosted by SCOE, if desired. They may also choose to interview for their Work Readiness Certificate.

Early College Credit Courses

Students can earn both college and high school credit for successfully completing their internship and related course work. Juniors and seniors are eligible to take the ECC Capstone Internship and corresponding SRJC courses while currently enrolled in a CTE capstone course or having previously taken a CTE concentrator course. **The internship must be in the same industry sector as the student's high school CTE class.**

Options for early college credit are as follows:

Best Practice/Recommended	Minimum	Additional Options
Students take a package of three classes: <ul style="list-style-type: none"> • <i>Counseling 270</i> (1 unit), fall or spring • <i>Counseling 6</i> (3 units), fall • <i>WEOC 99i Internship Course</i> (2 units), spring and <ul style="list-style-type: none"> • Meet w/ SRJC counselor in spring to secure early registration status 	<ul style="list-style-type: none"> • <i>WWOEC 99i Internship Course</i> • <i>Counseling 6</i> is taken BEFORE the internship, not simultaneously (if student chooses to do this class) 	<ul style="list-style-type: none"> • Only the internship • Just one counseling course • <i>Counseling 270</i> limited to seniors only • <i>Counseling 6</i> in the spring to set up for fall internship the following year • <i>Counseling 270</i> via Zoom/online for 2021 • <i>Counseling 6</i> could be taken in person on SRJC campus

SRJC Courses:

What: [Counseling 270](#), Introduction to College: .5 unit, 8.75 contact hours

When: Fall or Spring, one week course

How: Asynchronous*

What: [Counseling 6](#), (select term, Counseling, COUN 6) Introduction to Career Development, 3 units, 3 hrs/wk plus 6 hrs of HW

When: Late Start, Fall Semester, 9/7/21-12/13/21, Instructor -- Alvarado

How: Asynchronous*, register by Sunday, August 22nd. if possible (need add code from instructor after that date)

What: [WEOC 99i Internship](#), 2 units, ave. 8 hrs/wk + course work

When: Spring Semester, 1/19/22-5/27/22, Instructor -- Varied (Lauralyn Larsen, Coordinator

How: Off campus, on site, dates/times dependent on school, intern site, and student

[SRJC Important Dates 2021-2022 Calendar](#)

*Asynchronous course work could potentially be worked on in the high school CTE course if taken concurrently.

Credit Allocation

The number and kind of dual credits earned by a student depend on the exact combination of courses taken and the high school district policy with regard to awarding credits for community college coursework.

Possible credits to be earned:

WEOC 99i Internship = 2 college credits (grade of C- or better) for 150 hours on the job and class work + high school credits (elective or other), depending on district policy
 COUN 6 = 3 college credits + high school credits (elective or other), depending on district policy
 COUN 270 = .5 credits + high school credits (elective or other), depending on district policy
 CTE Capstone course = high school CTE pathway/elective/A-G credits (depending on course)

Total college credits possible = 5.5

Total high school credits possible depends on individual school

Best Practice/Recommended	Minimum	Additional Options
<ul style="list-style-type: none"> • 5.5 college credits awarded on SRJC transcript • High school also grants dual credit for college courses awarded on HS transcript • If concurrently enrolled in high school CTE capstone course, additionally, student earns high school credit 	<p>2 college credits for Internship course (grade of C- or better), 150 hours</p> <p>Proposal #2: HS CTE Course grade + 2 college credits for Internship</p>	<p>Diff. combination of classes yields diff. credit totals</p>



How to Enroll in SRJC as a High School Student

1. Complete the [CCCApply](#) application for admission. (As a high school student, you must do this every semester a college course is taken, even if you 've already done it before.)
2. Complete the SRJC electronic [High School Dual Enrollment Program Request Form](#).
3. **For the WEOC 99i Internship:** With the help of your teacher/counselor/program coordinator, complete the [CTE Referral Form](#) that will provide you with special access to the internship program.
4. Once you have received your Add Code, using your Student ID, register for classes during priority 6 or during open registration at www.santarosa.edu/portal.

For more information, check out the [High School Dual Enrollment page](#) on the SRJC website.

