

High School Summer Internship Playbook



WEST SIDE UNITED:

Building Blocks
to Better Health

Table of Contents

High School Summer Internship Playbook	1
Introduction	2
Internship Program Structure	4
Program Funding	6
Outreach & Recruitment	7
Application	8
Operations, Support and Evaluation	10
Evaluation	10
Conclusion	11
Internship Program Template	12
Internship Check List	16
Ann & Robert H. Lurie Children’s Hospital: A Case Study	17
General Program Information	17
Summer High School Internship Program	17
Student Requirements	17
Administration	17
Outreach & Recruitment Initiatives	17
Partner schools	18
Application	18
Agreement	18
Summer Program Day to Day	19
Evaluation	19
Appendix A: Lurie Internship Programs	20
Appendix B: WSU Geography School Partnership List	22
Appendix C: CHASE Your Dreams Internship Application	23
Appendix D: Internship Agreement	24
Appendix E: Interview Feedback Form	27
Appendix F: Mentor Evaluation of Intern Form	29
Appendix G: One Summer Chicago Agency List (as of 2018)	31
Acknowledgments	33

Introduction

The National Association of Colleges and Employers defines an internship as *“a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.”* Hospitals have a long tradition in providing these types of opportunities. Not only do summer internships benefit students who may not have easy access to the health field, it provides employers with pipeline programs to grow and recruit future talent.

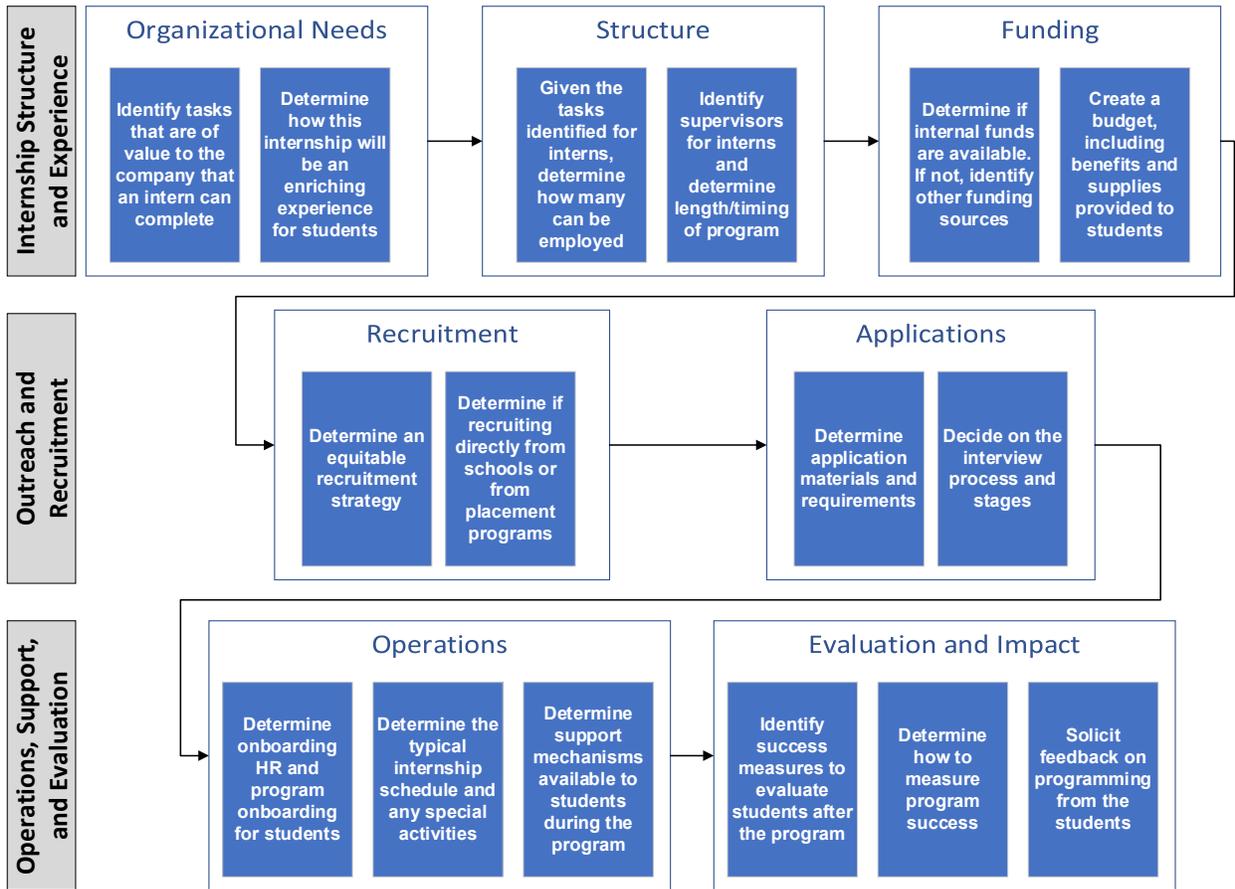
This playbook has been developed by West Side United, a healthcare collaborative that seeks to improve neighborhood health—and reduce the gap in life expectancy seen between the Loop and West Side neighborhoods¹—by addressing inequality in four areas: Health and Healthcare, Economic Vitality, Neighborhood and Physical Environment and Education. The six healthcare institutions that make up the collaborative are Rush University Medical Center, AMITA Health, Cook County Health & Hospitals System, Ann & Robert Lurie Children’s Hospital of Chicago, Sinai Health System and UI Health. West Side United also works closely with community organizations, residents, the faith-based community, business, government and others on specific initiatives. As part of the education focus of West Side United, the six healthcare institutions have made a commitment to increasing the number of paid high school internship opportunities available to students from the West Side or attending a West Side School. Recognizing that there are additional employers that may be interested in joining this effort, West Side United hopes that this document can be a resource to organizations.

Since April of 2018, representatives from the six hospitals have met on a monthly basis to share best practices around internships, identify ways to collaborate, and share data on recruitment outcomes. In reviewing demographic data of the students participating in programs across all institutions, it was found that only about 40% of students participating in the current internship programs are West Side residents. As such, the group is focusing on increasing recruitment of local students. Additionally, West Side United Internship Programs typically target recruitment towards Black and Latino students in West/South side communities. In 2018, 53% of participants identified as Black and 34% identified as Latino.

When an employer decides to establish an internship program, there are a number of decisions that an organization will need to make, including your criteria for prioritizing or selecting target participation. This playbook was developed to guide organizations that would like to start a high school internship program. The first section of the playbook provides considerations and questions each organization should review, as well as suggested activities, a check list, and program template. The second is a case study looking at a high school summer internship program at Lurie Children’s Hospital and provides examples of the documents used by Lurie throughout their internship program.

