



NATIONAL CONFERENCE *of* STATE LEGISLATURES

*The Forum for America's Ideas*

## **NCSL 2005 Survey of Legislative Internship Programs**

The National Conference of State Legislatures (NCSL) in 2005 completed an online survey of legislative internship programs operated or managed by the state legislatures, colleges and universities placing interns with state legislators or legislative staff agencies, or some combination of these. A total of 66 programs covering 39 state legislatures responded to the survey. This report summarizes and analyzes the results from the questionnaire as well as information available from these 66 programs and other non-responding programs available online, supplemented by telephone conversations. The explanation and information that follows is organized principally on the basis of the questions posed by the survey instrument.

The survey questionnaire was designed by Karl Kurtz and Amy Barse of NCSL and Professor Robert P. Goss, Brigham Young University, and the report was written by Professor Goss.

### **Key Findings**

- Survey responses indicated that legislative internship programs have been established and are in operation to fulfill four important goals. In order of overall importance, they are:
  - (1) Provide staff support to the legislature;
  - (2) Educate students about the legislature and representative democracy;
  - (3) Attract or recruit future legislative staff; and
  - (4) Fulfill university, college, or school internship or service learning requirements.

However, there are differences in the importance ranking of these four goals on the basis of the educational level of the internship programs. College level internship programs report having the goal to “educate students about the legislature and representative democracy” as the most important, whereas graduate internship programs report to “provide staff support to the legislature” and “attract and recruit future legislative staff” as being most important.

The majority of respondents were satisfied or very satisfied with their internship program’s performance in achieving each of these goals.

- Nearly all state legislatures participate in legislative internship programs, but their participation is sometimes passive rather than active. This may take the form, for example, of the legislative institution simply being aware that one or more internship programs involve their elected members or professional staffers, without the application of particular purposes or objectives of value to the legislature as a whole.
- There is immense variety in the kinds of college and graduate internship programs, the involvement of elected legislators and nonpartisan and partisan legislative staff agencies, and the nature of participation by institutions of higher education, in these internships. It is as accurate to apply the appellation “laboratories of democracy” to these diverse

internships as it is to apply the term to the fifty state legislatures or state governments. Such internships are also laboratories of service and learning.

### **Legislative Internship Programs Responding to the Survey**

A total of 66 internship program managers or coordinators responded to the NCSL questionnaire from 39 states. Some state legislatures sponsor or are involved with more than one internship program while other state legislatures or institutions of higher learning within those states have no legislative internship programs or did not respond to the survey, as noted in Table 1 below.

**Table 1: Responses from internship programs covering legislatures in the following states**

▪ AL	1	MT	0
▪ AK	0	NE	0
▪ AZ	2	NV	0
▪ AR	0	NH	0
▪ CA	4	NJ	1
▪ CO	2	NM	0
▪ CT	1	NY	3
▪ DE	1	NC	3
▪ FL	3	ND	1
▪ GA	1	OH	2
▪ HI	0	OK	1
▪ ID	1	OR	1
▪ IL	1	PA	2
▪ IN	4	RI	0
▪ IA	1	SC	1
▪ KS	1	SD	1
▪ KY	1	TN	1
▪ LA	0	TX	1
▪ ME	1	UT	1
▪ MD	2	VT	2
▪ MA	1	VA	3
▪ MI	1	WA	3
▪ MN	1	WV	6
▪ MS	0	WI	1
▪ MO	1	WY	1

### **Educational Level of Legislative Internship Programs**

For what level of internship program are you filling out this survey? (If you operate internships at more than one level, please fill out a separate survey for each level.)

There is a dearth of high school internship programs, based upon the survey responses. The high school program reported by the Maryland General Assembly is fundamentally a legislative page program. Other legislative bodies such as the Minnesota House of Representatives, the Oklahoma Senate, the South Dakota Legislature, and the Virginia General Assembly also have high school programs for pages; these programs typically allow youth to assist both legislators and chamber clerks and secretaries to collate bills, deliver bills and documents throughout the

capitol facilities, and run errands, among other duties. Because this survey was intended to concentrate on information about more substantive internship programs, this report will not comment further on high school page programs.

There may be some traditional internship programs involving high school students, even though none responded to the survey. Involving high school students with the work of state legislatures, however, did have an online emphasis with the Senate of Virginia Online Internship Program in 2005. High school students in grades 10-12, whose teachers were enrolled in the program, were also invited to enroll. Students completed a 500-word paper that was objective and factual on legislation the student recommend be introduced, often using the online databases at the Virginia General Assembly, NCSL, Council of State Governments, etc. Acceptable papers were posted on the Senate of Virginia's Intranet where they were available to legislators and legislative staff. This 2005 online internship was managed by the Legislative and Constituent Services unit. The concept for the Virginia program originated from Nebraska through the Warner Institute for Education and Democracy.<sup>1</sup> The Nebraska Legislature's Online Internship Program, directed to high school students, has operated since at least 2003.<sup>2</sup>

Among the remaining 65 college undergraduate and graduate or post-college intern programs reported in the survey, not all programs were exclusively one or the other. For example, eligibility for the Alabama Capital Intern Program by the Alabama Law Institute was open to those who have attained "either junior or higher standing at a college or university or must be enrolled in a graduate program."<sup>3</sup> Similarly, the Arizona Legislative Internship Program was open to candidates for a bachelors or masters degree.<sup>4</sup> The Indiana General Assembly had internship programs open to undergraduate and graduate students as well as recent graduates.<sup>5</sup> Perhaps because some of these reported internship programs were small in size, or did not involve a large number of graduate students in fundamentally undergraduate programs (or vice versa), the programs reported generally were reported only once in the survey.

Other internship programs managed by the state legislatures had a more clear demarcation between undergraduate and graduate students. The Washington State Legislature was an example, with its website clearly differentiating between the two levels of programs. Such programs have been separately identified in the survey responses.

For some state legislatures not responding to the survey there exist no separate legislative internship programs. In Rhode Island, for instance, it is part of a larger Rhode Island State Government Intern Program involving all the agencies and organizations in the legislative, executive and judicial branches of state government.<sup>6</sup> Other state legislatures have responded to the questionnaire notwithstanding the existence of such state overall government intern programs. For example, a separate Maine State Government Summer Internship Program is

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<sup>1</sup> <http://legis.state.va.us/CapitolClassroom/StudentPrograms/SenateInternship.htm> accessed 29 September 2005.

<sup>2</sup> <http://www.unicam.state.ne.us/internship/index.htm> accessed 14 January 2006 allows viewing of student submissions.

<sup>3</sup> <http://www.ali.state.ali.us/capinterns.htm> accessed 29 September 2005.

<sup>4</sup> <http://www.azleg.state.az.us/formatdocument.asp?indoc=internshipintropage.htm> accessed 29 September 2005.

<sup>5</sup> [http://www.in.gov/legislative/house\\_democrats/infointern.html](http://www.in.gov/legislative/house_democrats/infointern.html) accessed 29 September 2005;

[http://www.in.gov/legislative/house\\_republicans/intern/index.html](http://www.in.gov/legislative/house_republicans/intern/index.html) accessed 29 October 2005;

[http://www.in.gov/legislative/senate\\_democrats/internship](http://www.in.gov/legislative/senate_democrats/internship) accessed 29 October 2005; and

[http://www.in.gov/legislative/senate\\_republicans/internship](http://www.in.gov/legislative/senate_republicans/internship) accessed 29 October 2005.

<sup>6</sup> <http://www.rilin.state.ri.us/> accessed 29 December 2005.

operated by the University of Maine.<sup>7</sup> Executive branch-focused state government internship programs are operated by the North Carolina Department of Administration in that state,<sup>8</sup> and operated in North Dakota by the Human Resource Management Services, a division of the Office of Management and Budget there.<sup>9</sup>

Several state legislatures or chambers do participate in college and university internship programs, but do not have one or more legislative programs managed by a legislative staff person. Involving elected officials in the Legislature of the State of Texas, for example, the University of Houston operates an internship program that places students in the district offices of Texas House of Representatives and State Senate members, and cooperates with the Texas Legislative Internship Program sponsored by the office of Texas State Senator Rodney Ellis, who acts as advisor to the interns, and is coordinated by Texas Southern University's Mickey Leland Center.<sup>10</sup> More recent than these programs was an announcement of the Ruth Jones McClendon Legislative Internship Program in 2004; this program is administered by the University of Texas at San Antonio for college students serving as interns at the Texas Capitol during legislative sessions.<sup>11</sup> And in 2005 Oklahoma University announced its new Capitol Scholars Program involving undergraduate students being placed with the Oklahoma Senate and House, as well as state agencies.<sup>12</sup>

The above descriptions, and the information that follows, illustrate the immense variety of opportunities for undergraduate and graduate students and state legislators and their professional staffs in both the offering and operation of internship programs.