WEOC 99i Internship Course Requirements

Once you have registered for your internship, in addition to working 150 hours over the course of the semester, here's what you will need to do for the class:

1. All course requirements are in your CANVAS Account. Please access through your student portal. The course will open the first week of classes.
2. Begin by reviewing the first two modules of the class, including the Intern Syllabus.
3. Sign up for an Intern Orientation zoom session by reading through the entire class first so you are prepared.
4. Develop 3 learning goals identifying new learning on the job. Use the Got Skills checklist to help build in employability skills (soft skills) you also want to work on and integrate into your learning goals for the semester.
5. Meet with your assigned Intern Instructor from the course (he/she will contact you by the third week of classes).
6. Complete an Intern Project.
7. Complete the Skills Survey which will be emailed to you mid-semester by the Skills Survey Company.
8. Write a first draft, then final draft after feedback of your resume, with current employer listed.
9. Write a Student Report.
10. Meet with your supervisor (mentor) and assigned instructor via zoom toward the end of the semester to evaluate and discuss your learning goals (meeting conducted online).
11. Keep track of total hours worked for reporting to instructor at this second online site visit.
12. Finish the course evaluation and you are done!

INTERN PARTICIPATION AGREEMENT

The objective of the Internship Program is to contribute to your college and career readiness training by providing opportunities for you to participate in an actual job setting related to your CTE pathway. Because students will be actively involved in the business community and training in a business environment, participants must comply with the standards and policies set by the participating employers.

Participation Requirements

- Good grooming and comportment are essential in the classroom and at a worksite.
- Follow a regular work schedule agreed upon by the employer/mentor.
- Excessive absences will result in dismissal from this training program.

Training Site Standards

- Follow company dress code and cell phone policies.
- Adhere to all safety standards on site.
- As a member of a school organization, you are not allowed to smoke.
- Tardies and absences are not consistent with a professional attitude.
- You must train for the full time assigned, even if you arrive late.
- Schedule appointments and school activities outside of the internship.
- Call the training site to notify your mentor prior to being absent.

Positive public relations are required of all interns. Clear communications and understanding will help the year run smoothly. Enjoy, learn, and have a good internship!

Emergency Information

Who to contact in case of emergency _____ Phone () _____
Name Relationship

Permission to call ~ If my child needs emergency medical attention and I cannot be reached, I give the attending site supervisor authority to call:

Our family doctor _____ Phone () _____ ☐ Yes ☐ No
and/or designated emergency clinic/hospital ☐ Yes ☐ No

Please list any special medical instructions (e.g., allergies, vision, seizures, limited physical activity, or other pertinent information). _____

By signing below, the student (or parent/guardian if student is under 18 years of age) certifies that the student meets all of the following qualifications:

- Is at least 16 years of age;
- Is a full time student as defined in Title 5 California Code of Regulations section 10103(b);
- Has parent or guardian approval, if under 18 years of age;
- Will enroll in the related SRJC Early College Credit portion of the program.

I (we) have read, discussed, understand, and agree with the expectations set by the program.

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

Intern Standards of Conduct

(to be completed with internship mentor)

I, _____, understand that as an intern at
intern name

_____, I will be required to adhere to the following
job site/ company or organization

standards of appropriate workplace conduct while I am on the job:

- I will be punctual and conscientious in the fulfillment of my commitment and duties.
- I will accept supervision graciously.
- I will conduct myself in a dignified, courteous, and considerate manner.
- I will take any problems, criticisms, or suggestions to my supervisor.
- I will follow all company policies and procedures (dress code, safety training, etc.).
- I will always knock on closed doors.
- I will not chew gum or eat food while working unless express permission has been granted.
- I will not bring friends to the work site.
- I will always notify my supervisor in advance if I am not able to report for work.
- I will only work when and where assigned.
- If working virtually, I will apply the same professional standards to my home workspace as I would at the physical work site.
- If using Zoom while on the job, I will leave my camera on when advised, monitor background noise, and use the chat feature as a tool to engage in the conversation..
- I will refrain from using my mobile phone (text or calls) while at work unless asked to do so.
- I will not use company phones or computers for personal communication.
- I will be respectful of cultural, political, religious, and personal differences and will work to resolve conflicts with empathy and civility.

Interns are required to follow the same code of conduct as other members of the team. Always remember that you are representing your high school CTE program and your internship site.