¹ West Side United focuses on the following neighborhoods and zip codes: Belmont Cragin (60639); Near West Side (60612, 60607); Lower West Side (60608); West Town (60622); East Garfield Park (60612, 60624); West Garfield Park (60624); North Lawndale (60623); South Lawndale (60623); Austin (60644, 60651, 60639); Humboldt Park (60622, 60624, 60647, 60651)

Internship Development Roadmap



Internship Program Structure

In order to structure an internship program, there are a series of questions that should be posed and answered before proceeding with the program. This playbook provides an overview of all components of a high school internship program, as well as detailed explanations of what should be considered as the program is developed. In addition to the roadmap presented in this playbook, employers should also consult other resources. Some helpful resources include:

- [National Academy Foundation’s \(NAF\) Report: Preparing Students for Life – The Gold Standards for High School Internships](#)
- [National Association of Colleges and Employers: 15 Best Practices for Internship Programs](#)
- [Career and Technical Education – Student Internship Guide](#)



What are your organization’s needs that could be fulfilled by hiring high school interns?

- When an employer decides to pursue starting a high school internship program, two main categories should be considered. The first is determining the needs of the organization that could be fulfilled by high school students. It is a best practice to identify work that would provide value to the organization and which supports broader organizational goals. The second is determining what the organization can offer to students to make the internship experience enriching, educational, and aligned with academic requirements.
- As employers develop their internship goals and curriculum, consider providing students with tangible work experience, career exposure, and mentoring/coaching experiences.

How are high school internships structured?

- High school internships can be structured in a variety of ways, but all programs aim to provide students with exposure to opportunities in a professional setting. The West Side United internship working group adopted official definitions for the types of work-based learning experiences that are provided by the hospitals. These definitions, taken from the Career Pathways Dictionary (developed by the Workforce Readiness through Apprenticeships and Pathways project of the State of Illinois) include:
 - Career Exploration: includes job shadow, attendance at a career exposition, or employer site visit. Provides an individual with the ability to engage directly with employers.
 - Career Development Experience: can include internships, school-based enterprise, supervised agricultural experience, cooperative education, research apprenticeship, remote

work for a client or employer, student-led enterprise, or youth apprenticeship. The experience may not consist solely of technical training by an education provider and:

- Occurs in a workplace or under other authentic working conditions
- Is co-developed by an education provider and at least one employer in the relevant field
- **Provides compensation or educational credits**
- Reinforces foundational professional skills
- Includes a professional skills assessment
- Takes place for a minimum **60 total hours**
- Pre-apprenticeship: designed to prepare individuals to enter and succeed in an apprenticeship and include the following:
 - Training & curriculum to meet minimum entry-level requirements of the apprenticeship
 - Access to educational & career counseling and other supportive services
 - Hands-on meaningful learning activities
 - Support to apply for apprenticeship
- Youth Apprenticeship: for ages 16-24 that are currently enrolled in secondary education or pursuing a high school equivalency, including those with disabilities. Includes the following:
 - **450 hours** paid on-the-job training
 - At least 2 semesters of related instruction
 - Ongoing and final assessment measuring success in mastering skill standards
 - Career exploration
 - Wraparound support services
 - Support to apply for entry-level employment, apprenticeship program or other postsecondary education options
- Most West Side United Internships fall under the Career Development Experience category. However, most of these internships are 120 hours rather than the 60 specified above. Many hospitals incorporate career exploration activities as part of the internship. Additionally, some hospitals provided limited youth apprenticeship opportunities. The focus of this playbook will be on internships.

How many students can you employ?

- This question involves a series of considerations. First – taking a look at assignments planned for interns, develop an approximation for how many hours the tasks would take (along with additional activities) and then determine the number of students it would take to complete the work over the duration of the program. With this number in mind, consider any physical space constraints that may limit the number of students that could be hosted for the internship program.
- Another core consideration is funding levels and sources for the internships. Organizations may be able to partner with other organizations to fund the stipends for students, offer minimum wage or a set stipend for internships.
- When developing a high-quality internship program, supervisors or host preceptors may also play a role in the number of students you employ, beyond space and funding considerations.

How will you identify supervisors?

- Begin the search for supervisors or host preceptors in departments of interest to student interns and with high demand for job growth.

- Host preceptors may also agree to host students and then designate a point person for student intern coordination and day-to-day management.
- Identifying supervisors will be directly related to the tasks that are selected for the interns to complete. However, in addition to providing a direct supervisor that will oversee intern's day-to-day work, it is a common practice to also pair students with a mentor that can provide professional development advice over the course of the internship program. The mentor does not need to directly oversee the work of the student, or even be a part of the student intern's department.
- Depending on the institution, a supervisor may be required by HR to go through a background before working with youth.

Where will the program take place?

In addition to identifying tasks for students, supervisors, and other resources, employers should make sure to confirm that space is available for the students. This could include a classroom for official instruction, breakout rooms for smaller workshops, and work space for the students.

What is the duration and timing of internship? How many hours per week?

- Before you can begin recruitment for an internship program, start and end dates for the program should be identified. Identifying a start date will allow employers to work backwards and determine when major planning milestones should be complete (e.g. recruitment for students, finalizing activities/curriculum, ordering supplies, etc.) and also provide students a clear timeline for when they can expect to participate in the internship
- Typical internship programs for high school students take place over 120 hours, over the course of about 6 weeks.
- Intern schedules should be flexible and meet the needs of the host department. There may be a department that could use an intern Monday-Thursday 9am – 1pm and another department may want an intern on Tuesdays and Thursdays 9am – 5pm. Flexibility is important for identifying match/fit schedules for both the department and student intern.

Program Funding

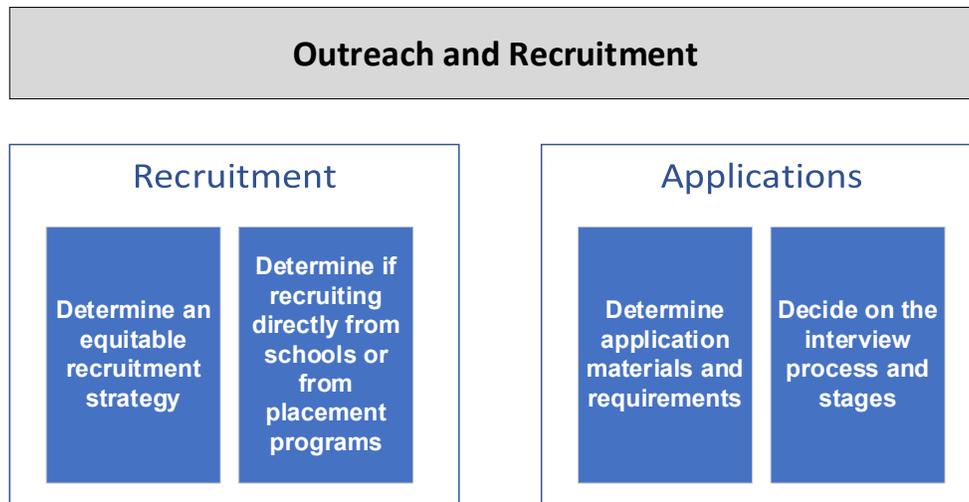
What will you provide the students as part of the program? What is the overall program budget?

