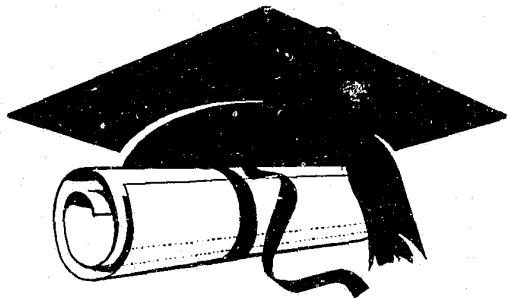


NEW YORK STATE POLICE INTERNSHIP PROGRAM

Developing 21st Century Professionals



149610

Superintendent Thomas A. Constantine

July 1993

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NEW YORK STATE POLICE INTERNSHIP PROGRAM

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U.S. Department of Justice
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Thomas A. Constantine
Superintendent
July 1993

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EXECUTIVE SUMMARY

Many law enforcement agencies throughout the country have effectively used student interns, including the New York State Police. Some of these agencies have formalized internship programs; however, the Division has had a loosely structured program, which is the situation in the majority of the departments contacted during the research that was conducted in connection with this project. This report describes how the New York State Police will formalize its use of interns, to include both Graduate and Undergraduate students.

Initially, the opportunities for interning will be extended to Niagara University, Pace University, John Jay College, SUNYA, and The Rockefeller College of Public Affairs and Policy; these institutions have, or likely will have, structured internship programs in place to screen candidates prior to their being interviewed by prospective "employers".

Primarily, Undergraduate Criminal Justice majors will be assigned to Troop Headquarters for the duration of their internship, which is usually between 120-150 hours per semester. For example, a Niagara University student will be assigned to Troop A Headquarters, and a John Jay College Criminal Justice major could be assigned to either Troop NYC or Troop L Headquarters. Internships will also be considered for law school students for Counsel's Office, Computer Science majors for EDP, and Science majors for the Laboratory.

Graduate students attending The Rockefeller College of Public Affairs and Policy will be assigned to Division Headquarters for research that relates to policy and program development. These students will be compensated at approximately \$8.00 per hour; however, Undergraduate majors will receive only college credit.

Interested students will first be required to meet their school's own internship requirements. Following satisfaction of the school's criteria, qualifying students will be recommended by the college; they will be required to complete an NYSP intern application, produce a letter of recommendation from their school, provide a copy of their transcript and a copy of their resume. During the first year, these documents are to be forwarded to Planning and Research, and in subsequent years to Employee Relations. Division Headquarters will

distribute copies of the students' application packages to the appropriate Troop Commanders or Division executives for scheduling of interviews. Abbreviated background investigations will be conducted on those performing satisfactorily during the interview. Those passing the background investigation will constitute the pool of final candidates from which Division Headquarters executives or Troop Commanders will make their final selections.

Prior to the start of any internship, students will be required to meet with their State Police supervisor to develop the intern's schedule for the Spring or Fall semesters; summer internships are not being considered. While there will have to be some flexibility in designing the schedule, it is a process that will have to be at least started prior to the internship beginning, in order to insure that there are no misunderstandings and that the internship encompasses, at a minimum, the number of hours required by the college in order for the interns to receive credit. In the case of paid Graduate interns, the schedule will insure that the budget is not exceeded.

Each intern will be issued a Handbook which summarizes the purpose and mechanics of NYSP internships. The document also includes copies of all pertinent forms and discusses applicable policies, procedures and processes; basically, the Intern Handbook is comparable to a "briefing report."

Interns will be formally evaluated prior to the conclusion of their internship, preferably during the final week; in addition, the interns will be given the opportunity to evaluate their internship experience. Also, all interns will have an exit interview and upon successfully completing the internship the students will be issued a *Certificate of Achievement*. Periodically, interns will be profiled in the *Trooper Magazine* and the Internship Program discussed in the Division's Annual Report.

There are many issues inherent in a structured internship program, and several are mentioned above. These and others are discussed in further detail in this report. While considerable research has already been completed in connection with the Division's Internship Program, some remains to be done. Regardless, the potential rewards more than offset the costs, as hard working, educated and experienced students are the Troopers and civilian professionals of tomorrow, and the 21st Century leaders of the New York State Police.

NEW YORK STATE POLICE

INTERNSHIP PROGRAM

INTRODUCTION

The use of student interns by private and public employers is a common practice; in fact, the New York State Police has employed interns in EDP, the Laboratory, Counsel's Office, and in other Sections. The Division's past participation in internships was rather loosely structured; however, the experience of employing interns has been a beneficial one for the Division, as evidenced by Counsel's observation that, "these interns rendered invaluable assistance to the office of Division Counsel... (they) represent an extremely cost-effective means to maintain basic legal services."