Intern's Signature:

Signed: _____

Date: _____

Mentor's Signature:

Signed: _____

Date: _____

**Adapted from the Clairemont High School Internship Program Handbook*

Intern Program Infographic



YOUR CAPSTONE INTERNSHIP



SRJC ENROLLMENT

With support of your counselor and/or CTE teacher, enroll in SRJC Counseling 6 first semester and 99I Internship second semester. You may also enroll in Counseling 270 either semester.



INTERNSHIP

Work at your host site for 150 hours over the course of the second semester (ave. 8hrs/wk)



COURSE WORK

Engage in asynchronous SRJC coursework, as well as your high school CTE capstone course work, if applicable



MEETINGS

Participate in regular weekly/biweekly check-ins/meetings with your mentor to ask questions, get feedback, etc.



PROJECT

Collaborate with your mentor and, if applicable, your high school CTE teacher to create a project to be completed by the end of the semester.



WORK READINESS

Complete a digital portfolio and readiness interview to earn the Work Readiness Certificate and participate in the countywide June Job Fair (optional).

WORKPLACE ETIQUETTE:

- Be on time
- Dress appropriately for the worksite
- Communicate needs/issues directly with mentor (including absences/vacations/sick days)
- Use appropriate language
- Adhere to site cell phone etiquette



Placeholder: Driving Permissions

Being a Mentor

Defining the Mentor Experience

Mentoring is exciting, challenging, and rewarding. It holds great promise for helping young people in a meaningful way. Caring mentors offer support, consistency, and a chance for a young person to develop the knowledge and skills needed for their fullest potential. Mentors have the opportunity to pass on values, lessons learned, and social skills from their generation to the next. Given the realities of our public high schools and the difficulties associated with adolescence, mentoring may not be "smooth sailing." It is an experience, however, through which both mentor and mentee can learn and change. As a mentor, you can be absolutely certain that you will make a difference.

What is a mentor?

A mentor is...

- a responsible adult
- a trusted guide
- a good listener
- a reliable role model
- a professional advisor
- an active sponsor
- a "real-world" trainer
- a teacher of life skills
- an advocate for students
- an opener of doors

A mentor is not...

- a disciplinarian
- a savior
- a therapist
- a counselor
- a social worker
- a parent
- a peer
- "just" a boss

Benefits to mentees:

Mentors frequently ask, "Am I making a difference? What are the signs of progress that can be considered successful in a mentor/mentee relationship?" For some, it may be years before a mentee looks back in retrospect, and says, "You know who made a difference in my life? My mentor." Here are some signs of success which mentors and teachers may observe in mentees as a result of the relationship:

- Improved motivation and self esteem
- Improved eye contact and smiles
- More volunteering in class/on the job
- Increased communication, enthusiasm
- Improved interaction with peers
- Happier demeanor at school/on the job

Benefits to mentors:

Mentors make a difference in the lives of young people. The one-to-one relationship with a student mentee may also provide personal benefits to the mentor such as:

- More satisfaction in the workplace
- More fulfillment with the commitment as a volunteer in the community
- A greater understanding of the education system and education-related issues
- Satisfaction of impacting a student's life

