



PHASE

A Newsletter of Skaggs Center Internships

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May 2010

CLIMB HOSTS FIRST 2010 EMPLOYER ORIENTATION MEETING



Art work in the lobby of the law offices of Barlet and Beck, 2899 Wynkoop Street in Denver where the CLIMB Employer Orientation Meeting was held on April 13, 2010.

Alison Jaffe, a Yale alumni and CLIMB volunteer who will manage many of the summer 2010 events for students, gave a briefing on this year's program to participating employers and to potential employers like NOAA ESRL.

Alison stressed the employers were responsible for setting the ground rules such as dress codes, hours of work, and overall safety rules. She said that the students would work from June 1st to August 6th. On June 2nd the program will hold a welcome dinner at 6:00 p.m. at the Cactus Club in Denver. The students will stay at the Inn at Auraria in Denver. This is close to the Market Street

Station where students can catch a bus to get to their work assignments. Alison said that there is a speakers series every Wednesday night. Typical after dinner speakers have included the Mayor of Denver, a U.S. Senator, and top business persons. Other activities for students have included rafting trips, hikes, fishing and tennis games.

In the question and answer session of the meeting employers offered various suggestions to help students get oriented:

- ◆ Explain how their work impacts the organization.
- ◆ Send a care package to the student which includes the 5280 magazine and pictures of the staff.
- ◆ Take the student out to lunch and discuss non job related topics.
- ◆ Have an open door policy.
- ◆ Get their opinion of their project.

Howard Holme, a Yale Law School alumni, and CLIMB volunteer explained that CLIMB was a non-profit 501 (c) (3) organization. He said that Ann Curtis who is in Louisville, Kentucky, handles many of the administrative duties for the program.

Alison went over the hand-out, which contained an Employer Tip Sheet. Some of the suggestions included:

- ◆ Over 11 summer experiences in numerous cities have taught us that a positive first day really sets the tone for the summer. It is important to have specific tasks ready for the intern so they can jump right into their job. Having both small and large projects they can work on independently has proven very useful. It is also important to have clear expectations and responsibilities for the execution of those projects.
- ◆ Check with your intern at least a week before their arrival to coordinate any security and/or parking passes, and any specific or unusual directions to their place of employment. Some employers offer a ride to their intern on the first day.
- ◆ Provide them with names and phone numbers of all supervisors and colleagues they will be working with in the organization.
- ◆ Please have tax form and employer related forms ready for the intern to fill out on the first day.
- ◆ Personal connection is a huge part of the intern's experience since, for some students, this is his/her first independent "adult" work experience. It is an excellent opportunity for you to be a mentor and guide. We encourage you to spend time with your intern, taking him/her to lunch and other activities.

The Tip Sheet also stated that employers should plan for the intern's end of summer evaluation. It is an important step in their learning experience.

Employers with questions about the CLIMB program should contact:

Alison Jaffe,
alisonjaffe@gmail.com,
telephone 303;817.1426

Howard Holme,
hholme@gmail.com,
telephone 303.320.0082

Micah Gurard-Levin,
micah.gurardlevin@gmail.com,
telephone 978.460.1401



Alison Jaffe and Howard Holme who hosted the Colorado Leaders, Interns, Mentors in Business (CLIMB) Employer Orientation Meeting in Denver on April 13, 2010.

A SAMPLING OF RECENT PHASE PROGRAM ACTIVITIES



Members of the STEM Board at the organizational meeting on April 22, 2010, at the Boulder Brewery. From left: Bob Hullinghorst, Boulder County Treasurer; Tom Miller, Workforce Boulder County; Marina LaGrave, UCAR/NCAR; Noah Finkelstein, CU Boulder Physics Department; Valerie Otero, CU Boulder Science Education; Kate Kidder, CU Boulder, Integrating STEM Education.

A cross section of individuals interested in building a new effort to support STEM Education in Boulder County envisions establishing Boulder County as a center for Science, Technology, Engineering, and Mathematics (STEM) innovation and education, serving the interests of local residents, the region, the state and the nation.