**Table 2: Educational Level of Internship Programs Responding to the Survey**

<b>Level of Program</b>	<b>Number of Programs Responding</b>	<b>Percentage of Programs Responding</b>
<b>High School</b>	1	1.5
<b>Undergraduate or College</b>	42	63.6
<b>Graduate or other post-college</b>	23	34.8
<b>TOTAL</b>	66	100

### **Names of Legislative Internship Programs and Website Addresses**

What is the official name of the internship program for which you are filling out the survey? (Please be sure to include your state's name, if it is not part of the official title.)

Please provide website address.

Some survey responses to these questions indicated that there was no official name for their state legislative internship program. Survey responses and official websites have been used to develop the following state legislative internship programs, listed in state alphabetical order, whether they are conducted and operated by the state legislature and/or by an educational institution.

<sup>7</sup> <http://www.unmaine.edu/scsc/MeSGIP.htm> accessed 14 January 2006.

<sup>8</sup> <http://www.doa.state.nc.us/yaio/internsummer.htm> accessed 14 January 2006.

<sup>9</sup> <http://www.nd.gov/hrms/hr/intern.htm> accessed 14 January 2006.

<sup>10</sup> <http://www.uh.edu/cpp/GOVTinternships.htm> accessed 30 December 2005.

<sup>11</sup> <http://www.house.state.tx.us/news/release.php?id=961> accessed 14 January 2006.

<sup>12</sup> *Extensions: A Journal of the Carl Albert Congressional Research and Studies Center* (Fall 2005), 22.

**Table 3: Legislative Internship Programs by State**

State	Name of Program and Contact	Website	Responded To Survey
<b>Alabama</b>	Capital Intern Program, Alabama Law Institute, Penny Davis	<a href="http://www.ali.stte.al.us/capinterns.html">http://www.ali.stte.al.us/capinterns.html</a>	Yes
<b>Alaska</b>	The Alaska Universities Legislative Internship Program, Clive Thomas	<a href="http://www.uas.alaska.edu/internprogram/">http://www.uas.alaska.edu/internprogram/</a>	
<b>Arizona</b>	Arizona Legislative Internship Program (House), Carolyn Atwater	<a href="http://www.azleg.state.az.us/">http://www.azleg.state.az.us/</a>	Yes
	Arizona Legislative Internship Program (Senate), Kathi Knox	<a href="http://www.azleg.state.az.us/">http://www.azleg.state.az.us/</a>	Yes
<b>Arkansas</b>			
<b>California</b>	Jesse Marvin Unruh Assembly Fellowship Program, Robbin Lewis-Coaxum	<a href="http://www.csus.edu/calst/assembly/">http://www.csus.edu/calst/assembly/</a>	Yes
	California Senate Fellows Program, Daniel Friedlander	<a href="http://csus.edu/calst/senate/">http://csus.edu/calst/senate/</a>	Yes
	UC Scholar Interns (Graduate), Erika Peters	<a href="http://www.uccs.universityofcalifornia.edu/">http://www.uccs.universityofcalifornia.edu/</a>	Yes
	UC Scholar Interns (Undergraduate), Ericka Peters	<a href="http://www.uccs.universityofcalifornia.edu/">http://www.uccs.universityofcalifornia.edu/</a>	Yes
	Legislative Analyst's Office, Summer Internships, Larry Castro	<a href="http://www.lao.ca.gov/job_announcements/summer_internship_2006.aspx">http://www.lao.ca.gov/job_announcements/ summer_internship_2006.aspx</a>	
<b>Colorado</b>	Colorado General Assembly Office of Legislative Legal Services Internship Program, Jery Payne	<a href="http://www.state.co.us/gov_dir/leg/olls/HTML/internship_program.htm">http://www.state.co.us/gov_dir/leg/olls/HT ML/internship_program.htm</a>	Yes
	Colorado State University, Department of Political Science Internship Program, John Straayer	<a href="http://www.colostate.edu/Depts/PoliSci/lip.html">http://www.colostate.edu/Depts/PoliSci/lip. html</a>	Yes

**Table 3: Legislative Internship Programs by State (continued)**

State	Name of Program and Contact	Website	Responded To Survey
<b>Connecticut</b>	Legislative Intern Program, Arthur Forst	<a href="http://www.cga.ct.gov/isc/">http://www.cga.ct.gov/isc/</a>	Yes
<b>Delaware</b>	Legislative Fellows Program, University of Delaware, Bernard Dworsky	<a href="http://www.ipa.udel.edu/legfellows/">http://www.ipa.udel.edu/legfellows/</a>	Yes
<b>Florida</b>	House of Representatives Legislative Intern Program, Beverly Broussard	<a href="http://myfloridahouse.gov/">http://myfloridahouse.gov/</a>	Yes
	Florida Senate Internship Program, JoAnn Poole	<a href="http://flsenate.gov/">http://flsenate.gov/</a>	Yes
	Florida OPPAGA Summer Internship Program, Byron Brown	<a href="http://oppaga.state.fl.us/employ/graduate.html">http://oppaga.state.fl.us/employ/graduate.html</a>	Yes
<b>Georgia</b>	Georgia Legislative Internship Program, William Thomas	<a href="http://cviog/uga.edu/services/education/glip/">http://cviog/uga.edu/services/education/glip/</a>	Yes
<b>Hawaii</b>	State Legislative Intern Program, University of Hawaii	<a href="http://www.politicalscience.hawaii.edu/undergradprogram.htm">http://www.politicalscience.hawaii.edu/undergradprogram.htm</a>	
<b>Idaho</b>	No official name for Idaho Legislature intern opportunities, Susan Bennion	No state legislative site, but see <a href="http://polisci.boisestate.edu/Internships/">http://polisci.boisestate.edu/Internships/</a>	Yes
<b>Illinois</b>	Illinois Legislative Staff Intern Program, Barbara Van Dyke	<a href="http://cspl.uis.edu/InstituteForLegislativeStudies/IllinoisLegislativeStaffInternProgram/">http://cspl.uis.edu/InstituteForLegislativeStudies/IllinoisLegislativeStaffInternProgram/</a>	Yes
<b>Indiana</b>	Indiana House of Representatives Republican Internship Program, Amy Berkemeier	<a href="http://www.in.gov/legislative/house_republicans/intern/index.html">http://www.in.gov/legislative/house_republicans/intern/index.html</a>	Yes
	Indiana House Democratic Internship Program, Kristin Nelson	<a href="http://in.gov/legislative/house_democrats/ifointern.html">http://in.gov/legislative/house_democrats/ifointern.html</a>	Yes
	Indiana Senate Republican Legislative Internship, Kathleen Hursh	<a href="http://www.in.gov/legislative/senate_republicans/internship">http://www.in.gov/legislative/senate_republicans/internship</a>	Yes
	Indiana Senate Democrat Legislative Internship, Jason Tomcsi	<a href="http://www.in.gov/legislative/senate_democrats/internship/">http://www.in.gov/legislative/senate_democrats/internship/</a>	Yes