While student interns stand to profit from their participation in an internship program, in the form of work experience, compensation and/or college credit, the Division likewise stands to benefit. For example, interns are given the opportunity to demonstrate the skills that are needed to ultimately become effective employees of the Division, in either a civilian staff capacity or as a Member of the New York State Police. Additionally, interns can be given meaningful assignments that will have a favorable impact on the administrative efficiency or operational effectiveness of the Division. Interns can likewise become spokespersons for the Division upon their return to their campuses, thereby generating increased interest in the Division by bright, ingenious, and highly motivated undergraduates, as well as Graduate students. Finally, internships are an excellent way for the Division to demonstrate, in yet another way, its commitment to educational excellence by partnering with institutions of higher learning.

Despite its positives, there are a variety of issues that need to be addressed in developing, operating, and evaluating a formal internship program. This report, which discusses them, is based partially on the experience of other State Police and Highway Patrols that are currently participating in an internship program, as well as the FBI, and a number of colleges/universities which have active internship programs. More importantly, the report reflects the points of view

of Division executives, including several Troop and Detail Commanders, who have indicated an interest in sponsoring an intern.

The Division has a long-standing commitment to educational excellence. This manifests itself in a number of ways; for example, the State Police Academy where annually thousands receive specialized, in-service or recruit training with those completing the latter, eligible to earn college credit for their efforts. Others include the Master's Program, and the 60 college credit requirement to become a Trooper. An internship program is a natural extension of these initiatives, and represents another way for the Division to further its excellent relationship with the academic community.

UNDERGRADUATES/GRADUATES

There is considerable diversity throughout the country regarding the educational level of students who are offered internships. Some departments work with their local high schools, while others have joint programs with community colleges, four year colleges and universities, law schools, as well as Graduate schools up to and including the PhD level. Those at the high school, and the 2-4 year college Undergraduate levels, generally assign interns to tasks that support the daily administration of the department. In addition, these interns are frequently allowed to perform duties such as traffic control and parking enforcement; often, they are allowed to participate in "ride-along" programs so they can experience first-hand the incidents routinely encountered by patrolmen and Troopers. Typically, agencies assign Undergraduate interns to numerous offices, squads and details for short periods of time in order to expose the students to all aspects of a department.

Graduate students are less likely to be interested in, or involved in, an internship that entails clerical or dispatching type tasks, ride-alongs or the like. Their internship goals are apt to be more of a professional nature, where their assignment will have a potentially significant impact on agency policy or program development.

At the outset of a formal NYSP Internship Program, Undergraduate students, in either their junior or senior year, will work in a capacity that exposes them to the operations of the Division, whether it be at Troop Headquarters or Division Headquarters. This will enable them

to supplement their academic experiences with an appreciation for the practical workings of a major law enforcement agency. Preference for these type internships should be accorded Criminal Justice majors; however, students with majors other than Criminal Justice can be given "full time" assignments in Fiscal Management, Personnel, the Academy or other administrative units at Division Headquarters.

Graduate students majoring in Public Policy will likewise be eligible to participate in the Division Internship Program. These advanced interns will be given more complex assignments, such as developing grant applications for innovative criminal justice or traffic safety projects, or determining the role of volunteers in the NYSP. Several areas for intern assignments are listed in other sections of this report.

PARTICIPATING SCHOOLS

There is little doubt that many schools throughout the State will want to participate with the Division in its Internship Program. However, at the outset, the scope of the Program will be somewhat limited; accordingly, only the following schools will be considered for initial participation:

- Niagara University - Primarily Undergraduate Criminal Justice majors for assignment to Troop A (Western New York).
- Pace University - Primarily Undergraduate Criminal Justice majors for assignment in Troop K and Troop F (Lower Hudson Valley).
- John Jay College - Primarily Undergraduate Criminal Justice majors for assignment to Troop NYC and Troop L (Long Island).
- SUNYA - Primarily Undergraduate Criminal Justice majors for assignment to Troop G (Capital District), Troop T (Thruway) and Division Headquarters (Albany).
- The Rockefeller College of Public Affairs and Policy - Primarily Graduate students for assignment to Division Headquarters (Albany).

Meetings will be scheduled with representatives of each of the above institutions to work out the details for selecting, assigning, supervising and evaluating interns. In future years, the program can be expanded so that each Troop is in a position to offer an internship to a college student in the Troop area. Furthermore, consideration will also be given to law school students to intern with Counsel's Office, Computer Science majors to intern with EDP and Science majors to intern with the Laboratory.

APPLICATION PROCESS

Generally, schools with internship programs have a formal process that must be followed by students who wish to participate. This often includes completing the school's internship application, attending a resume preparation and interviewing skills workshop, meeting with the college's internship office program staff, attending new intern orientation sessions, and completing a final resume. Students may begin the intern application process with their school as many as four months before their internship actually begins.

The schools with which the Division develops an internship program should have an internal process with features somewhat along the lines of those described above. This will insure that there is some degree of pre-screening and control on the part of the school, and that the Division only interviews those who have satisfied their school's own requirements for interns. Additionally, any students interviewed for internships will be required to produce a letter from their school's Internship Director, or a comparable position, attesting to the fact that they have satisfactorily met the school's criteria, and have the school's support in their pursuit of an internship with the New York State Police.