- As the funding source for the program is identified, consider what will be provided to student as participants of the program. It is considered a best practice to ensure that student internships are compensated. Compensation can include salary, payment for college credit, or other appropriate solutions. Typically, internship programs in Chicago provide:
 - a stipend (around \$1,000)
 - transportation support
 - meals or snacks (e.g. Lunch & Learn experiences)
 - uniforms or scrubs
 - activities or events outside of the normal internship hours.
- When providing stipend and other financial support directly to students, ensure that a process is in place for students to receive funds. Consider as well that some high school students may not have bank accounts to receive a direct deposit.

How will you fund the program?

- **Internal Funding:** First, determine if there are internal funds that could be allocated towards an internship program. If there is a significant amount of internal funding available for the program, proceed to determining total program costs to ensure that they will be covered. Determine whether funding from talent development, diversity & inclusion, or community engagement/outreach may be used to support the program.
- Consider any in-kind donations that departments may be able to provide in support of the program (e.g. food, giveaway items, supplies)
- **External Funding:** If it is determined that the program will need to be funded externally, look into programs or funding sources that could cover costs, such as One Summer Chicago². Philanthropic organizations (both local to Chicago and national) often have funds available for internship programs as well.

Outreach & Recruitment



What are the channels available for recruitment?

- Employers can develop relationships with local school district or specific area schools:
 - Many employers find that the best way to recruit students for their programs is to work directly with schools or school programs (such as Career and Technical Education³) to recruit

² The City of Chicago's One Summer Chicago (OSC) program is an initiative that provides youth with employment and enrichment opportunities during the summer months. OSC offers summer employment to youth between the ages of 14 and 24, as well as a range of enrichment activities for children and youth of all ages, including camps, sports, arts, and recreation programs. Most programs are between 20 and 25 hours per week.

³ Career and Technical Education (CTE) gives high school students the chance to get a head start on preparing for college and careers. In CTE programs you will learn how core school subjects like math, science and writing are used in real-life. As a CTE student you have the opportunity to participate in hands-on training in your chosen program and gain real world experience through job shadows and internships.

- their students. In order to develop relationships with schools, employers can leverage the West Side United network to get introduced to programs and principals that would be interested in providing interns to employers. In the case study below, more detail is provided on how to develop relationships with individual schools.
- Another way for employers to work directly with school programs is by developing relationships with One Summer Chicago host sites. One Summer Chicago allocates its funding to certain host organizations (which include schools). The hosts have the ability to allocate funding/slots to other organizations. See [Appendix G](#) for the current list of One Summer Chicago host organizations. Organizations and schools on the West Side are highlighted in blue.
 - Employers looking to leverage interns made available by programs like the [Academy Group](#), [Genesys Works](#), and [Urban Alliance](#):
 - In addition to working directly with schools (and school-based programs), many internship programs will work directly with organizations that provide training and professional development to students. These organizations can place students over a summer, or they also have full year programs available to employers. Each of these programs has their own requirements and timelines. These programs work especially well for employers who may not have the resources to recruit directly in schools. Additionally, these programs provide consistent pipelines of students.

How will you market the internship program?

Marketing for an internship program could include the following activities:

- Info sessions at partner schools
- Flyers in schools, community centers, community organizations, and faith-based organizations
- Information on employer's website
- Attending community event such as health fair, career fairs, farmers' markets, etc.
- Cross promotion with partner organization and schools

Application

What will the students be required to submit with the application?

- The intern applications can be simple or more detailed based on your needs. In addition to basic demographic information, GPA and career aspirations are informative questions to include in the application. Consider aligning at least one question with those of your formal employment application.
- Students should provide basic information about where they live, where they attend school, and (on a volunteer basis) provide relevant demographic information.
- In addition to the basic information required to complete the application, some employers choose to require letters of recommendation, transcripts, GPA requirements and essays as a way to learn more about the interested candidates. The written portion of the application can take the form of short responses to a series of answers or one prompt for which students are required to prepare a more extended response. Depending on the skills required for the internship tasks you have identified, employers can also ask for students to describe their past experience with or familiarity of particular skills and tools.

How will students submit applications?

- Online: Ensure there is a mechanism for students to submit their applications on the website or job portal
- Paper: If paper applications will also be accepted, determine where applications will be made available and where students can mail or drop off their applications.

When will the applications be due?

Before opening the application, employers should identify a due date for the application. When considering the application due date, employers should ensure that the date that is selected provides enough time to conduct the following steps between the due date and program start date:

- Reviewing all applications and determining those that will move forward to the interview
- Conducting interviews
- Finalizing the interns that have been selected
- Completing all onboarding/forms required for program participation

How are interviews conducted?

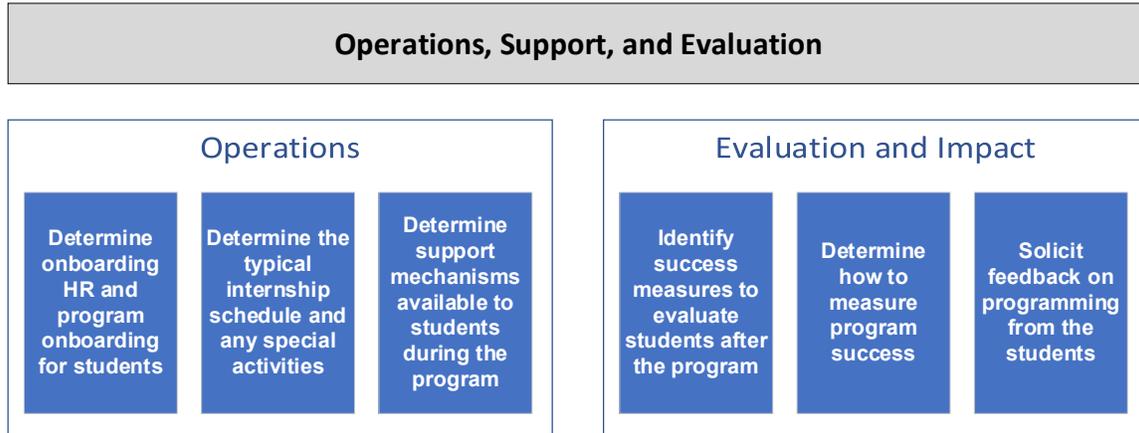
After students submit applications, employers will typically perform interviews to learn more about applicants and determine if they will be a good fit for the program. The case study includes detail about how to conduct interviews and a sample interview evaluation form is included in the [appendix](#). Employers should tailor their interview questions and criteria to match the competencies required for the internship program.

Once accepted, will the students be required to sign an agreement?

- First, consult your company's HR department to determine the documentation interns would be required to submit for their short-term employment.
- Second, develop any program specific agreements that you would like the interns to agree to. This could include program specific policies such as dress code, internship hours, a code of conduct, etc.



Operations, Support and Evaluation



What is the onboarding process?

- Before students arrive, determine what the onboarding process will entail. Often in healthcare field, there are health screenings, required vaccinations, and mandatory trainings prior to the start date.
- Additional components of onboarding could include turning in required HR forms, walking through roles and responsibilities, dress code, payment processing, troubleshooting process, complying with any other HR requirements, and department introductions or tours.