**Table 3: Legislative Internship Programs by State (continued)**

State	Name of Program and Contact	Website	Responded To Survey
<b>Iowa</b>	Iowa Legislative Intern Program, Cynthia Clingan	No legislative site	Yes
<b>Kansas</b>	Kansas Legislative Intern Program, Peter Freund	<a href="http://skyways.lib.ks.us/government/merrick/interns/intern.app.2006.pdf">http://skyways.lib.ks.us/government/merrick/interns/intern.app.2006.pdf</a>	Yes
<b>Kentucky</b>	Kentucky Legislative Research Commission Intern Program, Sheila Mason	<a href="http://lrc.ky.gov/org_adm/lrc/intern_program_2005.pdf">http://lrc.ky.gov/org_adm/lrc/intern_program_2005.pdf</a>	Yes
<b>Louisiana</b>			
<b>Maine</b>	No official name for Maine State Legislature internship opportunities, Millicent MacFarland	No legislative site, but see <a href="http://www.umaine.edu/mcsc/MeSGIP.htm">http://www.umaine.edu/mcsc/MeSGIP.htm</a>	Yes
<b>Maryland</b>	Maryland General Assembly Intern Program, Cornelia Watson	<a href="http://dls.state.md.us/top_pgs/students/students.html">http://dls.state.md.us/top_pgs/students/students.html</a>	Yes
	Maryland General Assembly Student Page Program, Cornelia Watson	<a href="http://dls.state.md.us/top_pgs/students/student_page.html">http://dls.state.md.us/top_pgs/students/student_page.html</a>	Yes
<b>Massachusetts</b>	Massachusetts Legislative Internship Program, Anne Ziaja	No legislative site.	Yes
<b>Michigan</b>	Michigan Legislative Service Bureau, Research Services Division Legislative Intern Program, Paul Connors	No legislative site.	Yes
<b>Minnesota</b>	Minnesota House of Representatives College Internship Program	<a href="http://www.house.leg.state.mn.us/edprog/intern.htm">http://www.house.leg.state.mn.us/edprog/intern.htm</a>	Yes
	Minnesota State Senate Intern Program, Scott Magnuson	<a href="http://www.leg.stte.mn.leg/intern.asp">http://www.leg.stte.mn.leg/intern.asp</a>	
	University of Minnesota, Department of Women's Studies, Undergraduate Legislative Internship	<a href="http://womenstudy.cla.umn.edu/undergrad/intern.htm">http://womenstudy.cla.umn.edu/undergrad/intern.htm</a>	
<b>Mississippi</b>			

**Table 3: Legislative Internship Programs by State (continued)**

State	Name of Program and Contact	Website	Responded To Survey
<b>Missouri</b>	No official name for Missouri General Assembly internship opportunities, ZeMichael Negussie  Missouri State University Legislative Intern Program	No legislative site.  <a href="http://careercenter.missouristate.edu/Students/Internship?LegislativeIntern.htm">http://careercenter.missouristate.edu/Students/Internship?LegislativeIntern.htm</a>	Yes
<b>Montana</b>	Montana State Legislature, Legislative Audit Division, Financial-Compliance Internship Program	<a href="http://leg.state.mt.us/textonly/audit/intern-fc.asp">http://leg.state.mt.us/textonly/audit/intern-fc.asp</a>	
<b>Nebraska</b>		<a href="http://www.unicam.stte.ne.us/internship/index.htm">http://www.unicam.stte.ne.us/internship/index.htm</a>	
<b>Nevada</b>	University of Nevada at Las Vegas, Nevada Legislature Intern Program  University of Nevada at Reno, Political Science Department Legislative Internship	<a href="http://www.unr.edu/cla/polisci/internships.htm">http://www.unr.edu/cla/polisci/internships.htm</a>	
<b>New Hampshire</b>			
<b>New Jersey</b>	Henry J. Raimondo Legislative Fellows Program, Hannah Shostack	<a href="http://www.eagleton.rutgers.edu/Students/EIPFellowships.htm">http://www.eagleton.rutgers.edu/Students/EIPFellowships.htm</a>	Yes
<b>New Mexico</b>			
<b>New York</b>	New York State Assembly Graduate Internship, Jim Murphy  New York State Assembly Undergraduate Internship, Jim Murphy  New York State Senate Undergraduate Session Assistants Program, James Utermark  New York State Senate Legislative Fellows Program, James Utermark	<a href="http://assembly.state.ny.us/intenship/">http://assembly.state.ny.us/intenship/</a>  <a href="http://assembly.state.ny.us/intenship/">http://assembly.state.ny.us/intenship/</a>  <a href="http://senate.stae.ny.us/StudentPrograms.nsf/Public_index?openform">http://senate.stae.ny.us/StudentPrograms.nsf/Public_index?openform</a>  <a href="http://senate.stae.ny.us/StudentPrograms.nsf/Public_index?openform">http://senate.stae.ny.us/StudentPrograms.nsf/Public_index?openform</a>	Yes  Yes  Yes

**Table 3: Legislative Internship Programs by State (continued)**

<b>State</b>	<b>Name of Program and Contact</b>	<b>Website</b>	<b>Responded To Survey</b>
<b>North Carolina</b>	North Carolina House of Representatives Legislative Internship Program, Patrick Clancy		Yes
	North Carolina Legislative Intern Program, Patrick Clancy	<a href="http://www2.chass.ncsu.edu/aomp/legislative_intern.html">http://www2.chass.ncsu.edu/aomp/legislative_intern.html</a>	Yes
	North Carolina House of Representatives Intern Program, Patrick Clancy		Yes
<b>North Dakota</b>	Legislative Intern Program, Timothy Dawson	No legislative site, but see <a href="http://www.nd.gov/hrms/hr.intern.htm">http://www.nd.gov/hrms/hr.intern.htm</a>	Yes
<b>Ohio</b>	Ohio Legislative Commission Internship Program, Rachel Faherty	<a href="http://www.lsc.state.oh.us/internship/index.html">http://www.lsc.state.oh.us/internship/index.html</a>	Yes
	Ohio State Moritz College of Law Legislation Clinic, Steven Huefner	<a href="http://www.moritzlaw.osu.edu/legisclinic/geninfo.html">http://www.moritzlaw.osu.edu/legisclinic/geninfo.html</a>	Yes
<b>Oklahoma</b>	Oklahoma State Senate Intern Program, Fran Little	<a href="http://www.oksenate.gov/staff/divcos_support.htm">http://www.oksenate.gov/staff/divcos_support.htm</a>	Yes
	Capitol Scholars Program, Oklahoma University		
<b>Oregon</b>	Oregon Legislative Intern Program, Cedar McMurrin	<a href="http://www.leg.state.or.us/capinfor/intern.html">http://www.leg.state.or.us/capinfor/intern.html</a>	Yes

**Table 3: Legislative Internship Programs by State (continued)**

State	Name of Program and Contact	Website	Responded To Survey
<b>Pennsylvania</b>	Legislative Office for Research Liaison (LORL) Internship Program (Undergraduate), Michael King		Yes
	Legislative Office for Research Liaison (LORL) Internship Program (Graduate), Michael King		Yes
	Pennsylvania House of Representatives Legislative Fellowship Program, Kris Bernard	<a href="http://www.legis.state.pa.us/cfdocs/bmc/fellowship2.cfm">http://www.legis.state.pa.us/cfdocs/bmc/fellowship2.cfm</a>	
	Pennsylvania House of Representatives Archival Internship, Holly Mengel	<a href="http://www.legis.state.pa.us/cfdocs/bmc/archival.cfm">http://www.legis.state.pa.us/cfdocs/bmc/archival.cfm</a>	
	University of Pittsburgh Institute of Politics, Legislator for a Day Program	<a href="http://pitt.edu/~iop/inernships.htm">http://pitt.edu/~iop/inernships.htm</a>	
<b>Rhode Island</b>		<a href="http://www.riling.state.ri.us/">http://www.riling.state.ri.us/</a>	
<b>South Carolina</b>	South Carolina Senate Page Program, Jeffrey Gossett	No legislative site, but see <a href="http://www.scstatehouse.net/html-pages/senate2.html">http://www.scstatehouse.net/html-pages/senate2.html</a>	Yes.
<b>South Dakota</b>	South Dakota Legislative Intern Program, David Ortbahn	<a href="http://www.legislature.state.sd.us/intern/index.htm">http://www.legislature.state.sd.us/intern/index.htm</a>	Yes
<b>Tennessee</b>	Tennessee Legislative Intern Program, Donna Morgan	<a href="http://www.legislature.state.tn.us/joint/Staff/Intern/intern.htm">http://www.legislature.state.tn.us/joint/Staff/Intern/intern.htm</a>	Yes
<b>Texas</b>	University of Houston Local Government Internship Program, Renee Cross	<a href="http://www.uh.edu/cpp/internships.htm">http://www.uh.edu/cpp/internships.htm</a>	Yes
	Texas Legislative Intern Program	<a href="http://www.uh.edu/cpp/TLIPinterns.htm">http://www.uh.edu/cpp/TLIPinterns.htm</a>	
	Ruth Jones McClendon Legislative Internship Program	<a href="http://www.house.state.tx.us/news/release.php?id=961">http://www.house.state.tx.us/news/release.php?id=961</a>	