Prior to the time of their interview, students will be required to forward a copy of their letters, transcripts, resumes, and internship applications. Subsequently, candidates for internships will be interviewed by the Troop Commander for those being assigned to Field installations, or by the most appropriate Division executive, based on the content of the application. During the program's first year, the interns' application packages will be forwarded to Planning and Research, since the Internship Program represents a new initiative; therefore, Planning and Research will evaluate and further refine it as circumstances indicate (in the second year, the

program will be transferred to Employee Relations). Planning and Research will make copies of the interns' packages for use by the appropriate Troop/Detail Commanders, Division Headquarters executives or Section Heads during the intern's interview. During the first year, Planning will participate in interviews at Division Headquarters, but not in the interviews in the Field. Following interviews of candidates, preliminary recommendations will be made.

Successful candidates will, at this point, have their records checked at DCJS and the Department of Motor Vehicles to identify any prior criminal arrests or problem drivers. Intern applicants will not have to pay the fee charged by DCJS for a fingerprint check as part of a complete background investigation.

Candidates who successfully pass the interviews and records checks will comprise the pool of intern finalists, and from this group internships will be offered.

In summary, an intern's relationship with the Division will approximate that of part-time civilian employee. Much in the way that background checks are conducted on civilian appointments, limited backgrounds will be conducted on interns; however, there will be no medical examinations involved, much in the same way that we will do not require a medical examination of a consultant to the Division. This approach represents a proper balance of the Division's interests in having qualified persons with reputable backgrounds working in its facilities, while not being overly demanding in terms of the criteria it requires of student interns, whose careers will be somewhere in the vicinity of 120-150 hours per semester on-site at a Division facility.

COMPENSATION CONSIDERATIONS

Undergraduate students will not receive compensation; however, Graduate students attending Rockefeller College will be compensated at an hourly rate of about \$8.00, without fringe benefits. This is the hourly rate the College normally expects for its interns who, in the past, have been assigned to the State legislature, lobbying groups, local government, academic institutes and numerous State agencies including Budget, Civil Service, Corrections, DMV, and GOER.

To simplify payment, Rockefeller College has adopted a "pass-through payment process" which allows agencies, through a memorandum of understanding, to pay a fee to the University, from which the intern's salary is provided. This system can be of great value to agencies, such as the Division, which otherwise might have to establish a line item, or develop personnel procedures to hire a Graduate intern. The amount of money noted in the MOU includes the full value of the interns' salary, plus an overhead amount of 18% to offset the College's administrative support. This method provides a significant reduction in paper processing as appointment forms, tax forms and accounting is done by the University. The Division will adopt this form of compensation for Graduate students in order to expedite the payment process. Using this approach will result in a per-semester cost, per intern, of approximately \$960.00 (for a 120 hour internship), plus \$173.00 for the 18% overhead charge, resulting in a total per-semester cost per intern of \$1,133.00.

INTERN SUPERVISION

Each intern, whether assigned to a Troop or to Division Headquarters, will have to be supervised by a person designated by either the Troop Commander or a Section Head at Division Headquarters (for Graduate interns) during either the Fall or Spring semester; Summer internships are not available.

The supervisor will be responsible for insuring that the intern is provided with needed workspace/supplies, is familiar with the Division installation to which he/she is assigned, adheres to basic Division policy with respect to personal appearance and conduct, appears for work during the intern's prearranged schedule, provides needed direction and control, and completes evaluation forms required by the Division as well as the college/university.

The supervisor is to insure that the student fulfills the time requirements of the internship as required by the college; failure to do so on the part of the intern, in the absence of extenuating circumstances, will result in an "incomplete" internship, and the time will not be able to be made up during subsequent semesters.

STATE POLICE/HIGHWAY PATROL SURVEY

On April 1, 1993, correspondence was forwarded to all State Police and Highway Patrols to determine whether or not they sponsored internship programs, and if so, to learn of some of the key aspects of the program with special emphasis on the types of assignments given to interns; a total of 31 state law enforcement organizations responded, along with six other agencies, including the FBI and the U.S. Marshal's Service. Several of the respondents reported that they either currently have, or in the past had, an internship program, with most of the positions being unpaid. Most of the students spend their internship learning how the State Police or Highway Patrol operates by performing tasks such as filing, data entry, dispatching, accompanying Troopers on patrol, and supervisors during meetings with judges and other police officials, reviewing accident reports/leave reports/time slips/expense accounts/etc., copying reports and making field trips to stations, satellites and special squads. Additionally, some interns, particularly Graduate students, are given research assignments; this is especially the case with the FBI's *Internship Program*, which employs Undergraduate seniors and Graduate students at the GS-6 grade level at FBI Headquarters during the Summer. Appendix A summarizes the responses to the NYSP request for information on other agency experiences with internship programs.

INTERNAL SURVEY

On April 21, 1993, members of the Executive Committee, as well as all Troop and Detail Commanders, were asked whether or not their Commands, Sections, Troops or Details had previously used interns, and if so, the nature of those internship experiences; they were also requested to forward their recommendations for intern "jobs" in the event a student was to be assigned to them.