What will the day-to-day schedule look like? Will there be additional programming or training (i.e. guest speakers, workshops, etc.)?

Before the program starts, employers should have identified the overall tasks that students will be responsible for over the course of the internship. As mentioned previously, it is considered a best practice to provide a variety of experiences to students, including job shadowing, workshops, and providing guest speakers. As content for the internship is developed, employers should involve the departments that will directly be overseeing the students. Once a schedule is finalized, it should be made available to students. The case study that follows includes a sample schedule that can serve as a model for employers as they are determining the schedule for their internship program

What support mechanisms are available to students?

Employers should recognize that some students may require extra support in completing applications and forms, as well as throughout the program. This can include mentorship support (as referenced earlier), a support mechanism/liason between the student, the employer, and their school, as well as ensuring the internship is taking place in a safe and supportive environment (i.e. internships are compliant with legal, health, and safety regulations).

Evaluation

How will you measure program impact? What metrics do you wish to track?

Program impact can be measured at an individual and/or programmatic level. Each program should determine metrics for measuring program success at both levels. These metrics will vary greatly depending on the focus on the internship program. However, they should seek to achieve impact in improving student educational outcomes and career preparedness.

How will you evaluate the students?

Many employers will develop a performance evaluation form (see [Appendix E](#)) that provides a framework for the feedback that they will provide to the students. In designing an evaluation form, employers should ensure that the skills they are measuring tie directly to the activities that the intern performed during the period of the program.

Will you get feedback from the students on the program?

In addition to providing students with feedback on their performance, employers often ask program participants to share suggestions for future internship programs. An easy way to collect such feedback is through providing an online survey to students. The survey can include open-ended questions to allow for students to include specific feedback, as well as more general questions that ask students to rate aspects of the program on a scale. As a note, academic institutions may need to submit an IRB before surveying interns.

Conclusion

To create a quality internship program, an organization must consider their goals, motivation, and commitment to supporting the development of youth. There is a tremendous value in providing quality, internship experiences that expose and prepare students for the world of work and their chosen career field. Employers may benefit from the ability to evaluate future talent, provide leadership development opportunities for their staff and strengthen engagement with their community.

Internship Program Template

GENERAL PROGRAM INFORMATION

Program Name _____

Job Description

Program Objectives

Program Duration

Start Date: _____ End Date: _____

Program Capacity _____

Intern Supervisor(s)

Name: _____ Contact Information: _____

Name: _____ Contact Information: _____

Facilitators/instructors (for workshops/training as needed)

Name: _____ Contact Information: _____

Name: _____ Contact Information: _____

PROGRAM BUDGET

Program Costs (Internal)

Item and description	Cost Estimate
TOTAL	

Program Costs (Student support – stipends & other materials)

Item and description	Cost Estimate
TOTAL	

Total Program Budget _____

Program Funding Source(s)

Funding Source	Amount	Allocated towards?

OVERALL RECRUITMENT STRATEGY

Geographic Focus:

Demographic Focus:

Marketing Strategy:

Partner Schools & Organizations:

APPLICATION & REQUIREMENTS

Student qualification:

Application components:

Application deadline: _____

Application intake process:

Interview & decision process:

OPERATION, SUPPORT, & EVALUATION

Onboarding process (HR & program):

Final day-to-day internship schedule

Day	Time	Total hours worked
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
TOTAL WEEKLY HOURS		

Student resources & support

Metrics & overall program impact measures (as applicable)

Student success measures (as applicable)

Student feedback process

Internship Check List

Internship Structure

- Identify tasks of value to the company that can be completed by a high school intern
- Determine program structure and activities (e.g. career awareness, career exposure elements)
- Confirm supervisor availability
- Determine program capacity (number of students that can be overseen)
- Confirm duration and timing of internship
- Identify space needed (e.g. classrooms, work spaces) for the program and confirm availability

Internship funding and costs

- Identify/determine if internal funds can be allocated towards the program
- Create a budget for the program and consider what will be provided to students (e.g. stipend, uniform, food, transportation)
- If internal funds are insufficient for the program, identify external funding sources
- Determine how and when student will be paid and consider potential hurdles (e.g. students without bank accounts)

Outreach and Recruitment

- Consider how the program will drive education equity (e.g. focusing recruitment on West Side students of color)
- Determine a recruitment strategy/approach (see Outreach and Recruitment section for more detail)
- If working directly with schools, build relationships with Principals and leverage the WSU network and/or One Summer Chicago
- If working with a placement organization (such as Genesys Works, Urban Alliance, and the Academy Group) develop a relationship and determine any timeline/capacity consideration
- Determine marketing approach (e.g. info sessions, flyers, information on website)

Application Process

- Determine application requirements (including if students will need to submit an essay)
- Determine how students will submit applications (e.g. online form, email, or mailed copies)
- Identify application deadline, ensuring to build in enough time after the deadline for interviews and onboarding before the program start
- Determine the interview process, including criteria, interview questions, and the number of stages

Day-to-Day operations

- Determine materials students will be required to submit after committing to the program
- Finalize day-to-day schedule and any special workshops, speakers, etc.
- Determine resources and support available to students (e.g. mentors, tutoring)

Evaluation

- Determine how overall program impact will be measured and what metrics will be tracked
- Determine how students will be evaluated and how feedback will be provided to students
- Determine how to collect student feedback on the program (e.g. survey)

Ann & Robert H. Lurie Children’s Hospital: A Case Study

General Program Information

Summer High School Internship Program

Lurie Children’s Hospital (Lurie) currently oversees numerous internship and mentoring opportunities. The main summer internship program run by Lurie is called CHASE Your Dreams “Discovering Healthcare Careers”, which is partnership with JPMorgan Chase. In addition, Lurie hosts students from Chicago Public Schools for a 6-8-week summer job placement where students are placed in a variety of departments throughout the hospitals and mentored on healthcare careers. These programs are specifically for high school students and run concurrently, engaging 125 high school students. A full list of internship and mentoring programs at Lurie is shown in [Appendix A](#).

Discovering Healthcare Careers was developed in 2001 and is a six-week paid summer internship program that provides an educational shadowing experience for young Latino and Black high school students. Lurie received a grant from JP Morgan Chase to help fund the program in 2012. In addition, Lurie has partnered with GEAR-UP⁴ Alliance of Chicago and the Career and Technical Education (CTE) department of Chicago Public Schools who provide technical and financial support when available.

Student Requirements

Participation in Discovering Healthcare Careers is limited to 17-19-year-old partner Chicago Public Schools students. Students must also have a GPA of 2.75 or higher.

Administration

Lurie staffs one full time manager, one program manager, a program specialist, one full time program coordinator and one part time program coordinator to run all their internship and mentorship programs. In addition, Lurie employs two student hires chosen from GEAR UP alliance.