**Table 3: Legislative Internship Programs by State (continued)**

<b>State</b>	<b>Name of Program and Contact</b>	<b>Website</b>	<b>Responded To Survey</b>
<b>Utah</b>	Utah State Legislature Intern Program, Jerry Howe	<a href="http://www.le.state.ut.us/lrgc/internprogram.htm">http://www.le.state.ut.us/lrgc/internprogram.htm</a>	Yes
<b>Vermont</b>	Legislative Clinic Vermont Law School-Vermont Legislative Council, Bill Russell	No legislative site, but see <a href="http://www.politicsol.com/govsites/state-legislatures/vt.html">http://www.politicsol.com/govsites/state-legislatures/vt.html</a>	Yes
	No official name for the State of Vermont Legislature internship opportunities, Steven Klein		Yes
<b>Virginia</b>	Virginia Capital Semester (House of Delegates), George Bishop	<a href="http://www.vcu.edu/capitalsemster/">http://www.vcu.edu/capitalsemster/</a>	Yes
	Virginia Capital Semester (State Senate), John Garrett	<a href="http://www.vcu.edu/capitalsemster/">http://www.vcu.edu/capitalsemster/</a>	Yes
	University of Richmond Political Science Department , State Legislative Internship Program, John Whelan	<a href="http://www.richmond.edu/">http://www.richmond.edu/</a>	Yes
	Senate of Virginia Online Internship Program	<a href="http://legis.state.va.us/CapitolClassroom/StudentPrograms/SenateInternship/htm">http://legis.state.va.us/CapitolClassroom/StudentPrograms/SenateInternship/htm</a>	
<b>Washington</b>	Washington State Legislative Internship Program, Joan Elgee	<a href="http://www.leg.wa.gov/common/interns">http://www.leg.wa.gov/common/interns</a>	Yes
	Washington House of Representatives, Office of Program Research, Graduate Intern Program, Christine Cordes	<a href="http://www1.leg.wa.gov/House/Committees/OPRGeneral/Graduate+Intern+Program.htm">http://www1.leg.wa.gov/House/Committees/OPRGeneral/Graduate+Intern+Program.htm</a>	Yes
	Senate Committee Services, Summer Internship Program for Graduate and Law School Students, William Bridges	<a href="http://www1.leg.wa.gov/documents/senate/scs/employment/SummerInternBrochure.pdf">http://www1.leg.wa.gov/documents/senate/scs/employment/SummerInternBrochure.pdf</a>	Yes

**Table 3: Legislative Internship Programs by State (continued)**

State	Name of Program and Contact	Website	Responded To Survey
<b>West Virginia</b>	Judith Herndon Fellows Program, Sammy Gray	<a href="http://www.legislstate.wv.us/Educational/Internship/Internship.htm">http://www.legislstate.wv.us/Educational/Internship/Internship.htm</a>	Yes
	Robert W. Burk, Jr. Student Intern Program, Sammy Gray		Yes
	Frasure-Singleton Legislative Program, Sammy Gray		Yes
	Legislative Information Journalism Internship, Sammy Gray		Yes
	Walter Rollins Scholars Program, Sammy Gray		Yes
	Rollins Scholar and Burke Graduate Internships, Sara DeBarr		Yes
<b>Wisconsin</b>	University of Wisconsin-Madison Legislative Internship Program, Kerry Niemcek-Druecke	<a href="http://www.polisci.wisc.edu/undergrads/advvisor/internships/">http://www.polisci.wisc.edu/undergrads/advvisor/internships/</a>	Yes
<b>Wyoming</b>	Wyoming Legislative Internship Program, Wendy Madsen	<a href="http://legisweb.stte.wy.us/leginfo/InternProgram/InternProgram.htm">http://legisweb.stte.wy.us/leginfo/InternProgram/InternProgram.htm</a>	Yes

### Source of Interns for Legislative Internship Programs

The interns in our program come from:

- A single university, college or school
- Multiple campuses within a same university
- Multiple universities, colleges, or schools

Single university, college or school internships are frequently those from specific university-sponsored internship programs, such as those reported by the University of Houston, the University of Wisconsin-Madison, University of Richmond, Ohio State University Moritz College of Law, Colorado State University, Vermont Law School, University of Delaware, and the Illinois Legislative Staff Intern Program for graduate students enrolled at the University of Illinois at Springfield. But some single university-sponsored internship programs are also open to students at other universities, such as the Texas Southern University sponsored Texas Legislative Internship Program, and the Virginia Capital Semester Program operated by Virginia Commonwealth University that is open to all undergraduate students from accredited colleges and universities, both public and private, in all fifty states. The North Carolina Legislative Intern

Program is limited to students enrolled at four-year granting colleges and universities within North Carolina, but conducted by North Carolina State University under the authority of the North Carolina General Assembly.<sup>13</sup> It coexists with other graduate and undergraduate internship programs conducted by the Assembly that are open to students at all universities and colleges. There are undoubtedly many additional single university or college programs that did not report through the survey. One example is the University of Nevada, Las Vegas (UNLV) program of legislative internships with the Nevada Legislature every two years.<sup>14</sup> Another is the University of Minnesota's Legislative Internship Program offered through the Department of Women's Studies.<sup>15</sup>

Examples of multiple campus programs within a same university include the UC Scholars, California graduate and undergraduate programs offered through the University of California Sacramento (UCCS) with campus contacts at the University of California at Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. And Rutgers, the State University of New Jersey, similarly administers the New Jersey Assembly Henry J. Raimondo Legislative Fellows Program, with graduate students on the New Brunswick, Camden and Newark campuses eligible. Similarly, the State Legislative Intern Program with the Hawaii State Legislature is sponsored by the University of Hawaii, and eligible students come from several of its campuses.

Internship programs available to students at multiple universities, colleges and schools constitute the large majority of internship programs reporting. These programs are often, but not always, operated by an office or agency within the state legislature. For example, the New York State Assembly Undergraduate Internship reported by the NYS Assembly and the NYS Senate Session Assistants Program reported by the NYS Senate had both their programs reflected and identified through various New York colleges and universities, including the State University of New York (SUNY) at Oneonta,<sup>16</sup> and SUNY at Brockport,<sup>17</sup> as well as SUNY at Albany.<sup>18</sup> The Georgia Legislative Internship Program, operated by the University of Georgia's Carl Vinson Institute, had internships available for all four-year, public and private school students in Georgia. Tennessee Tech University indicates on its website the name of the university official who directs the Legislative Internship Program for its students,<sup>19</sup> but the referenced program is part of the Tennessee Legislative Intern Program reported by the state legislature. The University of Tennessee at Chattanooga similarly offers internships to its students in the same Tennessee Legislative Intern Program.<sup>20</sup> Likewise, the University of Wyoming referenced internships in the Wyoming State Legislature<sup>21</sup> is the opposite face of the same coin—the internship program reported by the Wyoming State Legislature in the survey. The Idaho State Legislative Internship Program, on the other hand, identified on the Boise State University Department of Political Science website as one where its students are involved,<sup>22</sup> participates in the internship program reported by the Legislative Services Office of the Idaho Legislature, with the program having no official name or mention on the Idaho Legislative website. Likewise, the Missouri Legislature

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<sup>13</sup> [http://www2.chass.ncsu.edu/aomp/legislative\\_intern.html](http://www2.chass.ncsu.edu/aomp/legislative_intern.html) accessed 29 September 2005.

<sup>14</sup> <http://magazine.unlv.edu/Issues/Winter05/studentsHelp.html> accessed 16 January 2006.

<sup>15</sup> <http://womenstudy.cla.umn.edu/undergrad/intern.htm> accessed 14 January 2006.

<sup>16</sup> <http://www.oneonta.edu/academics/polsci/interns.html> accessed 14 January 2006.

<sup>17</sup> <http://www.brockport.edu/career/albpro.htm> accessed 14 January 2006.

<sup>18</sup> [http://www.albany.edu/undergraduate\\_studies/uuni391-392.html](http://www.albany.edu/undergraduate_studies/uuni391-392.html) accessed 29 December 2005.