As of mid May, 20 replies had been received, including several which reported prior use of interns. Counsel Valle indicated that in the past, his office had a varying number of 3rd year law students working part-time as law interns at approximately \$6.00 per hour, with no fringe benefits. His experience with interns was quite positive. In addition, the Laboratory has for many years utilized interns at Headquarters and the program has recently been expanded to

include the regional facilities. In the majority of cases, the experience has been beneficial to both the Lab and the intern. Some of the Lab interns have been subsequently hired in Forensic Scientist positions upon completion of the student's academic career. The Traffic Section reported that it had used an intern from the Governor's Traffic Safety Committee in 1988, and furthermore that, "due to the nature of assignments and responsibilities performed, Division Traffic provides an ideal climate for the utilization of such a position." Finally, the Public Information Office and the EDP Section have both used interns in the past; in the case of the former, the internship was in the summer of 1992, while in the latter, the last experience was in 1984, and it was generally of a positive nature.

Many of the Division respondents were favorably inclined to having an intern assigned to their particular area of responsibility, including most of the Troop Commanders. Understandably, due to sensitivity and confidentiality considerations, there is a reluctance on the part of some respondents to have interns assigned to their commands.

SCHEDULING

Prior to the beginning of any internships, students will be required to meet with their State Police supervisors, to begin developing the intern's schedule for the Spring or Fall semesters. Factors to be taken into consideration in developing the schedules will include planned vacations of the supervisors or the students, semester breaks, dates on which semesters begin and end, part-time employment hours, student activity commitments, and the students' class schedules for the semester of the internships. While there will have to be some flexibility in designing the intern's schedule, it is a process that should be started prior to the internship beginning, in order to insure there are no misunderstandings and that the internship encompasses, at a minimum, the number of hours required by the college in order for the intern to receive credit. In the case of paid interns, the schedule will insure that the budget is not exceeded. Copies of the schedule will be given to the student, the internship director at the college, the State Police supervisor, along with Planning and Research during the first year, and Employee Relations in future years.

INTERN HANDBOOK

Each intern will be issued an Intern Handbook which summarizes the purpose and mechanics of NYSP internships, in somewhat of a general sense. The document likewise includes copies of all pertinent forms and discusses applicable policies, procedures and processes. Of equal importance, the Handbook describes the operation and administration of the New York State Police, its various services and programs, along with some of the key issues confronting the Division. This will familiarize the student with the New York State Police at the outset of the internship, putting the student somewhat at ease since it may be their first encounter with a State level law enforcement agency. A "briefing report", somewhat along the lines of those previously prepared for State legislators, new directors of criminal justice and new governors, are indicative of the type of program and issues-related material that have been incorporated into the Intern Handbook. Tables of organization and Troop maps are likewise be included. For obvious reasons, no sensitive matters, issues, programs or units are discussed in this document.

INTERN ASSIGNMENTS

This section of the report lists several assignments that could be given to Undergraduate interns in the Field, especially those working at Troop Headquarters:

- Assist the Communications Section with routine desk and communications assignments.
- Assist Troop Headquarters Traffic Section with statistics and correspondence.
- Assist ID Section with Fingerprint Card review and film processing.
- Assist the QM in recordkeeping and delivery of supplies.
- Accompany Uniform patrols on routine assignments, acting as observers only.
- Accompany BCI Investigators handling non-violent complaints such as burglaries, larcenies, etc., acting as observers only.
- Accompany BCI and Uniform Members attending court, acting as observers only.
- Assist the Records Section with Sealing Orders, monthly statistics and records searches.
- Assist the PIO with the many Division public education programs, such as Prom

Promise, Project L.E.A.R.N., Scared Stiff, Neighborhood Watch, Traffic Safety, Crime Prevention, etc.

- Accompany the Troop Commander and other commissioned officers to their meetings with other law enforcement officials.
- Assist the Scales and Hazmat Details, although primarily serving as an observer.
- Assist the Troop's Emergency Management NCO.
- Assist the Troop's recruiter.
- Assist the First Sergeant's Office in processing leave slips, work schedules and miscellaneous correspondence.
- Interns could spend 1-2 hours during their internship with each special squad such as Major Crimes Units and Narcotics Units.
- Depending on location, some interns could attend some basic school and in-service classes.
- Perform scientific analyses for the Headquarters and Regional Laboratories.

For Graduate students assigned to Division Headquarters, there are a number of possible areas that could be explored, including the following:

- Develop a method for using MIN or PC technology, to design work schedules.
- Design an Employee Satisfaction Survey, administer it, tabulate the results and develop an action plan.
- Conduct research with respect to Members who have been assaulted.
- Prepare a strategic plan for either the Division or for specific Troops.
- Assess the effectiveness of various mainframe applications.
- Evaluate the Child Sexual Abuse Demonstration Projects.
- Develop an Information System for Troop Headquarters.
- Develop a MIN application to meet OSHA requirements for exposure to hazardous materials.
- Develop an agency-wide Desktop Publishing Proposal.
- Develop a physical fitness program for tenured personnel.
- Specify the GIS/Mapping requirements of the NYSP.