Outreach & Recruitment Initiatives

The timeline for recruitment, application, and interviews is February through the first week of May. As part of the recruitment process, Lurie employees conduct information sessions at partner schools. Lurie also relies on the liaisons identified at each school (GEAR-UP staff or CTE teacher) that will distribute flyers about the programs and inform students about the information sessions. After the initial info sessions, Lurie conducts interviews with students.

Along with offering in-hospital opportunities, Lurie plans to continue existing and implementing new outreach with schools and partner organizations including career days, which will take place at the hospital, within CPS schools, and at local colleges.

⁴ GEAR UP aims to increase the academic performance and preparation for post-secondary education. The program provides in-school instruction, student development seminars, content tutoring, AP courses, Saturday activities (including early credit programs), college & career readiness programs, parent programs, and teacher professional development. In addition, GEAR UP provides Summer College and Career Preparation programs by providing students placements in Chicago area organizations.

Partner schools

Lurie's partnership with GEAR-UP Alliance of Chicago and CTE has helped to develop school partnerships. In addition, Discovering Healthcare Careers is a collaboration with the Chicago Public Schools. Many of the partnerships with individual schools have been developed over several years. When approaching new schools, Lurie typically starts by building a relationship with a school principal to gain buy in, and then identify a day-to-day contact that can help with logistical items, such as coordinating information sessions and reminding students of any documentation they need to submit once accepted into a program. Developing relationships at the school level has several benefits including:

- Communication with students can be facilitated by the school
- School leadership can provide support in contacting parents (as needed)
- Students are aware of program and will be more likely to apply to the program
- Schools can provide a consistent pipeline of candidates for years

A school partnership map can be found in [Appendix B](#).

Application

For 2018, Lurie allowed students from partner schools as well as Link Unlimited⁵ to apply for Discovering Healthcare Careers. A copy of the application is in [Appendix C](#). In addition to the applications, students are required to submit an essay, a copy of their high school transcripts, their resume, and a letter of recommendation.

Approximately 220 students are interviewed for Discovering Health Care Careers. In 2018, Lurie accepted 50 students for Discovering Healthcare Careers. [Appendix E](#) includes an interview criteria guide that is used to evaluate students as they are interviewed. Given the large pool of students applying for the Discovering Healthcare Careers internship program, a second round of interviews is also conducted. This round involves two days of interviews (students are assigned to one of the days). This involves a group team building activities to see how students interact with one another. For smaller programs, a second round of interviews is typically not necessary.

Agreement

Once accepted into the Discovering Healthcare Careers internship programs. Students must sign an agreement ([Appendix D](#)). The agreement covers general program requirements, Health Insurance Portability and Accountability Act (HIPAA⁶) compliance, privacy, and health and safety concerns. Students must also confirm they have proper vaccines. Lurie has an appropriate timeline to ensure that

⁵ LINK Unlimited Scholars is Chicago's oldest college prep and career readiness program focused solely on African American youth. LINK has successfully transitioned more than 2,500 high achieving African American youth to college by providing academic support, financial subsidies and one-on-one mentoring through the high school years and beyond.

⁶ The Health Insurance Portability and Accountability Act of 1996 (HIPAA) required the Secretary of the U.S. Department of Health and Human Services (HHS) to develop regulations protecting the privacy and security of certain health information. To fulfill this requirement, HHS published what are commonly known as the HIPAA Privacy Rule and the HIPAA Security Rule. The Privacy Rule, or Standards for Privacy of Individually Identifiable Health Information, establishes national standards for the protection of certain health information. The Security Standards for the Protection of Electronic Protected Health Information (the Security Rule) establish a national set of security standards for protecting certain health information that is held or transferred in electronic form.

students turn in forms on time and also relies on support from school contacts to remind students to complete required documents.

Summer Program Day to Day

The CHASE Your Dreams: Discovering Healthcare Careers program starts in June following the end of school, lasts 6 weeks until the beginning of August. Students participate in the internship program Monday – Friday from 8:30am-3:00pm. Each student is paid a \$1000 stipend co-funded by Lurie and CTE. The students receive their stipend checks at the end of the summer program. If the intern comes from GEAR UP or CTE, their transportation is provided by those programs. All other students are provided transportation through Lurie. In addition, Lurie provides the interns with lunch every day, breakfast once a week, a polo, a pair of scrubs, a journal, and a drawstring backpack.

During the program, students are provided with several opportunities to shadow Lurie Children’s personnel during their work hours. Shadowing is defined as an observational experience for students to evaluate whether a particular work environment could be of interest as a career option. This is intended to be an educational experience. No patient care or other type of work will be performed by the participating students. Students also receive presentations from a variety of speakers from Lurie and other organizations.

In addition, there is a mandatory one-day orientation prior to the program starting, a day of resume writing, customer service and team building skills, and mock interviews.

Table 1. Typical Day-to-Day Intern Schedule

Time	Description
8:30 AM - 9:00 AM	Student Overviews
9:00 AM - 11 :00 AM	Shadowing ***
11:00 AM - 11:30 AM	Student Overviews
11:30 AM - 12:30 PM	Lunch
12:30 PM- 1:30 PM	Guest Speaker #1
1:30 PM - 2:30 PM	Guest Speaker #2
2:30 PM - 3:00 PM	Speaker or Workshop

Evaluation

Students are given an interview feedback form ([Appendix E](#)) following their initial interview with Lurie personnel. The feedback form includes information on the student’s preparation, professionalism, and comments on positive aspects of the interview and opportunities for growth.

At the end of the summer internship program, each student’s mentor or supervisor will evaluate the student using the form found in [Appendix F](#). The evaluation will rate the student’s performance in many areas including attendance, cooperation, accuracy, professionalism and communication.

Appendix A: Lurie Internship Programs

Mentoring Chicago's Youth

2018-2019 and Beyond: Building upon Our Success in Lurie Children's

The state-of-the-art Ann & Robert H. Lurie Children's Hospital of Chicago provides access to the latest technologies and expanded space in both treatment and conference areas; in turn allowing us to greatly improve our ability to mentor youth. We plan to serve our students through workforce development, mentoring programs, and educational Career Days in 2018-2019.

Mentoring Activities in 2018-2019:

We are excited to expand our activities in 2018-2019 to create a multi-tiered mentoring program:

- **Chicago Public Schools and College Outreach: September - August 500+ Students**

Along with offering in-hospital opportunities, over the next year we plan to continue existing and implementing new outreach with schools and partner organizations. These activities will include Career Days both here at Lurie Children's, Chicago Public Schools, and Colleges

- **SHADES for the Future: December– March, up to 60 Students (two sessions – up to 30 students per session)**

This program places high school students in a six week per session workforce development program. Students will be assigned to various departments including nursing units where they come to the hospital and will work and receive school credit for their participation while in the program. Students are selected from the Medical and Health Careers and Allied Health CTE programs at their Chicago Public high school.

- **CHASE Your Dreams "Discovering Healthcare Careers": June –August, 50 Students**

Developed in 2001 by Lurie Children's, this program is a six-week summer internship program that provides an educational shadowing experience for young Latino and Black high school students. In collaboration with the Chicago Public Schools, Charter Noble schools, Career Technical Education (CTE) and GEAR UP Alliance.