<sup>19</sup> [http://www.tntech.edu/sociology/pols\\_internships.html](http://www.tntech.edu/sociology/pols_internships.html) accessed 14 January 2006.

<sup>20</sup> <http://www.utc.edu/Academic/PolitiicalScience/internships.php> accessed 14 January 2006.

<sup>21</sup> <http://uwadmnweb.uwyo.edu/pols/interns.asp> accessed 14 January 2006.

<sup>22</sup> <http://polisci/boisestate.edu/Internships/> accessed 14 January 2006.

internship program reported by the Missouri Legislature has no official name or website, but it is referred to as the Legislative Internship Program on the website of the Missouri State University.<sup>23</sup> It is apparent that the same internship can be viewed quite differently by the state legislature on the one hand, and the participating college or university on the other, and perhaps viewed differently yet by the student-interns themselves.

An additional variation of programs available to students at multiple schools is the Alaska Universities Legislative Internship Program not reported in the survey, for instance, that is jointly administered by the Legislative Council of the Alaska State Legislature and representatives of five universities—the University of Alaska Anchorage (UAA), the University of Alaska Fairbanks (UAF), the University of Alaska Southeast (UAS), Alaska Pacific University (UPU) and the University of Utah (UU), with UAS in Juneau having primary responsibility for the academic administration of the program.<sup>24</sup>

Every effort has been made in this report not to double-count any reported programs, notwithstanding the sometimes differing legislative, academic and other reflections of these programs.

**Table 4 The source of interns for reported state legislative internship programs**

Source of Interns	Number of Programs	Percentage of Programs
A single university, college, or school	7	10.6
Multiple campuses with the same university	4	6.1
Multiple universities, colleges, or schools	55	83.3
<b>Total programs</b>	66	100

### **Public and Private College and University Participation in Legislative Internships**

Please list the universities, colleges or schools participating in the internship program.

Respondent answers to this question mirrored many of the distinctions discussed above, but they also reflected the degree with which public and private, two-year and four-year, institutions of higher learning inside the state or outside the state had a desire or interest to participate in a specific internship program, or their students wished to participate in such an internship program. While many state legislative sponsored internships for undergraduate and graduate students drew their interns from public and private colleges and universities across the nation (and sometimes outside of the U.S as well), many legislatures placed some restrictions upon student eligibility. Often interns are drawn solely from schools within the specific state, or drawn from only public schools within the state. Other programs recruit only from named public colleges or universities, such as the state universities, but often from their many campuses.

<sup>23</sup> <http://careercenter.missouristate.edu/Students/Internshp/LegislativeInern.htm> accessed 14 January 2006.

<sup>24</sup> <http://www.uas.alaska.edu/internprogram/faq.html> accessed 14 January 2006.

The following examples illustrate the variety of limitations in place, even where available internship programs for students at multiple universities, colleges and schools constitute the majority of internship programs reporting. The Connecticut Legislative Intern Program involved undergraduate students who attended two and four-year institutions of higher education in Connecticut and state residents who attended out-of-state colleges.<sup>25</sup> The Florida House Legislative Intern Program is limited to students in Florida schools, and the Florida State Senate Internship Program is limited to those students enrolled in a public Florida university, but the Florida Office of Program Policy Analysis and Government Accountability is open to graduate students nationwide. The Georgia Legislative Internship Program recruited from both public and private four-year universities and colleges throughout Georgia. Indiana internship participants came from colleges or universities in Indiana or, alternatively, interns were Indiana residents. Programs that recruit interns from public and private colleges and universities within the state include the Kansas Legislative Intern Program, the Kentucky Legislative Research Commission Intern Program, the Maryland General Assembly Intern Program, the Michigan Legislative Service Bureau Legislative Intern Program, the Missouri General Assembly internship opportunities, the South Dakota Legislative Intern Program, and the Judith Herndon Fellows Program in the West Virginia Legislature. Among several programs, the Maryland General Assembly Intern Program has strong community college student participation.

### **Placement Locations for Interns**

#### For what offices does your internship provide interns?

Interns were assigned to both state legislators and to nonpartisan and partisan offices within the state legislatures. Many of the survey responses from legislatures indicated that their programs covered the entire legislative institution, including elected members in both chambers and staff agencies—nonpartisan and/or partisan. Examples include the Alabama Capital Intern Program, the Arizona Legislative Internship Program in the House of Representatives, the UC Scholar Interns in California, the internship program of the Idaho Legislature, the Massachusetts Legislative Internship Program, the internship program of the Missouri Legislature, the Moritz College of Law Legislation Clinic at Ohio State University, the University of Houston internship program, the Washington State Legislative Internship Program, and the Judith Herndon Fellows Program in the West Virginia Legislature.

Other programs covered legislator offices in only a single chamber, such as the Jesse Marvin Unruh Assembly Fellowship Program and the Senate Fellows Program in California, the Indiana House of Republican Internship Program, the Minnesota State Senate Intern Program, the New York State Senate Undergraduate Session Assistants Program, North Carolina House of Representatives Legislative Internship Program, and the North Carolina House of Representatives Intern Program.

Internships covering only nonpartisan legislative staff agencies or offices included the Colorado General Assembly Office of Legislative Legal Services Internship Program, Florida OPPAGA Summer Internship Program, Florida Senate Internship Program, Kentucky Legislative Research Commission Intern Program, Michigan Legislative Research Bureau Legislative Intern Program, Legislative Internship Program in North Dakota, graduate and undergraduate Legislative Office

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<sup>25</sup> <http://www.cga.ct.gov/isc/> accessed 29 September 2005.

for Research Liaison Internship Programs in Pennsylvania, Legislative Clinic Vermont Law School-Vermont Legislative Council, undergraduate internship opportunities with the Vermont Legislature, Washington House of Representatives Office of Program Research Graduate Intern Program, Washington Senate Committee Services Summer Internship Program for Graduate and Law School Students, and the Legislative Information Journalism Internship in the West Virginia Legislature.

While there were no survey-reported internships covering only partisan legislative staff offices, such offices were covered in the Colorado State University Internship Program, Florida House of Representatives Legislative Intern Program, Illinois Legislative Staff Intern Program, Indiana House Democratic Internship Program, Indiana Senate Democrat Legislative Internship, Indiana Senate Republican Legislative Internship, Iowa Legislative Intern Program, internship program in Maine, Henry J. Raimondo Legislative Fellows Program in New Jersey, New York State Assembly Undergraduate Internship, New York State Senate Legislative Fellows Program, Oklahoma State Senate Intern Program, Pennsylvania House of Representatives Archival Internship,<sup>26</sup> West Virginia Robert W. Burk, Jr. Student Intern Program, Walter Rollins Scholars Program in the West Virginia Senate, and Rollins Scholar and Burke Graduate Internships in the West Virginia House of Delegates.

**Table 5: For what offices does your program provide interns? (Responses based upon the number of programs)**

<b>Level of Internship Program</b>	<b>Number of programs reporting</b>	<b>Interns Assigned to House Members</b>	<b>Interns Assigned to Senators</b>	<b>Interns Assigned to Nonpartisan Legislative Staff Agencies or Offices</b>	<b>Interns Assigned to Partisan Legislative Staff Offices</b>
<b>High School Programs</b>	1	1	1		
<b>Undergraduate Programs</b>	42	30	32	21	17
<b>Graduate Programs</b>	23	8	7	17	10
<b>All Internship Programs</b>	66	39	40	38	27

There were some differences regarding offices to which interns are assigned, on the basis of the educational level of program. Examining the program responses on the basis of the percentage of the programs where interns were assigned to house members, senators, nonpartisan legislative staff offices, and partisan legislative staff offices, it is apparent that undergraduate internship programs are more likely to have interns assigned to elected legislators than are graduate internship programs. Correspondingly, nonpartisan legislative staff agencies and offices are more likely to be the beneficiaries of graduate internship programs, with 73.9 percent of graduate intern programs placing interns in these offices. Table 6 below illustrates these findings.

<sup>26</sup> <http://www.legis.state.pa.us/cfdocs/bmc/archival.cfm> accessed 14 January 2006.