- Develop a proposal to use notebook computers in the Division.
- Determine the role of volunteers, including senior citizens, in the NYSP.
- Develop a computer program where material could be more effectively retrieved from the V&T Law, Penal Law, and other pertinent laws.
- Participate in the redesign of the Division's Performance Evaluation System.
- Assess the Division's Patrol Post Structure and Distribution of Personnel using available data and existing computer software.
- Conduct legal research for Counsel's Office.
- Develop Traffic Enforcement Projects with emphasis on research and evaluation.
- Produce charts and reports summarizing current trends in traffic safety data.
- Prepare Highway Safety Grant proposals and Bureau of Justice Assistance Grant proposals for innovative State Police programs.
- Research the correlation between pre-employment psychological assessments and subsequent performance.
- Correlate entrance exam scores, peer evaluations, academic performance, FTO Program Evaluations, and Field Performance Evaluations.
- Design pre-test and post-test evaluation instruments for all courses needed for accreditation.
- Develop computer programs necessary to maintain training records for historical purposes, accreditation and for any potential liability issues.
- Assist in Division efforts to insure compliance with all aspects of the ADEA and the ADA.
- Assist with the transition from the Division's current method of testing to the implementation of the Richardson, Bellows and Henry Exam.
- Further develop the Division's Internship Program.
- Work with EDP on projects related to hardware staging and testing, software installation, PC troubleshooting and Local Area Networking.
- Prepare briefing reports on computer applications available via MIN, NYSPIN, PCs and LANs, Laboratory services, criminal investigation programs, etc.

- Assist in the development of a microfilm or optical disk based system for the Central Records Bureau.
- Evaluate the benefits of various software packages and hardcopy forms available from DCJS.
- Assess the adequacy of specific State Police procedures, e.g., transmission of Rap Sheets, submission of fingerprint cards, warrant processing, lost/found/recovered property, evidence handling, etc.
- Conduct research on alternate work schedules (4-10 hour days, 3-12 hour days, etc.).

CONCLUDING SEMESTER ACTIVITIES

Each intern will be formally evaluated prior to the conclusion of the internship, preferably during the final week. Factors to be taken into account will include dependability, initiative, inter-personal skills, ability to learn, knowledge of profession, quantity and quality of work and punctuality. In addition, the intern will be given the opportunity to evaluate the internship experience, using criteria such as:

- Relevancy of the work assignments
- Variety of tasks
- Challenging nature of the assignment
- Clarity of instructions and expectations
- Relationship towards a career goal
- Development of new skills and knowledge
- Assistance provided by the intern supervisor
- Quality of the Intern Handbook
- Any recommendations for change to the Internship Program

All interns will have an exit interview, during which the students can voice likes, dislikes, and offer any suggestions for program improvement.

Subsequent to completing an internship, and at the student's written request, a letter of reference will be prepared and sent to potential employers.

Certificates of Achievement will be awarded to interns upon completion of their internship with the New York State Police. In addition, short articles on the internship can be prepared for local newspapers, publicizing the interns' accomplishments and thereby providing a mechanism for increased interest in the Internship Program of the Division. Periodically, interns can be profiled in the *Trooper Magazine* and a description of the program included in the Annual Report.

APPENDICES

- A. Summary of Other Agency Internship Programs
- B. Internship Forms

APPENDIX A

INTERNSHIP PROGRAM SUMMARY OF OTHER AGENCY RESPONSES May 1993

1. STATE POLICE AND HIGHWAY PATROLS

Alaska Department of Public Safety - Does not currently have, and never has had, an internship program.

Arizona Department of Public Safety - Hires approximately 20 interns per year. The Governor's Office has a paid summer internship program whereby DPS hires approximately 5 interns for the summer months; they are paid \$7.26 hourly. Additionally, as the result of job fairs, DPS annually hires two interns. These types are strictly for college credit - no compensation provided. Furthermore, walk-in applicants for internships are accommodated and through this program DPS annually hires about five interns. A final program, Phoenix OIC, targets disadvantaged youth from age 14-21 to receive meaningful work experience. Approximately 8 interns are used per year from this source. It appears that many of the interns are doing clerical type work regardless of the source from which the interns are drawn. Interns must pass a background investigation and a polygraph exam.

Colorado State Police - Does not use an internship program.

Delaware State Police - Actively participates in educational programs with local colleges and high schools. A program for criminal justice students consists of approximately 96 hours divided among patrol, criminal and special unit. A summer internship is being arranged whereby a criminal justice student will prepare a booklet on recent Supreme Court decisions for distribution to all SP personnel. SP is very pleased with their internship program.

Florida Highway Patrol - Has been involved in an intern program for 7 years, primarily with Florida State University. Interns are unpaid and apply through the University. They are checked for driving records and criminal records. Interns work in the radio room and on various other projects. In addition, they work on patrol assignments with Troopers and fly in the aircraft if a waiver is signed. Some interns attend some basic school classes. A copy of the department's 15 week curriculum has been provided.