Guidelines for Mentorship

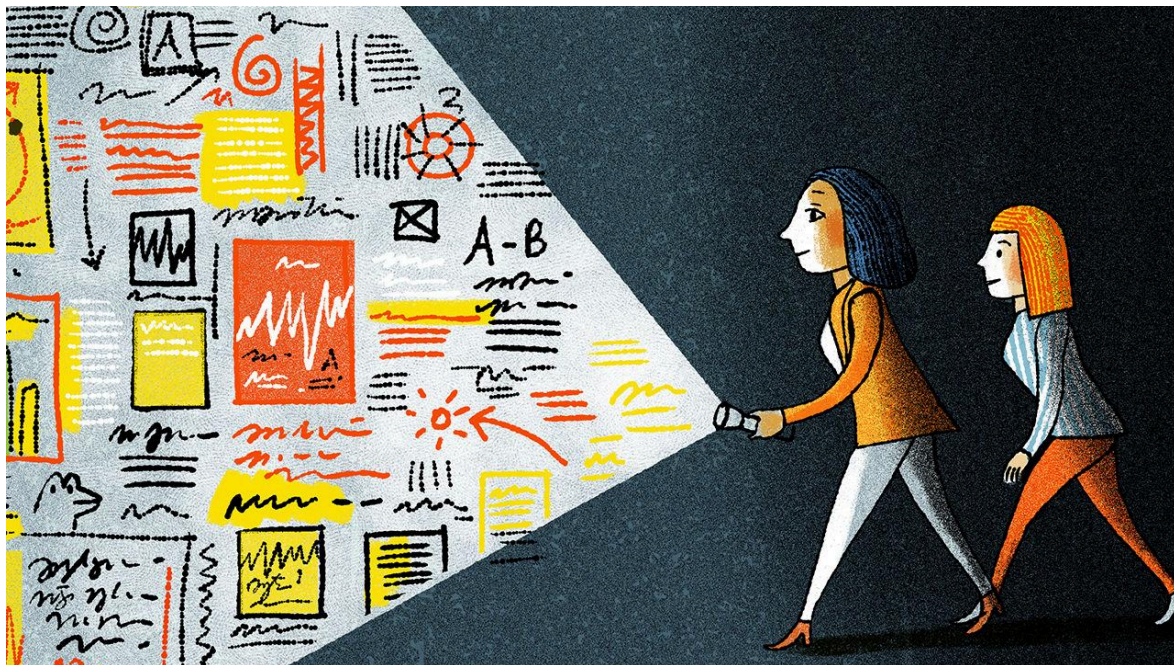
Once committed to mentoring, mentors should recognize that they will have a significant impact on a student's life. Throughout the mentoring process, mentors are asked to:

Make time: One of the most important responsibilities of the mentor is being available and accessible to students. This includes showing up to every meeting and being present at the work site. In the case of an unavoidable conflict, we ask that mentors schedule an alternate meeting date with students during the same week, if possible.

Be reliable: Consistent accountability builds trust, establishes a positive example, and creates constructive mutual expectations. Mentors should communicate with the high school program coordinator and/or student if there is a conflict with a particular meeting or work date. Mentors are also asked to reply to student emails in a timely manner.

Be a professional role model. Professional language, dress, and behavior is requested of all mentors. Role modeling involves showing students by example how to be professionals. Mentors can help mentees strive for possibilities beyond what they may see in their present environment.

Listen and encourage. Keep an open mind. Other adults in a young person's life may not have the time, interest, or ability to listen. Mentors can encourage young people to talk about their fears, dreams, and concerns. A mentor may, in fact, be the only adult in the mentee's life that truly listens. Mentors can help the mentee build self-confidence, self-esteem, and cultural pride by focusing on talents, assets, and strengths.



**Adapted from the Clairemont High School Internship Program Handbook*

SRJC Employer Guide to Developing an Internship

What is an internship?

Internships are designed by the employer to meet their organizational needs, while providing for the educational and training needs of the intern. Internships offer students an opportunity to expand their education by putting classroom theory into practice, test tentative career choices, and build their professional experience in preparation for graduation. Interns make a short-term commitment to work for an employer to gain valuable experience to the work environment as it relates to their academic pathway.

The employer, in turn, commits to providing a learning experience and specific work assignments related to a student's studies. An internship can be part-time or full-time and must be paid if the position is with a "for-profit" business. Non-profit organizations can be unpaid based on the FLSA (Fair Labor Standards Act), though the applicant pool will be stronger with paid positions. Academic credit is given to students upon successful completion of an internship.

How do interns contribute to the business?

Interns are a valuable resource. They may:

- assist with special projects (tackle a "wish list"), organize research projects, plan special events, and develop special promotional campaigns
- provide additional help during peak business periods
- offer fresh, creative perspectives and energy
- contribute experience with research techniques, computer skills, and current theoretical knowledge
- serve as additional staff at minimal cost without making a long-term commitment
- provide an organization with a low-risk opportunity to try out a possible new employee for a future job opening

Organizational Support

When hosting an intern at your employment site, consider the following:

- Who will supervise and guide the intern?
- Where will the intern's work area be located? Do they need equipment?
- What kind of orientation and training will the intern need?
- What hours will the intern work?
- How much will the intern be paid?
- Inform other staff members regarding the intern's schedule and duties

Paid or Unpaid?