**Table 6: For what offices does your program provide interns? (Responses based upon the percentage of programs)**

<b>Level of Internship Program</b>	<b>Percentage of programs reporting</b>	<b>Interns Assigned to House Members</b>	<b>Interns Assigned to Senators</b>	<b>Interns Assigned to Nonpartisan Legislative Staff Agencies or Offices</b>	<b>Interns Assigned to Partisan Legislative Staff Offices</b>
<b>High School Programs</b>	1.5	100	100		
<b>Undergraduate Programs</b>	63.6	71.4	76.2	50.0	40.5
<b>Graduate Programs</b>	34.8	34.8	30.4	73.9	43.8
<b>All Internship Programs</b>	100	59.1	60.6	57.6	40.9

### **Management of Legislative Internship Programs**

#### Who primarily manages your legislative internship program?

Legislative internship programs are managed by one or more legislative staff persons, by faculty or other university managers, or some combination of legislative staff and faculty (for instance, a retired professor and legislative staff). Those assigned these management functions possess job labels of many varieties, with terms like “director,” “professor,” “attorney,” “secretary,” “clerk” or “deputy clerk,” “analyst,” “fiscal officer,” and “lecturer,” as well as “coordinator” in their formal titles. Such variety corresponds with the internship management functions occurring in numerous units within a legislative or educational institution, often overlapping with or being assigned in addition to other substantive functions to the individuals and offices involved.

Within higher education institutions there are several examples. The University of Houston, through its Center for Public Policy, manages a Local Government Internship Program that includes state and federal offices in the Houston area. This program handles placement of students in the district offices of Texas state legislators. The University also participates in the Texas Legislative Internship Program (TLIP) sponsored by the office of State Senator Rodney Ellis and coordinated by Texas Southern University’s Mickey Leland Center, providing both undergraduate and graduate students the opportunity to serve as interns in the Texas Legislature and various Texas agencies, and with several other internship programs beyond state legislatures.<sup>27</sup> The Ohio State University Moritz College of Law manages its own internships through placement of second and third-year law students as a part of its “Legislation Clinic.” The Clinic Director and Staff Attorney have placed students with the Ohio Legislative Service Commission, leadership caucuses, and individual members of the Ohio General Assembly, as well as with other state agencies.<sup>28</sup> The Institute for Public Administration at the University of Delaware, in conjunction with the College of Human Services, Education & Public Policy, operates the Legislative Fellows Program for graduate students in that state.<sup>29</sup>

<sup>27</sup> <http://www.uh.edu/cpp/internships.htm> accessed 28 December 2005.

<sup>28</sup> <http://www.moritzlaw.osu.edu/legisclinic/geninfo.html> accessed 29 September 2005.

<sup>29</sup> <http://www.ipa.udel.edu/legfellows/> accessed 29 September 2005.

Internship programs managed and operated by the legislatures or one of their staff agencies also exhibited variation in the nature of the assigned management responsibilities in working with colleges and students. The Ohio Legislative Service Commission (LSC), for example, sponsored thirteen-month internships for recent college graduates with the LSC as well as the majority and minority caucuses where there was little involvement from academic institutions. On the other hand, the Oregon Legislative Intern Coordinator, who served as liaison with Oregon college and university academic departments, made the arrangements for work space and services to legislators for interns, but the recruitment procedures, academic requirements, evaluation, and the awarding of academic credit were the responsibility of the particular higher education institution.<sup>30</sup> Yet other state legislatures that operated internship programs did so with a legislative and staff role that was stronger. The Utah Legislature Intern Coordinator, for instance, served as liaison with Utah colleges and universities, but also made the assignments for interns under direction of the chamber leaders.

The University of Wisconsin at Madison, Political Science Department “intern coordinator” fundamentally assumed the activities of gathering voluntary or internship opportunities for students with individual members of the Wisconsin State Senate and Assembly. These internships varied greatly from member to member in terms of functions and responsibilities, and they were unpaid, but the intern did receive academic credit for the internship.<sup>31</sup> Similarly, the University of Pittsburgh, through its Institute of Politics and Department of Political Science, placed undergraduate students in its unpaid Legislator for a Day Program where students spent one day in the Capitol and one day in the district office of selected Pennsylvania legislators. Yet it also cooperated with the Pennsylvania House of Representatives Bipartisan Management Committee Fellowship Coordinator, to secure paid fellowships for its students.<sup>32</sup> Internships developed by institutions of higher education, or simply by students themselves, have often been viewed as solely arrangements between interns and individual legislators, with little involvement from intern coordinators. The Minnesota Senate Internship Program, for example, did not have the Senate Intern Coordinator playing a role in the evaluation process for interns.<sup>33</sup>

The survey responses exhibited a majority of undergraduate programs being managed by one or more legislative staff people, with faculty or university managers having much lesser management responsibilities, although still some role in a minority of the responses. Responding graduate programs also generally had a legislative staff person with management responsibilities, but such an individual more often worked jointly or in conjunction with university personnel, in comparison with undergraduate programs. These results likely reflected the greater survey participation on the part of legislative staff over university staff in responding to the questionnaire. In a few cases the legislative staff person was assisted in the legislature by part-time staff, session aides, or had other help from individuals in both chambers where the program covered both chambers. For graduate internship programs there was more likely to be university involvement in some management functions.

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<sup>30</sup> <http://www.leg.state.or.us/capinfo/intern.html> accessed 29 September 2005.

<sup>31</sup> <http://polisci.wisc.edu/undergrads/advisor/> accessed 29 September 2005.

<sup>32</sup> <http://www.pitt.edu/~iop/internships.htm> accessed 7 January 2006.

<sup>33</sup> <http://www.leg.state.mn.us/leg/intern.asp> accessed 228 December 2005.

**Table 7: Who primarily manages your legislative internship program?**

<b>How Is Program Managed?</b>	<b>High School Programs</b>	<b>42 College Programs</b>	<b>23 Graduate Programs</b>	<b>66 Total Programs</b>
By a legislative staff person or people	1 (100%)	29 (69.0%)	10 (43.5%)	40 (60.6%)
By a faculty member or other university manager		6 (14.3%)	5 (21.7%)	11 (16.7%)
By a combination of one or more legislative staff and one or more university managers		7 (16.7%)	8 (34.8%)	15 (22.7%)
Total programs	1 (100%)	42 (100%)	23 (100%)	66 (100%)

**Human Resources Required to Manage Legislative Internship Programs**

During the legislative session (or other periods when interns are working) what proportion of the legislative staff manager’s time is devoted to the internship program?

During the legislative session (or other periods when interns are working) what proportion of the faculty or other university manager’s time is devoted to the internship program?

During the legislative session, or during other periods when the interns were working, some portion of one or more manager’s time was taken in the performance of responsibilities associated with the internships. To better comprehend the amount of time commitment for internship programs, survey respondents were asked what proportion of both the legislative manager’s time and the university manager’s time is devoted to the internship. Both in establishing and operating internship programs, personnel requirements were used to assess the costs of internship programs. Survey results below in Table 8 illustrate that nearly half the internship programs required one day or less per week on the part of both the legislative and university managers. Crosstabulation of this data with the size or number of internships offered within an internship program confirmed that the larger the number of interns in the program the more likely will be the time commitment for a legislative manager spending more than one day per week managing the program. For example, seven of the 15 programs that reported more than 50 intern positions annually required the services of an almost full-time legislative manager. However, there was no such clear relationship for university managers in terms of the number of interns annually.

**Table 8: During the legislative session (or other periods when interns are work) what proportion of the legislative manager’s time, or the faculty or university manager’s time, is devoted to the internship program?**

Amount of Time Spent	Legislative Manager Frequency of Time Spent	Legislative Manager Percentage for Each Frequency	University Manager Frequency of Time Spent	University Manger Percentage for Each Frequency
One day or less per week (20%)	31	47%	14	48.3%
Between one and two days per week (20-40%)	8	12.1%	6	20.7%
Between two and three days per week (40-60%)	4	6.1%	7	24.1%
Between three and four days per week (60-80%)	1	1.5%	1	3.4%
Almost full-time	13	19.7%	1	3.4%
Total Programs	57	100%	29	100%

**Placement of Interns and Coordination of Their Work**

Who is responsible for placing interns in their offices and coordinating their work? (check all that apply)

Among the duties and responsibilities associated with internship programs were ones of placement of the interns in legislator or legislative staff offices, and coordinating and/or supervising the work of interns. These duties were undertaken by legislators, or legislative staff, by faculty or university managers, or some combination of these individuals.