Georgia Department of Public Safety - Discontinued intern program 12 years ago due to a lack of funding and a loss of interest on the part of the interns because they disliked the idea of having to take a polygraph test. Interns were paid \$500.00 a month during their internship.

Idaho State Police - Has no written policy, but each Division within the department that uses interns does so after a request for internship from either an undergraduate or graduate student. In that case, the use of the intern is limited to the specific area of study or research of interest to the student. Interns have been used in the training academy to help keep track of test scores, fitness records, and document training records.

Illinois State Police - Participation in ISP program is limited to college/university students who are enrolled in a structured intern program facilitated by an intern coordinator. In most cases, interns are unpaid. Interns can participate in ride-alongs. The exact nature of the intern's assignment is agreed upon by the college, the intern and ISP prior to the internship beginning.

Indiana State Police - Has a structured internship program that has been operational for the last two years. Students receive a complete overview of the Department while serving in a non-pay intern status. Interns must sign a waiver of liability and authorization to conduct a criminal and traffic records check. Students must be in the second year of a certified degree program and at the conclusion of the internship they are required to submit a typed report detailing their duties and experiences. The program is being revised to eliminate areas where the student will be riding with an officer on patrol.

Kentucky State Police - Does not have a formal program. Agency does accept students who are performing their practicum, which covers a narrowly defined area.

Maine State Police - Does not have an internship program.

Massachusetts State Police - Has been involved in an informal program over the last two years, during which time two college students were used for 6-8 weeks; no compensation was provided. Although both were extremely competent, it was found that their lack of knowledge of police work, and especially the functions of a State Police agency, resulted in some problems in their ability to conduct independent research.

Michigan State Police - No formal internship program, but does have a Field Training Program in its Forensic Science Laboratories. Also has a college student ride-along program where senior criminal justice students are allowed to ride on patrol with Troopers as an observer for between 2-10 weeks.

Mississippi Department of Public Safety - Has an internship program. Interns have been assigned to all areas of the department, with the exception being that they are not permitted to ride in the patrol vehicles or perform any law enforcement functions. Background checks are conducted. Most interns are pursuing either their Master's or Bachelor's Degree in the Criminal Justice or Public Administration fields.

Missouri State Highway Patrol - This agency uses interns who are pursuing Bachelor Degrees in Criminal Justice; they have been assigned to a variety of projects including Audio Visual Technicians, Staff Artists and Computer Operators.

Nebraska State Patrol - Began accepting interns in 1982; in 1986 the program expanded with the hiring of an Intern Coordinator. Currently, 8-12 interns are used per semester; most receive college credits. Interns are placed in Special Services, Investigative Services, Criminal Identification, Communications Administrative Services, and many others. The program is highly structured.

New Jersey State Police - Does not use interns.

New Mexico Department of Public Safety - Does not have an internship program.

North Carolina Highway Patrol - Is presently discussing an intern program with the Master's of Public Affairs Program at North Carolina State University.

North Dakota Highway Patrol - Does not have a formal internship program.

Ohio State Highway Patrol - Interns have been used in the past during the summer months. The interns have usually completed the first year of a graduate course. Normally, several candidates are interviewed to determine their suitability for employment. Once selected, candidates follow the routine employment process. The most frequent assignment has been to the Office of Human Resource Management. Interns have been used on projects related to promotions, ADEA and Accreditation. The final step is a formal presentation by the intern to the senior staff of the Division.

Oklahoma Department of Public Safety - Has never employed an internship program.

Oregon State Police - Does not have a formal internship program. Has used student workers and practicum students who have been looking for work to accommodate their school requirements.

Pennsylvania State Police - Limited use of unpaid interns at Headquarters only.

South Dakota Highway Patrol - Does not have an internship program.

Tennessee Department of Public Safety - It has been many years since interns were used; department was unable to obtain the necessary support from area colleges and universities.

Utah Highway Patrol - Has never been involved with an internship program and is not planning to implement one at this time.

Virginia State Police - Program began in 1990 and is coordinated through the Training Division of VSP. Each intern can decide whether to work at Headquarters, or in an area Field Office. Interns are not paid. Liability releases must be signed; background checks conducted. No more than one full time college student at one time at each office. Copy of VSP guidelines on file, listing types of assignments.

Washington State Patrol - Participates in the Governor's Undergraduate Internship Program which is administered by the Office of Financial Management. State agencies, not just the Washington State Patrol, establish special positions to meet unique, short-term needs. Undergraduate internships are 3-6 months in length. Agencies recruit for these positions, review applications, conduct interviews and make a final selection which is submitted to OFM for approval. Currently WSP has 2 interns on board, one in Research and Development and one in Fiscal Services. A pre-employment background investigation and a polygraph examination are required.

West Virginia State Police - Does not have a formal internship program. However, does use volunteer and paid interns in its forensic laboratory.

Wisconsin State Patrol - Does not have a formal internship program.