We encourage employers to pay students for internships for two reasons. First, students, especially students from diverse backgrounds, support themselves through college and need to work. Second, employers have a much stricter standard for meeting the [Federal Labor Standards Act](#) guidelines vs. a part-time job. Here is the link for the [FLSA form](#) if you choose to implement an unpaid intern.

Employer Role for Students Earning Intern Credit via SRJC

- ❖ Active involvement in reviewing four specific learning objectives that the intern has written
- ❖ One meeting with the SRJC instructor, student and employer/supervisor (end of semester)
- ❖ Evaluation of the student's learning objectives and verification of hours worked
- ❖ Take a 10 minute Skills Survey on behalf of the student (Sent by Skills Survey company)
- ❖ Discussion of performance with the intern and instructor
- ❖ Students who are enrolled in the course and have an unpaid internship (following FLSA Guidelines) are covered for Workers Compensation through SRJC.

See the SRJC Career Hub website for FAQ about internships:

<https://careerhub.santarosa.edu/internships>

Questions? Feel free to contact the Internship Coordinator:

Lauralyn Larsen

Faculty/Internship Coordinator; Work Experience Department
Santa Rosa Junior College; 1501 Mendocino Avenue, Santa Rosa, CA 95401

llarsen@santarosa.edu

<https://careerhub.santarosa.edu>

Employer Checklist in Designing an Internship:

- ☐ **Supervisor/manager identified and assigned to the student** – Direct supervision is an important aspect to provide a meaningful learning environment for the student where they can apply their classroom knowledge to the workplace.
- ☐ **Job Description** – Students work under specific job descriptions outlining responsibilities, tasks and desired minimum qualifications.
- ☐ **Application process** – Students will fill out specific paperwork for the company.
- ☐ **Interview and hiring process** – Students will participate in an interview process with the employer.
- ☐ **Paid interns** – Students receive monetary compensation for their work.
- ☐ **Orientation** – Students participate in a formal orientation at the beginning of the internship.
- ☐ **Tours** – Students participate in a tour of the facilities at the beginning of the internship.
- ☐ **Safety training** - Students participate in safety training at the beginning of the internship.
- ☐ **Consistent schedule** – Students are given a consistent work schedule.
- ☐ **Work space** – Students are given a work space to perform duties.
- ☐ **Performance or learning objectives** – Students are given a list of clear performance or learning goals to achieve during the internship.
- ☐ **Regular and ongoing feedback on performance** – Students receive recognition and positive feedback on their progress, and constructive feedback when necessary.
- ☐ **Mentors/supervisors assigned to intern** – Students have an assigned mentor and a supervisor who offers guidance and support.
- ☐ **Partnered with educational institutions** – The employer is partnered with an educational institution which can allow student interns to receive college credits for their employment, educational instruction that aligns with their gap year and additional resources to aid the students with their goals.
- ☐ **Rotational schedule** – Students rotate job assignments and even locations throughout the course of the internship to diversify the training and broaden their understanding of the company.
- ☐ **Work performance evaluation at the internship conclusion** – Supervisors provide interns with performance evaluations at the conclusion of the internships.
- ☐ **Post-internship employment opportunities** – Students may be hired on as full time staff after the internship if there is an open position and the intern is qualified.
- ☐ **Skilled trade(s) emphasis** – The program emphasizes training for a skilled trade or trades.

Sonoma County Portrait of a Graduate: The “Readiness” Connection

The Portrait of a Graduate is a community-curated list of traits, skills, and mindsets that offers a vision for what a genuinely college-and-career-ready high school graduate looks like. As such, the portrait can serve as a foundational structure for guiding all sorts of critical learning for our students.

The graphic features a dark, textured background with a faint image of a person's silhouette. Overlaid on this are five large, colorful, brush-stroke style words: Curiosity (purple), Empathy (blue), Communication (light blue), Collaboration (teal), and Ethics (yellow). Below each word is a short paragraph explaining its importance. At the bottom, the text 'SONOMA COUNTY PORTRAIT of a GRADUATE' is displayed in a mix of bold, sans-serif and script fonts. Below this is a small paragraph about the initiative and a line of funding information.