The Alaska Universities Legislative Internship Program did not have the university place interns in legislator offices, but rather acted as a facilitator to bring university-selected interns and legislators together where the interns themselves secured placement; the university, the legislator, and the intern then signed an internship contract which is a mutual agreement between the three parties.<sup>34</sup> In Connecticut the Committee on Legislative Staff Internships interviewed candidates and selected those to serve.<sup>35</sup> The Connecticut Legislative Internship Program Director had the day-to-day contact with interns, planned and implemented the academic components of the program, and monitored intern performance. In other states like Georgia the state program director had been appointed from the academic community to head a process within the Carl Vinson Institute of Government at the University of Georgia that coordinated the selection of candidates; this same Institute also assisted members of the Georgia General

<sup>34</sup> <http://www.uas.alaska.edu/internprogram/faq.html> accessed 14 January 2006. Also see “Information for Applicants and Participants: The Alaska Universities Legislative Internship Program” for January-May, 2006 by Clive S. Thomas, August 1, 2005.

<sup>35</sup> <http://www.cga.ct.gov/isc/> accessed 29 September 2005.

Assembly acquire and enhance their knowledge and critical skills in governing the state.<sup>36</sup> In some other states the responsibility for placement and coordination of intern work lies entirely with the legislature or chamber, such as with the New York State Assembly Intern Committee and the Intern Committee Director, or the New York State Senate Director of Student Programs for New York State Senate programs. The Kansas Legislative Intern Program has its intern coordinator assign each intern to a specific legislator.<sup>37</sup> In South Dakota the leaders in the respective political caucuses in both chambers make the intern office assignments based upon requests from legislators. A similar situation exists in the Hawaii State Legislature where the Office of the Speaker of the House and the Office of the President of the State Senate make assignments to legislators.<sup>38</sup> Yet in the Massachusetts Legislative Internship Program the intern director, faculty members, and others cooperate to make placements.

While there are variations in programs regarding who places interns and coordinates the work of interns, the survey responses indicated a dominate role for the state legislative manager. For instance, 40 of the 55 programs reporting use of the legislative staff manager's time indicate that *only* the legislative staff manager places interns and coordinates work. But even in programs where there is substantial faculty or university manager time involvement, there is still a strong role for the legislative staff intern coordinator or manager in the placement and coordination of interns. As Table 9 below illustrates 83% of all internship programs have the legislative staff intern coordinator or manager at least partially responsible for these activities.

**Table 9: Who is responsible for placing interns in their offices and coordinating their work?**

Who is responsible for placing interns and coordinating work?	High School Program	College Programs	Graduate Programs	Total Programs
A legislative staff intern coordinator or manager	1 (100%)	35 (83.3%)	19 (82.6%)	55 (83.3%)
A faculty member or other university manager	0	11 (26.2%)	5 (21.7%)	16 (24.2%)
One or more legislators	0	9 (21.4%)	4 (17.4%)	13 (19.7%)
Others	0	5 (11.9%)	1 (4.3%)	6 (10%)
Total programs	1 (100%)	42 (100%)	23 (100%)	66 (100%)

### Financial Resources for Legislative Internship Programs

Who funds your internship program? (Check all significant sources of income.)

Most state legislative internship programs provide compensation for interns, although even those which do not do so have costs associated with their internships. Nearly 70% of the funding for reported internship programs comes directly from the state legislature, while just over one-

<sup>36</sup> <http://www.cviog.uga.edu/services/education/glip/> accessed 29 September 2005.

<sup>37</sup> *Kansas Legislative Intern Program 2004* at <http://www.kslegislature.org/intern.pdf> accessed 29 September 2005.

<sup>38</sup> [http://www.politicalscience.hawaii.edu/forms/Hawaii\\_InternPrg.pdf](http://www.politicalscience.hawaii.edu/forms/Hawaii_InternPrg.pdf) accessed 20 January 2006.

quarter of program funding comes from universities. Lesser percentages come from student fees and foundations or philanthropic sources. Five programs responding to the survey provided no answer to this question of funding, and all five were programs that paid no salary or wages to interns. An unknown number of legislative internship programs, however, did not respond to the survey. For example, the UNLV biennial program of six students has funding coming from the UNLV Foundation's Annual Fund.<sup>39</sup> And the recent Ruth Jones McClendon Legislative Internship Program administered by the University of Texas at San Antonio is paid for by donations including corporate sponsors.<sup>40</sup> Accordingly, the sources of funds for reported internship programs may not be entirely similar to the funding sources for all unreported internship programs.

**Table 10: Who funds your internship program?**

<b>Who funds the internship program?</b>	<b>High School Program</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>Total Programs</b>
The state legislature directly	1 (100%)	26 (61.9%)	19 (82.6%)	46 (69.7%)
The university (may include indirect state legislative funding)	0	12 (28.6%)	5 (21.7%)	17 (25.8%)
Student fees	0	4 (9.5%)	1 (4.3%)	5 (7.6%)
Foundations or other philanthropy	0	3 (7.1%)	0	3 (4.5%)
No answer given	0	5 (11.9%)	0	5 (7.6%)
Total programs	1 (100%)	42 (100%)	23 (100%)	66 (100%)

### **Publications and Internet Information about Legislative Internship Programs**

#### Do you have any published materials that describe your internship program?

Approximately three-fourths of the responding programs—those operated by state legislatures, colleges and universities, and other combinations—have published materials describing their internship programs.

**Table 11: Do you have any published materials that describe your program?**

<b>Do you have any published materials that describe your program?</b>	<b>Frequency of responses</b>	<b>Percentage of responses</b>
<b>Yes</b>	51	77.3
<b>No</b>	14	21.2
<b>No answer provided</b>	1	1.5
<b>Total responses</b>	66	100

<sup>39</sup> <http://magazine.unlv.edu/Issues/Winter05/studentsHelp.html> accessed 16 January 2006.

<sup>40</sup> <http://www.house.state.tx.us/news/release.php?id=961> accessed 14 January 2006.

Do you have a website that provides information about your internships?

Slightly lesser numbers of programs responding have websites as have publications providing information about internships. Still, over 70% do have websites.

**Table 12: Do you have a website that provides information about your internships?**

<b>Do you have a website that provides information about your internships?</b>	<b>Frequency of responses</b>	<b>Percentage of responses</b>
<b>Yes</b>	47	71.2
<b>No</b>	17	25.8
<b>No answer provided</b>	2	3.0
<b>Total responses</b>	66	100

### **Size of the Legislative Internship Programs**

Approximately how many intern positions do you offer annually?

The Alabama Capital Interns totaled six in 2005.<sup>41</sup> The Arizona Legislative Internship totaled about 50 students, but additional students may be involved with the Legislative Broadcast Internship and Legal Internship programs.<sup>42</sup> Connecticut has about 90 internship positions each year.<sup>43</sup> The Georgia Legislative Internship Program has about 30 interns annually, while the Illinois Legislative Staff Intern Program has 24 annually.<sup>44</sup> Among the larger programs, the Maryland General Assembly offers about 100 internships annually.<sup>45</sup> The New York State Assembly Session Internship Class of 2005 was composed of 155 college students.<sup>46</sup> The Ohio Legislative Commission sponsors 24 internships annually.<sup>47</sup> And 22 college students serve in the South Dakota Legislature.<sup>48</sup> The Tennessee Legislative Intern Program has between 70 and 80 students<sup>49</sup> while the Utah State Legislature Intern Program has about 65 students. The West Virginia Legislature reported the highest number of legislative internship programs--the West Virginia Frasure-Singleton Internship program involving 50 students annually; the WV Legislative Information Journalism Internship with four students each year; the WV Judith Herndon Fellowship has 10 positions annually; the WV Walter Rollins Scholars has 2 positions each year; the Robert W. Burk, Jr. Interns total 4 each year; and the McManus Fellowship has just one position annually.

The number of interns in the reported programs is often less than ten or more than fifty in size, with smaller numbers of interns in programs in between these high and low targets. Graduate student intern programs are often smaller in size compared with college and high school internship programs, as illustrated in Table 13 below.

<sup>41</sup> <http://www.ali.state.al.us/capinterns.html> accessed 29 September 2005.

<sup>42</sup> <http://www.azleg.state.az.us/formatdocument.asp?indoc=/internshiplegislative.htm> accessed 29 September 2005.