2. OTHER AGENCIES

FBI - Has had an Honors Intern Program since 1985 which allows qualified men and women in graduate school to work with the Bureau during the summer months. Interns paid at the SG-6 rate. The Program begins in June and ends in August. Approximately 45-50 interns participate each year. Interns bear the expense of traveling to the Washington, D.C. area, as well as their lodging expenses. All interns work at Bureau Headquarters in Washington, or at one of two sites in Virginia. Program administrators base each assignment on individual interest, educational discipline and potential contribution. Interns receive hands-on training, participating in a diversity of assignments. Recommends that a strong follow-up program component be built into any internship. Program managers should encourage interns to contact the agency periodically.

Pace University - Presently places over 40 interns per semester in various federal, local, county and state agencies in the Westchester County area. Internship program has been in existence for the past 10 years. Pace intern coordinator will be happy to provide assistance in developing and implementing an NYSP Internship Program. Provided several attachments that specify the responsibilities of academic supervisor, student and agency supervisor, along with various instructions to the student and forms associated with the program.

Scarsdale Police Department - Is affiliated with Pace University's intern program. Interns work at the PD for a minimum of 10 hours per week, at least 120 hours per semester; 4 credits per semester are earned. Interns act as switchboard operators, fill in on school crossings, do parking enforcement, assist in the Record's Section, etc. Salaries start at \$6.00 per hour with no fringe benefits.

U.S. Marshals Service - Has had an intern program for several years. Background checks include drug testing. Interns act as observers in transporting and processing prisoners, serving subpoenas, asset seizure and court security--always under the close supervision of Deputy Marshals. Strongly supports the premise that the intern not be assigned to clerical duties, but rather given a meaningful assignment. A written agreement must be executed between the college and the U.S. Marshals Service before the voluntary services of students may be accepted.

Village of Ossining Police Department - Is involved with Pace University's intern program. Main assignment is in the Record's Section. One intern is helping with the state Accreditation Program. Interns are allowed to ride along with patrol officers, but are instructed not to leave the car without the officer's permission. Interns attend and participate in training sessions. A normal intern program is a semester or two, for a minimum of 120 hours.

Westchester County Department of Public Safety - Has a program with all colleges in Westchester County which offer a Criminal Justice Program. All interns provide 120 hours of service to the agency. Interns are unpaid. Tasks assigned to interns include, but are not limited to, clerical, telephone canvassing, data entry, warrant review, personnel and budgetary administration, and property unit activities.

APPENDIX B

INTERNSHIP PROGRAM FORMS

NEW YORK STATE POLICE
Employee Relations
Public Security Building
State Campus
Albany, New York 12226

APPLICATION FOR INTERNSHIP

NOTICE: Applications must be typewritten or clearly printed. All questions must be answered. If a question is not applicable, enter "NA." Applications which are incomplete and/or illegible will not be considered. Use additional sheets if the space allotted is insufficient for a complete answer.

PERSONAL HISTORY

Name _____ Date of Birth ____/____/_____
Last _____ First _____ Middle Name _____

PRESENT ADDRESS

Street _____ Phone (____) _____
City _____ State _____ Zip _____

PERMANENT ADDRESS (If different)

Street _____ Phone (____) _____
City _____ State _____ Zip _____

COLLEGE PRESENTLY ATTENDING

Name _____
Street _____
City _____ State _____ Zip _____
Program _____ Major _____

CURRENT FACULTY ADVISOR

Name _____
Department _____ Phone (____) _____

CITIZENSHIP

Are you a U.S. Citizen? Yes No

If naturalized, Date of Entry _____ Place of Entry _____
Court _____
Date ____/____/____ Place _____

AUTO DRIVER'S LICENSE

Issuing State _____ License Number _____

(OVER)

MILITARY RECORD

Have you ever served on active duty in the Armed Forces of the United States? () Yes () No

Branch of Military Service _____ Serial # _____

Dates of Service _____ Type of Discharge _____

Where Discharged _____ Do you have a service disability? () Yes () No

COURT RECORD

List all CONVICTIONS for criminal or traffic offenses (except parking).

DATE	PLACE	CHARGE	FINAL DISPOSITION	DETAILS

Felony convictions will disqualify you. All other criminal involvement will be carefully evaluated.

EMERGENCY CONTACT PERSON

Name _____

Street _____

City _____ State _____ Zip _____ Relationship _____

Home Phone (____) _____ Work Phone (____) _____

**Be sure to attach a copy of your resumé, transcript and letter of
referral from your school.**

Date ____ / ____ / ____

Signature of Applicant

The New York State Police does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in the admission, access to, or employment in its programs or activities. Reasonable accommodation will be provided on request.

NEW YORK STATE POLICE INTERNSHIP PROGRAM
FINAL EVALUATION

Intern Name: _____ University/College: _____

Read all the descriptions for each trait and determine which one best describes the intern. Place a check mark in the appropriate square. Mark only one description for each trait. Trait descriptions are rated with scores ranging from 5 (the highest rating) to 1 (the lowest rating). After completing the evaluation, place the scores in the box provided on the right side of the page. Then add the scores together and place the total in the box at the bottom of the page. This total will give the intern's final overall score. A performance scale has been provided at the bottom of this form. If the intern's university/college requests an evaluation, please attach a completed copy to this form.