Our hopes and aspirations for all Sonoma County students.

Curiosity
To thrive in the future, you will need a sense of wonder about the unknown, interest in what's new, and a hunger for engaging with the world. Give yourself permission to ask questions and take advantage of opportunities; go explore what's out there.

Empathy
To succeed, you need to understand the experiences, perspectives, and needs of people around you. Navigate relationships with generosity and patience. Imagine yourself in someone else's shoes, then put into practice the emotional sensitivity you learn in the process.

Communication
In writing, speech, and body language, you should be able to make your point clearly and persuasively. Listening and literacy are just as valuable – well-tuned analytical and interpretive skills, hearing other's needs, and responding appropriately are key to effective communication.

Collaboration
By joining forces with others, you make room for a diverse range of voices, skills, and perspectives. More than just working together, you can go beyond getting the best work done to bring the best out in each other.

Ethics
There's power in doing what's right. By being honest and respecting differences in matters of equity, decency, and appropriateness, you can determine what's fair and what's good – on the job, at home, and out in the world.

Initiative
You shouldn't have to wait to be told what to do. Seize opportunities to grow, explore, and lead by combining hard work and determination with purpose and critical thinking. Don't hesitate until the crowd catches up – dive in.

SONOMA COUNTY PORTRAIT of a GRADUATE

The Portrait of a Graduate is a collaboration across Sonoma County, bringing together parents, educators, business and community leaders to develop a shared vision of our aspirations for our students. By articulating the hopes that the community has for its young people, and assessing the skills that our students will need to succeed in this rapidly changing world, the Portrait of a Graduate allows us to frame a new vision for what being prepared to tackle life after high school looks like for all Sonoma County kids.

This effort is made possible through a partnership between Career Technical Education Foundation of Sonoma County, Sonoma County Office of Education, and Cradle to Career Sonoma County.

For the mentor:

How do these outcomes show up at your job site? How might you help a student identify, practice, and reflect on these traits as part of their internship experience?

For the student:

Where do you see these outcomes at your job site? How could you practice them through the work you are doing?

For more information, visit the [Sonoma County Portrait of a Graduate](#) website.

Work Readiness Certificate

As students participate in the Capstone Internship Program, they have the opportunity to simultaneously pursue a Work Readiness Certificate from the Sonoma County Office of Education. By completing steps to earn the certificate, students can explore, develop, and demonstrate Sonoma County Portrait of a Graduate skills and mindsets. Successful completion of the certificate gives students special consideration for employment with local businesses endorsing the project. A student can complete the process over the course of a semester, a year, or several years.

Two required elements to earn the certificate:

- **Part I: Digital Portfolio**
- **Part II: Readiness Interview**



What is the Work Readiness Digital Portfolio?

- ❖ The portfolio is the “home” for showcasing and commenting on students’ experiences and work throughout the certification process. It is recommended that students create a website or blog page to house their portfolio. As students navigate through the six Portrait of a Graduate outcomes, they provide evidence in their portfolios that demonstrates their “readiness” in each area. This evidence may be expressed in various forms but should always coincide with commentary explaining how it aligns with each Portrait outcome.
- ❖ Once a student has completed the portfolio portion, the program coordinator or a teacher will evaluate the student’s readiness based on evidence and commentary provided and will either return the portfolio for revision and development or will recommend the student submit the portfolio to SCOE for evaluation, at which point a representative from SCOE will read and score the final product. Additionally, if the portfolio is sufficient, the teacher/program coordinator will recommend the student for the Readiness Interview.

What is the Readiness Interview?

- ❖ For this portion of the project, a student will prepare for a job interview-style interaction with a panel of industry and community leaders. Through the course of the interview, the student will discuss and explain how their experiences and evidence demonstrate readiness for various Portrait outcomes. The panel will provide a “Ready” or “Not Ready Yet” score.

The Work Readiness Certificate

- ❖ Once both the Digital Portfolio and the Readiness Interview have been successfully completed, a student earns the Work Readiness Certificate. This document, endorsed by local professionals, may be cited on resumes and may earn the student priority consideration when applying for jobs from sponsoring businesses. Students may continue to show and build upon their portfolios for future job interviews, as well.

See the [Portrait of a Graduate](#) website for more information.