- **One Summer Chicago: June – August, up to 30 -40 Students**

Lurie Children's has been an employment partner in the Mayor's One Summer Chicago program since 2003. We host CPS students for a 6-8 week summer job placement. Students are placed in a variety of departments throughout the hospital. We use this opportunity to mentor them on healthcare careers as well.

- **SAILS Launching into Employment: November – August, 20-25 Students**

This program places young adults in a six week paid internship program, along with a one week training prior to starting. The youth will be assigned to various departments where they will work and receive compensation for their participation. The program will introduce participants who are Lurie Children's patients to career opportunities available in healthcare in general and at Ann & Robert H. Lurie Children's Hospital of Chicago in particular.

- **ITW David Speer – STEM program: October – May, 5 students**

This program will create a new internship opportunity for senior students. The schools vision is to decrease the disparity for women and people of color working in STEM fields by adequately preparing students for

STEM college majors and careers, and believes that the Senior Internship will be an integral component for success.

- **Apple- Everyone Can Code (One Summer) June 2-4 students**

Everyone Can Code is a program designed by Apple to help everyone learn how to code, creating opportunities for all students and preparing them for the workforce. The comprehensive program includes a range of free resources, from helping students explore basic coding concepts to building fully functional apps. One Summer Chicago and other Chicago-based businesses will offer a 6-8 week internships to high school and college students who have completed the Everyone Can Code curriculum.

- **New E.M.P.O.W.E.R. – March – 10 students**

Our goal is to work with students with Autism, to introduce them to soft skills training. We will pilot this program with 10 students in partnership with the department of Diverse Learners at the Board of Ed and Best Buddies. We will host the students during this fiscal year's Spring Break.

College Programs

Summer Internship Program – Undergraduate & Graduate

INSPIRE2 – 30 students

Malcom X Community College - Clinical Rotation programs:

- Community Health Worker: Summer & Fall 4 students (two sessions 2 students each students)
- Medical Assistant Clinical: Spring 4 students
- Nursing Clinical: Spring & Summer 16-20 students (two sessions 8 students each session)
- Radiology Clinical: (Merima)
- HIM - Coding
- 2 Open Houses/Career events: Lurie Children's will host students from one of Malcolm X City College's disciplines. Events will include tours, speakers and educational videos.

Arrupe College – Shadowing program

- Educational internship (Sophomore students - Dr. Dsida's)
- Career Day for Arrupe College students (Freshman students)

Other College & Universities program:

- HIM: Year-round 10 students – Partner schools: UIC, Resurrection University, Oakton Community college (HIM exciting partnering schools)

Workforce Development initiatives:

- GEAR UP Alliance
- CTE (Career Technical Education)
- Noble Charter Schools
- Instituto Healthcare Sciences Career Academy
- Medix
- Apple
- Rush Hospital
- Northwestern Memorial Hospital
- Malcolm X
- CHEC undergraduate program
- Link Unlimited
- Youth Guidance

Appendix B: WSU Geography School Partnership List

Lurie Children's Partner Schools within WSU Geography:

- Farragut Career Academy High School
- Benito Juarez High School
- Westinghouse College Prep
- Noble Street College Prep
- Rauner College Prep
- Richard T. Crane Medical Preparatory High School
- Roberto Clemente Community Academy High School
- Instituto Health Science Career Academy High School
- Foreman College and Career Academy
- Pritzker College Prep
- ITW David Speer Academy
- Michele Clark Academic Prep Magnet High School
- North Grand High School

Appendix C: CHASE Your Dreams Internship Application

CHASE Your Dreams: Discovering Healthcare Careers Summer 2018 June 22-August 2, 2018

All applications *must include this completed coversheet* and all supporting documents listed under STEP 2. Please scan the completed packet and email to

COMPLETE APPLICATION PACKETS must be emailed by TBD

Name _____ ID _____ School _____ Division _____
Student Cell _____ Student Email _____
Home Address _____ Chicago, IL 606 _____
Parent or Guardian Name _____ Parent Email _____
Parent or Guardian Cell _____ Home Phone _____

STEP 1: Make sure applicant meets all program requirements:

- Minimum UNWEIGHTED GPA of 2.75/4.0 scale
- Will be at least 17 years of age by June 24, 2018
- Has a Social Security number (or has applied for *and* received DACA)
- Is Latino and bilingual in Spanish & English *or* African-American
- Will participate in the *entire* six-week program
- Will take a physical, including a drug test
- Attends a partner high school

STEP 2: Make sure you have all of these items completed, scanned and emailed by TBD

- This cover sheet
- One letter of recommendation
- Two-page essay with one page on your college plans/goals & one page on your professional goals
- An official copy of high school transcripts with grades indicating a GPA of 2.75 or better (unweighted)
- Student Résumé

STEP 3: Scan and email your application to: MRivera@luriechildrens.org AND lalvarez@luriechildrens.org

STEP 4: Your GEAR UP contact, college coach or counselor will schedule an interview *at* your high school

Students should receive notification of their acceptance into the program no later than **TBD**

There are many healthcare careers from which to choose...

Discovering Healthcare Careers
can help you choose the right one for you!

Appendix D: Internship Agreement

Ann & Robert H. Lurie Children's Hospital of Chicago

CHASE Your Dreams

Discovering Healthcare Careers

Mandatory Agreement

Welcome and congratulations on your selection to participate in our Discovering Healthcare Careers internship program at Ann & Robert H. Lurie Children's Hospital of Chicago. The program will be held in the summer of 2013 in conjunction with Chicago GEAR UP Alliance/Chicago Public Schools, and Allied Health and Medical & Health Career programs. **This Agreement contains some important information for you to read prior to the start of the Program.**

Program Basics: This Program will introduce student participants to career opportunities available in the healthcare industry in general and at Lurie Children's in particular. Participation is limited to 17- 19 year old Chicago Public School students who have met the Program requirements established by Chicago GEAR UP Alliance/Chicago Public Schools, Allied Health and Medical & Health Career programs and have been selected for participation. You will receive a \$1,000.00 stipend (in two payments of \$500.00) for your participation in the program. The Program will begin promptly at 8:30 a.m. and will conclude at 3:00 p.m. You should report to the 11th floor of the hospital, a few minutes before the program is scheduled to begin. Please dress appropriately and wear comfortable shoes (shoes cannot be open toed).

(Please see Lurie Children's dress code policy provided in your folders).

Shadowing: During the Program, we will provide you with several opportunities to shadow Lurie Children's personnel during their work hours. Shadowing is defined as an observational experience for students to evaluate whether a particular work environment could be of interest as a career option. This is intended to be an educational experience. No patient care or other type of work will be performed by the participating students.

HIPAA Compliance and Confidentiality: Included with this Information Packet is a copy of a training memorandum which discusses Lurie Children's privacy policies and procedures and a booklet regarding compliance with the Privacy Rule adopted pursuant to HIPAA (the Health Insurance Portability and Accountability Act of 1996). **It is important that you read this information thoroughly and comply with the terms of this law.** Student participants should never discuss any patient by name or other identifier that could identify the patient or family. Any reflection (oral or written) on your experiences should maintain patient confidentiality. Never discuss specific details of your experience in public settings, in the hospital elevators or hallways or at home or at school.