The mission of the Boulder Area STEM Education Center is to facilitate communication and collaboration among businesses, government, education, community groups, and the media. The Center will seek to mobilize, synthesize, and support the efforts of local stakeholders, to empower Boulder County residents and to promote diversity and equality, by improving quality and expanding access to STEM education and through informing local and state policy and by enhancing communication.

The STEM Board will establish a mechanism for quarterly meetings to assemble, provide networking opportunities, share information, and support individuals and organization.

For information on this initiative contact: Noah Finkelstein at finkelsn@colorado.edu

Education, Science, Careers

A SAMPLING OF RECENT PHASE PROGRAM ACTIVITIES



The St. Vrain Valley School District held the MESA Expo on April 27th at Heritage Middle School from 6:30 to 8:00 p.m. MESA students highlighted their projects for parents and community members. One of the highlights was a visit by Lisa Brown, NASA Aerospace Education Specialist, from the NASA Johnson Space Center in Houston, Texas.

The robotics projects from *Casa de la Esperanza* also attracted much attention. The Program Coordinator for *Casa*, Carlota Loya Hernandez stated that the robotics program started in the Spring of 2007. Their first competition had an entry fee of \$6,000 which caused some concern. The team, however, won the Rookie Seat Award. Then they came in second at the Colorado regional competitions where over 40 projects competed. These successes led to the Lego robotics where last year the team won the Motivate Award. These wins in turn led to the establishment of the *Casa* MESA Robotics Academy. The five sections of the Academy reach students from six years old to high school. Engineers from Ball, IBM, Seagate, and Boeing serve as mentors for the robotics projects.



L-R, Lisa Brown, NASA Aerospace Education Specialist with Karen Hunter, SVVSD MESA Coordinator at the Heritage MS MESA Expo.

L-R, Carlota Loya Hernandez, *Casa de la Esperanza* Program Coordinator with students, Esteban Gonzalez and Santiago Arredondo.

Education, Science, Careers

A SAMPLING OF RECENT PHASE PROGRAM ACTIVITIES



L-R, Dana Dwyer, Ladina Rael, Lisa Brown, and Molly Hightower at the NASA table.



L-R, Sierra Copeland, Nicole Sixberry, Dominic Wenk, Julie Constantine, and Adam Charlton from Frederick HS with SAM (Super Amazing Machine) which took 6th place in the World Finals in Atlanta.



L-R, Joselin and Rosa Mosqueda with Hilda Gonzalez at the *Ciencia en Casa* program display. The program, started by Marina LaGrave, UCAR, meets with moms once a week to discuss science from home to the community. The program has 12 families participating.

L-R, Angelica Chavez and Maria Gonzalez with their Lego robotics project.



Education, Science, Careers

A SAMPLING OF RECENT PHASE PROGRAM ACTIVITIES



School to Work Alliance Program (SWAP) visits ESRL. From left, Mackenzie Barnes, Joetta Vallejos-Forsyth (staff), Chris Wilkinson, Jason Hewes (staff), Tyler Faust, with ESRL Student Coordinator, Ann Thorne.

After meeting with Ann Thorne and Tony Tafoya on their employment skills and an overview of the PHASE program, the SWAP visitors got a NWS briefing from Lisa Kriedermon (far right) on April 29, 2010.

The School to Work Alliance Program (SWAP) is designed to provide employment-related assistance to youth and young adults with disabilities, who are experiencing mild to moderate barriers to employment. Disabilities can take the form of physical, emotional, or learning disabilities. SWAP provides assistance that not only produces a desirable employment outcome (such as a career-path job), but also teaches appropriate job seeking and job retention skills that can be utilized throughout a lifetime.

SWAP is a collaborative initiative between the Colorado Division of Vocational Rehabilitation (DVR) and local school districts, and is supported by the Colorado Department of Education (CDE). The SWAP program provides case management and direct services to youth who: Have mild to moderate needs in employment; are applicants of or are eligible to receive DVR services (meeting disability documentation requirements and able to benefit from the program); and need short-term support to become competitively employed and to achieve successful community outcomes.