JUDGEMENT: Manner in which Intern applies self to work; amount of supervision required.	5 <input type="checkbox"/> Shows sound judgement based on thorough analysis; seldom necessary to check.	4 <input type="checkbox"/> Can be relied upon to use good judgement and common sense in facing new situations.	3 <input type="checkbox"/> Can be counted on in routine situations; requires only occasional spot check.	2 <input type="checkbox"/> Needs frequent checking; inclined to be illogical.	1 <input type="checkbox"/> Cannot be relied upon at all; must be watched constantly.	
INITIATIVE: Originality in thinking; new ways of doing job	5 <input type="checkbox"/> A self-starter; very original; makes frequent practical suggestions; anxious to tackle difficult assignments.	4 <input type="checkbox"/> Generally alert; analyzes and completes assignments with minimum help.	3 <input type="checkbox"/> Performs regular work without waiting for instructions; has average initiative.	2 <input type="checkbox"/> Must have detailed instructions; slow in getting started.	1 <input type="checkbox"/> Relies heavily on others; must be continually pushed to complete satisfactory job.	
HUMAN RELATIONS SKILLS: Effect of attitude, actions and disposition upon others.	5 <input type="checkbox"/> Definite leadership tendencies; tactful; excellent attitude, respected by others.	4 <input type="checkbox"/> Creates favorable impression; is cooperative and friendly.	3 <input type="checkbox"/> Gets along well with others; does not cause friction.	2 <input type="checkbox"/> Indifferent; complains; not always cooperative.	1 <input type="checkbox"/> Disagreeable; resentful and critical of associates.	
ABILITY TO LEARN: Mental ability in mastering new routine, grasping explanations, speed with which Intern learns.	5 <input type="checkbox"/> Grasps new ideas quickly; requires only initial instructions; excellent memory.	4 <input type="checkbox"/> Adepts self well to new techniques; requires little instruction; has good memory.	3 <input type="checkbox"/> Normal ability in grasping new ideas and routines.	2 <input type="checkbox"/> Requires considerable instruction; has difficulty in comprehending new techniques.	1 <input type="checkbox"/> Needs repeated instruction; has difficulty in following routine procedures.	
KNOWLEDGE OF PROFESSION: Procedures, facilities and/or equipment	5 <input type="checkbox"/> Unusually detailed and complete knowledge of the profession.	4 <input type="checkbox"/> Well informed; has more than adequate knowledge of this profession.	3 <input type="checkbox"/> Fairly complete; can handle ordinary and routine situations.	2 <input type="checkbox"/> Poorly informed; occasionally has difficulty following routine procedures.	1 <input type="checkbox"/> Meager knowledge or understanding of the profession.	
QUALITY OF WORK: Neatness, accuracy, thoroughness of work, regardless of volume.	5 <input type="checkbox"/> Consistently does exceptionally fine work; is chosen for difficult assignments.	4 <input type="checkbox"/> Usually does better than average work; seldom makes errors.	3 <input type="checkbox"/> Work is of average quality; moderate supervision necessary.	2 <input type="checkbox"/> Work is passable; requires considerable checking.	1 <input type="checkbox"/> Careless, work barely acceptable. Often makes mistakes; needs constant supervision.	
QUANTITY OF WORK: Volume of work produced under normal conditions.	5 <input type="checkbox"/> Exceptional amount produced; definitely superior to others. Turns assignments in ahead of time.	4 <input type="checkbox"/> Very methodical worker; output above average. Turns assignments in on or ahead of time.	3 <input type="checkbox"/> Average producer; works at steady pace; wastes very little time; Turns assignments in when due.	2 <input type="checkbox"/> Frequently below average; does not make best use of time; assignments often late.	1 <input type="checkbox"/> Slow worker; wastes time; seldom able to reach normal output. Assignments always late.	
PUNCTUALITY: Work time arrival.	5 <input type="checkbox"/> Consistently early in arriving for work.	4 <input type="checkbox"/> Arrives for work at the assigned time.	3 <input type="checkbox"/> Seldom late in arriving for work.	2 <input type="checkbox"/> Frequently late in arriving for work.	1 <input type="checkbox"/> Never arrives at work on time.	

If additional information/comments are needed, attach to this form on a separate sheet of paper.

Signature of Supervisor
 Completing evaluation _____

Date of Final Evaluation _____ / _____ / _____

Location of assignment _____

Intern Performance Scale:

Superior - 36 and above
 Excellent - 28 to 35
 Average - 20 to 27
 Poor - 12 to 19
 Unacceptable - 11 and below

FINAL SCORE _____

**NEW YORK STATE POLICE
INTERN SCHEDULE**

Name _____ Phone # _____

College _____ Semester _____ Year _____

(Continuation Sheet)

Name _____

College

NEW YORK STATE POLICE

Certificate of Completion



Be it known that

OF

has successfully completed the
New York State Police Internship Program

Presented this day of 199

Superintendent