Privacy and Confidentiality: Included with this Information Packet is a copy of a training memorandum which discusses Lurie Children's privacy and security policies and procedures and a booklet regarding compliance with the Privacy and Security Rules adopted pursuant to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Health Information Technology for Economic and Clinical Health Act ("HITECH Act"). **It is important that you read this information thoroughly and comply with the terms of this law and related Lurie Children's policies.** Student participants should access only the

minimum amount of patient information necessary to perform their assigned tasks and should never discuss any patient by name or other identifier that could identify the patient or family. Any reflection (oral or written) on your experiences should maintain patient confidentiality. Never discuss specific details of your experience in public settings, in the hospital elevators or hallways, at home or at school, or in any on-line forum (*e.g.*, blogs, chat rooms, or social media sites such as Facebook, Twitter, etc.).

Additionally, any information about Lurie Children's hospital business operations, research activities, employees, or third parties which is disclosed or known in the course of your participation in the Program must be kept confidential.

Safety and Health Concerns: We make every effort to safeguard the health, well being and safety of our patients and staff through prevention of infection whenever possible. Each student participant is expected to arrive for the Program experience in good health. If you have an active infection or signs and symptoms of a cold (or other respiratory infection), fever, rash, nausea, vomiting or diarrhea on the day of the Program, please do not attend. We recommend that you check with your own physician and make sure that your immunizations are up to date. We also recommend that you have a TB (tuberculosis) skin test performed prior to your visit if you have not had one in the past year.

You may encounter areas of the hospital in which patients are in isolation for communicable diseases or infection. Please remember to wash your hands frequently throughout your visit and realize that you may come into contact with viral illnesses in the hospital setting.

Additional Information: If you need additional information about the Program or have a question regarding your participation, please contact:

We look forward to your participation in our Discovering Healthcare Careers program and believe that the internship will provide you with an instructive look at career opportunities in healthcare.

Chicago GEAR UP Alliance
Anne & Robert H. Lurie Children’s Hospital of Chicago
CHASE your Dreams
Discovering Healthcare Careers Program
Participation and Training Certification Form and Agreement

I, _____ (print name), have agreed to participate in Lurie Children’s, Discovering Healthcare Careers program as described in the Mandatory Agreement form. If I am under 18-years of age, my parent or legal guardian has consented below to my participation in the Program.

I have received and reviewed the training memorandum and booklet regarding compliance with the Privacy and Security Rules adopted pursuant to the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) and the Health Information Technology for Economic and Clinical Health Act (“HITECH Act”). I agree to abide by Lurie Children’s privacy and security policies and procedures as outlined in these materials and that patient and family information obtained by me through my participation in the Program must remain confidential. I will not share patient or family information with people outside of those whom I am shadowing at Lurie Children’s.

I also agree to abide by Lurie Children’s confidentiality and non-disclosure policies and that business and research confidential information obtained by me through my participation in the Program must remain confidential.

I also agree that if I have an active infection or signs and symptoms of a cold (or other respiratory infection), fever, rash, nausea, vomiting or diarrhea, I will cancel my visit and reschedule. I acknowledge that I am not permitted to enter patient rooms, especially isolation rooms, unless I have express authorization and am accompanied by a clinician. I realize that I may come into contact with viral illnesses in the hospital setting.

In consideration of my participation in the Program, I, for myself and my family, hereby release Lurie Children’s and its subsidiaries and affiliates and their respective officers, directors, employees, volunteers and agents, from any and all claims or causes of action of whatever nature that I or my family ever may have against any of them on account of or arising from my participation in the Program, and hereby waive any and all such claims and causes of action.

I also give full permission for use of my name; photograph and statement or testimonial in connection with the Program for general publicity, marketing and philanthropic purposes of Lurie Children’s Hospital and its subsidiaries and affiliates.

(Student signature)

(Date)

(Parent or legal guardian signature)

(Date)

Appendix E: Interview Feedback Form

INTERVIEW FEEDBACK FORM

Candidate's Name: _____

Interviewed By: _____

PREPARATION:

<i>Brought Resume</i>	Yes	No	
<i>Researched the Company</i>	Yes	No	N/A
<i>Had Good Responses to Questions</i>	Yes	No	N/A
<i>Perfect Pitch (Elevator Speech) Prepared</i>	Yes	No	N/A
<i>Communicated Skills Effectively</i>	Yes	No	N/A
<i>Had Examples of Why Good Candidate</i>	Yes	No	N/A

Comments About Preparation:

PROFESSIONALISM:

<i>Professional Dress/Appearance</i>	Yes	No	N/A
<i>Eye Contact</i>	Yes	No	N/A
<i>Friendly/Polite</i>	Yes	No	N/A
<i>Appeared Confident</i>	Yes	No	N/A
<i>Handshake at Beginning</i>	Yes	No	N/A
<i>Handshake at End</i>	Yes	No	N/A

Comments About Professionalism:

Please turn page over for more information

Positives:

Opportunities for Growth:

Overall Comments:

Appendix F: Mentor Evaluation of Intern Form



Mentor's Evaluation of Intern

Intern's Name _____ Department _____
 Mentor _____ Date _____

INSTRUCTIONS: Please rate your intern's performance

<p>1. Attendance:</p> <p><input type="checkbox"/> Never Absent</p> <p><input type="checkbox"/> Dependable</p> <p><input type="checkbox"/> Usually Dependable</p> <p><input type="checkbox"/> Not regular enough in attendance</p> <p><input type="checkbox"/> Never Absent</p>	<p>7. Attitude:</p> <p><input type="checkbox"/> Always positive</p> <p><input type="checkbox"/> Usually positive</p> <p><input type="checkbox"/> Rarely positive</p> <p><input type="checkbox"/> Is negative</p> <p><input type="checkbox"/> Is openly hostile and negative</p>
<p>2. Punctuality:</p> <p><input type="checkbox"/> Always on time</p> <p><input type="checkbox"/> Seldom Tardy</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Very often Tardy</p> <p><input type="checkbox"/> Tardiness affecting performance</p>	<p>8. Cooperation:</p> <p><input type="checkbox"/> Works well with others</p> <p><input type="checkbox"/> Usually gets along with others</p> <p><input type="checkbox"/> Prefers to work alone</p> <p><input type="checkbox"/> Does not work well with others</p> <p><input type="checkbox"/> Is antagonistic</p>
<p>3. Appearance:</p> <p><input type="checkbox"/> Always dresses appropriately</p> <p><input type="checkbox"/> Is good in appearance/frequently dresses appropriately</p> <p><input type="checkbox"/> Should make efforts to improve/ frequently dresses inappropriately</p> <p><input type="checkbox"/> Often neglects appearance/ dresses inappropriately most of the time</p> <p><input type="checkbox"/> Is extremely careless</p>	<p>9. Work Habits:</p> <p><input type="checkbox"/> Is industrious; stays on task until completed</p> <p><input type="checkbox"/> Seldom wastes time; is reliable</p> <p><input type="checkbox"/> Is usually reliable</p> <p><input type="checkbox"/> Frequently wastes time</p> <p><input type="checkbox"/> Work is often incomplete</p>
<p>4. Initiative/Motivation:</p> <p><input type="checkbox"/> Is resourceful; look for things to do</p> <p><input type="checkbox"/> Is fairly resourceful</p> <p><input type="checkbox"/> Does acceptable routine work</p> <p><input type="checkbox"/> Takes very little initiative; require urging</p> <p><input type="checkbox"/> Shows no initiative</p>	<p>10. Accuracy of Work:</p> <p><input type="checkbox"/> Does work of very good quality</p> <p><input type="checkbox"/> Makes few errors</p> <p><input type="checkbox"/> Often makes errors</p> <p><input type="checkbox"/> Is frequently inaccurate and careless</p> <p><input type="checkbox"/> Is extremely careless</p>
<p>5. Professionalism:</p> <p><input type="checkbox"/> Consistently demonstrates professionalism</p> <p><input type="checkbox"/> Usually demonstrates professionalism</p> <p><input type="checkbox"/> Occasionally demonstrates professionalism</p> <p><input type="checkbox"/> Rarely demonstrates professionalism</p>	<p>11. Communication:</p> <p><input type="checkbox"/> Excellent communication skills</p> <p><input type="checkbox"/> Above average communication skills</p> <p><input type="checkbox"/> Average communication skills</p> <p><input type="checkbox"/> Needs to improve communication skills</p>