For additional information contact SWAP staff at 303.449.7332 in Boulder.

Colorado Department of Education information can be found at: www.cde.state.co.us

Education, Science, Careers

The Objectives of the ESRL Intern Program

- A. To seek a broad development and expansion of internship opportunities for high school, college and graduate students and high school teachers.
- B. To assist and encourage NOAA organizations in establishing goals and identifying the best possible sources for the recruitment, employment, training and advancement of student Interns.
- C. To encourage and actively support the promotion and advancement of Interns already employed.
- D. To analyze and determine the educational and professional needs of students seeking entry and advancement in employment; and, whenever possible, provide appropriate training and counseling services to meet these needs.
- E. To establish and continually upgrade a broad range of contact with supervisors and Interns across the country via personal visits, telephone calls, e-mails, and periodic newsletters.
- F. To respond to the reasonable requests from non-NOAA groups for student referrals when their objectives are supportable and similar to the ESRL PHASE program.
- G. To enhance the promotion of student excellence, pride, and camaraderie through organized and regular social gatherings which will serve to bind students together.
- H. To provide a forum for major research issues of local and national significance so that students may be better informed and may express their views through seminar presentations before their peers and supervisors.

Key Advisory Board Functions

The key functions performed by the PHASE Advisory Board include: **Advocacy on Employment and Education Issues**, **Membership and Outreach**, and **Consultation with Students and Supervisors**. The following is a brief description of each function:

Advocacy on Employment and Education Issues

The advocacy function is performed when advisory board members take a pro-active role in seeing that an employment related issue is addressed by the appropriate community, education or government organization. This function typically involves the following: assisting students and parents with local school issues, e.g. summer jobs, internships, grades and course requirements; informing the local community on student internship opportunities; and researching employment opportunities and various employment related topics such as housing, travel, and community demographics.

Membership and Outreach

The membership committee is charged with an ongoing program of recruiting and retaining members of the Advisory Board. This involves coordinating a yearly membership drive for new members. The outreach function is performed by going out into the community to explain NOAA internship programs and communicating the assistance that can be provided. Typically, this function involves attending meetings and briefings, networking with NOAA agency representatives, providing orientation briefings to newcomers, attending training sessions and education workshops - both as participants and presenters.

Consultation

Consultation services are typically private and are provided to students, parents and teachers who need explanations related to PHASE documents and procedures. This function typically involves mediating an issue at the lowest level before it escalates and assisting the ESRL Student Coordinator with employee issues.



***PHASE* is a publication
of the ESRL Student
Coordinator**

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PHASE seeks to inform
Employees and students on
Employment programs and
Internships.

Editors: Tony Tafoya and
Ann Thorne

MISSION

The mission of the Practical Hands on Application to Science Education (PHASE) program is to have students benefit from a science intern program at a Federal facility.

The objectives of the program are (1) for laboratories to identify student projects that provide a learning environment and focus on practical hands-on activities; (2) to provide laboratories with profiles of students who have an interest in considering NOAA and science in general as a positive career choice; and (3) to inform students of career opportunities in NOAA.

For more information visit: PHASE@noaa.gov and esrl.noaa.gov/outreach/student_programs

A REMINDER FOR SUPERVISORS WHO NEED SUMMER STUDENTS.

Please identify jobs for:

High School students as
PHASE I;
College students as
PHASE II;
Graduate students as
PHASE III.

Send projections to Ann Thorne
ann.thorne@noaa.gov

COLLABORATING ORGANIZATIONS

GOVERNMENT AGENCIES:

NOAA/OAR/ESRL
NOAA/NWS/SWPC
NOAA/NESDIS/NGDC
NIST
NTIA
Workforce Boulder County

HIGHER EDUCATION:

University of Colorado/CIRES
CU SORCE Program

COMMUNITY:

SACNAS
MESA
AISES
National Image, Inc.
Blacks-In-Government (BIG)

SCHOOL DISTRICTS:

Boulder Valley (BVSD)
St. Vrain Valley (SVVSD)



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