<input type="checkbox"/> Is totally unprofessional	<input type="checkbox"/> Ineffective communication skills
<p>6. Courtesy:</p> <input type="checkbox"/> Is very courteous and very considerate <input type="checkbox"/> Is courteous and considerate <input type="checkbox"/> Usually courteous and considerate <input type="checkbox"/> Is not particularly courteous <input type="checkbox"/> Very discourteous and inconsiderate	<p>12. Adaptability:</p> <input type="checkbox"/> Is adept at meeting changing conditions <input type="checkbox"/> Adjusts readily <input type="checkbox"/> Needs direction to make adjustments <input type="checkbox"/> Has difficulty adapting to new situations <input type="checkbox"/> Cannot adjust to changing situations

Comments:

Appendix G: One Summer Chicago Agency List (as of 2018)

Blue indicates an agency on the West Side.

#	Agency	Address	Executive Director
1	Alternatives Inc.	4730 N Sheridan Rd	Judith M. Gall
2	Asian Human Services	4753 N. Broadway, Suite 700	Craig Maki, Ed.D., MSW
3	Aspira	3013 N. Monticello	Amanda Alpert- Knight
4	Back of the Yards Neighborhood	1823 W 47th Street	Craig Chico
5	Boys & Girls	550 W Van Buren St	Mimi Le Clair
6	Brighton Park	4250 S Rockwell	Patrick Brosnan
7	Central States	3948 West 26th Street	Eva Garza Dewaelsche
8	Chicago LAMP	3508 W. Ogden	Dr. Betty Allen-Green
9	Chicago Urban League	4150 S Michigan Ave	Shari Runner
10	Chicago West Community	100 N. Central Park Ave	Howard Sandifer
11	Community Assistance Programs	11717 South Halsted Street	Sheryl Holman
12	Free Spirit	906 S Homan Ave, 5th Floor	Jeff McCarter
13	Kuumba Lynx	4501 N. Clarendon	Jaquanda Villegas
14	Le Penseur	8550 S Manistee Ave	Reginald Summerise
15	Logan Square	2840 N Milwaukee Ave	Nancy Aardema
16	Metropolitan Family Services	1 N Dearborn St	Ricardo Estrada
17	Mikva Challenge	200 S Michigan Ave, Suite 1000	Michelle Morales
18	Phalanx Family Services	837 W 119th SREET	Robbie Sanders
19	SGA Youth & Family	3152 W 47th St	Susana Marotta, PhD
20	The Urban Alliance	205 W Randolph, Suite 410	Jenna Ketchum
21	Westside Health Authority	5417 W Division St	Morris Reed
22	Youth Advocate Program Inc.	1111 E 87th Ave	Mr. Jeffrey Fleischer
23	A Knock at Midnight	400 W 76th St	Minister Johnny Banks Sr
24	A Safe Haven Foundation	2750 W Roosevelt Rd	Neli Vazaquez Rowland

25	Alternative Schools Network	1807 W. Sunnyside, Suite 1d	Jack Wuest
26	B.U.I.L.D. INC.	5100 W Harrison St	Adam M. Alonso
27	Bright Star Community	735 E 44th St	Christopher Harris
28	Catholic Charities	6202 S Halsted Ave	Monsignor Michael M. Boland
29	Center for Companies that Care	815 W Van Buren Street. Suite 415	Marci Koblenz
30	Centers for New Horizons	4150 S Dr Martin Luther King Jr Dr	Christa Hamilton
31	Children's Home & Aid	5958 Marshfield Ave	Nancy B. Ronquillo
32	Heartland	208 S La Salle St	David Sinski
33	K.L.E.O.	119 E Garfield Blvd	Torrey Barrett
34	Kingdom Community Inc.	5151 W Madison St	John Abercrombie
35	Lawrence Hall Youth Services	4833 N Francisco Ave	Kara Teeple
36	Le Penseur	8550 S Manistee Ave	Reginald Summerise
37	Options for Youth	3120 S Kostner Ave	Pat W. Mosena
38	Sinai Community Institute	2653 W Ogden Ave	Debra Wesley Freeman
39	St. Sabina	7825 S Racine Ave	Lisa R. Ramsey
40	UCAN	3605 N Fillmore St	Thomas Vanden Berk
41	Youth Outreach Services	5901 W Division Ave	Rick Velasquez

Acknowledgments

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Alecia Boyd
Cook County Health

Andrea Clinton
Civic Consulting Alliance

Angela Brown
Sinai Health System

Annette Phillips
Illinois Student Assistance Commission

Ayesha Jaco
West Side United

Darlene Hightower
Rush University Medical Center

Debra Wesley
Sinai Health System

Gladys Aguirre AMITA Health

Karen Aguirre West Side United

LaDarius Curtis
Ann & Robert H. Lurie Children's Hospital

Maria Rivera
Ann & Robert H. Lurie Children's Hospital

Nasseef Quasim University of Illinois Hospital and Clinics

Natalia Gallegos
Rush University Medical Center

Natalia Suarez Montero
University of Illinois Hospital and Clinics

Nicole Vahl
Illinois Medical District

Rukiya Curvey-Johnson
Rush University Medical Center

Sam Nelson
Illinois Student Assistance Commission

Sara Heinert
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Selina Kowalski
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Tondalaya Shepard
Sinai Health System

Veenu Verma
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WEST SIDE UNITED:

Building Blocks
to Better Health

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info@westsideunited.org
www.westsideunited.org