<sup>43</sup> <http://www.cga.ct.gov/isc/> accessed 29 September 2005.

<sup>44</sup> <http://cspl.uis.edu/InstituteForLegislativeStudies/IllinoisLegislativeStaffInternProgram/> accessed 29 September 2005.

<sup>45</sup> [http://dls.state.md.us/top\\_pgs/students/students.html](http://dls.state.md.us/top_pgs/students/students.html) accessed 29 September 2005.

<sup>46</sup> <http://assembly.state.ny.us/internship/?sec=message> accessed 29 December 2005.

<sup>47</sup> <http://www.lsc.state.oh.us/internship/index.html> accessed 29 September 2005.

<sup>48</sup> <http://legis.state.sd.us/page/index.htm> accessed 29 December 2005.

<sup>49</sup> <http://www.legislature.state.tn.us/joint/Staff/Intern/intern.htm> accessed 29 September 2005.

**Table 13: Approximately how many intern positions do you offer annually?**

Total Positions for All Programs	High School Programs	Undergraduate or College Programs	Graduate Programs	All Intern Programs
<b>1-9 positions</b>		10 (23.8%)	11 (47.8%)	21 (31.8%)
<b>10-19 positions</b>		4 (9.5%)	7 (30.4%)	11 (16.7%)
<b>20-29 positions</b>		7 (16.7%)	3 (13.0%)	10 (15.2%)
<b>30-39 positions</b>		4 (9.5%)	1 (4.3%)	5 (7.6%)
<b>40-49 positions</b>		2 (4.8%)	0	2 (3.0%)
<b>50 or more positions</b>	1 (100%)	15 (35.7%)	1 (4.3%)	17 (25.8%)
<b>Total programs</b>	1 (100%)	42 (100%)	23 (100%)	66 (100%)

### Length of Internships

#### How long are your internships?

Generally, internships involving work with individual state legislators are for the length of the legislative session. Examples include the Minnesota House College Internship and State Senate Intern Programs, the Tennessee Legislative Intern Program, and the Utah State Legislature Intern Program. But there are exceptions, such as the West Virginia Frasure-Singleton Internship which runs for just one week for 25 students, with the following week having a different 25 students—all during the mid-point of the 60-day general session.

Legislative session times do not always correspond well with school semester and term periods. Programs involving placement with staff offices, or leadership offices, may be longer than the legislative session, or be available for different periods within the calendar year. The California Legislative Analyst's Office Summer Internships are 12 week experiences.<sup>50</sup> The Florida Office of Program Policy Analysis and Government Accountability (OPPAGA) employs graduate students part-time during the school year or full-time during the summer as interns. The Illinois Legislative Staff Intern Program places each intern in a ten and a half month, full-time position. The Indiana General Assembly offers internships from early January through early March (or late April in odd-numbered years). The Montana Legislative Audit Division offers six to twelve week internships that can be full or part-time during summer, fall and spring. The New York State Assembly Session Internship is for six months. The Ohio Legislative Service Commission internships are 13 months in duration. The Oklahoma Senate Intern Program provides February through May spring semester internships in the Senate Service Staff and Communication's Divisions, but internships may be offered in the summer and fall semesters as needed by specific divisions. Still, many internship programs operated by state legislatures, such as the Wyoming Legislative Internship Program, are limited to session times even where there are placements with staff offices as well as elected legislators.

Institutions of higher learning operating their own internship programs have greater ability to make the internship fit the semester or term schedule for students. Yet universities and colleges are often flexible. The University of Pittsburgh Institute of Politics, for example, operates an internship program for undergraduate students called Legislator for a Day Program. Here, students spend two days with a Pennsylvania state legislator—one day at the Capitol in

<sup>50</sup> [http://www.lao.ca.gov/job\\_announcements/summer\\_internship\\_2006.aspx](http://www.lao.ca.gov/job_announcements/summer_internship_2006.aspx) accessed 14 January 2006.

Harrisburg and another one in the legislator’s home district office. This program is conducted concurrently with University undergraduate student participation in the Pennsylvania House of Representatives Legislative Fellowship Program, a thirteen week program involving placement in the office of a legislative leader or committee chair.<sup>51</sup> The University of Nevada at Las Vegas makes its internship opportunities for students available every two years to coincide with biennial schedule of the Nevada Legislature.<sup>52</sup>

For the 66 programs reporting in this NCSL survey, internships are most commonly the length of the legislative session, with the next most common the length of the school term, as is illustrated in Table 14 below.

**Table 14: How long are your internships?**

<b>Length of Internships</b>	<b>Number of Programs</b>	<b>Program Percentage</b>
Length of the legislative session	26	39.3%
Length of the legislative session and the school term	1	1.5%
Length of the school term—semester, trimester or quarter	18	27.3%
Length of the summer or term when intern is not in school	5	7.6%
Year-round (from 9-12 months)	6	9.1%
Other	10	15.2%
<b>TOTAL</b>	<b>66</b>	<b>100%</b>

There are differences among the reporting legislative internship programs on the basis of the level of education required for participation in them. Undergraduate or college programs are predominantly those corresponding with the length of the legislative session, while graduate programs are more likely to correspond with either the length of the school term or the period of time—such as during the summer—when students are not in school; but some are also year-round, as presented in Table 15 below. Responses to the survey also demonstrated the flexibility of scheduling for both the legislatures and the institutions of higher learning, in some instances, with combinations of options as indicated in the “other” category below.

**Table 15: How long are the internships by level of program?**

<b>Length of Internships</b>	<b>High School Programs</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Programs</b>
Length of the legislative session	0	23	3	26
Length of the legislative session and the school term	0	1	0	1
Length of the school term—semester, trimester or quarter	0	10	8	18

<sup>51</sup> <http://www.pitt.edu/~iop/interns.htm> accessed 7 January 2006.

<sup>52</sup> Bacolas, Regina. “Students Help Shape Nevada Politics,” *UNLV Magazine* (Winter 2005).

**Table15: How long are the internships by level of program? (continued)**

<b>Length of Internships</b>	<b>High School Programs</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Programs</b>
Length of the summer or term when intern is not in school	0	2	3	5
Year-round (from 9-12 months)	0	1	5	6
Other	1	5	4	10
<b>TOTAL</b>	<b>1</b>	<b>42</b>	<b>23</b>	<b>66</b>

### **Hours Per Week for Internships**

How many hours per week do the interns in your program typically work?

Some state legislatures are flexible with their internship offerings. Connecticut, for example, offers both full-time and part-time internships; the part-time interns are expected to work two full days a week, preferably Tuesdays and Thursdays, because of the legislative schedule in Hartford. The Committee on Legislative Staff Internships interviews candidates and selects those to serve knowing these preferences.<sup>53</sup> The part-time service of the Legislative Fellows Program at the University of Delaware requires 20 hours a week at the Capitol from January through June by graduate students.<sup>54</sup> The Florida House of Representatives Legislative Intern Program has interns work during business hours 20 hours per week during the months of September through January and up to 40 hours during the legislative session from February through May.<sup>55</sup> The Florida Senate requires interns to work during business hours from 20 to 40 hours beginning August 1<sup>st</sup> through June 30<sup>th</sup> with flexibility available for the intern's school schedule.<sup>56</sup> Full-time positions only exist for the Illinois Legislative Staff Interns<sup>57</sup> and the Indiana General Assembly Internship Programs. The Maryland General Assembly offers internships that can vary between two days per week to five days per week during its session.<sup>58</sup> The Minnesota Senate seeks interns who will work a minimum of 12 hours per week.<sup>59</sup> The University of Minnesota's Legislative Internship Program expects eight hours per week as a part of its Women's Studies 4504 and 4505 courses.<sup>60</sup> On the other hand, the Ohio Legislative Service Commission has only full-time internships.<sup>61</sup>

<sup>53</sup> <http://www.cga.ct.gov/isc/> accessed 29 September 2005.

<sup>54</sup> <http://www.ipa.udel.edu/legfellows/> accessed 29 September 2005.

<sup>55</sup> <http://myfloridahouse.gov/contentViewer.aspx?Category=PublicGuide&File=Applications%20and%20Opportunities%20--%20Legislative%20Intern%20Program.html> accessed 29 September 2005.

<sup>56</sup> [http://www.flsenate.gov/cgi-bin/View\\_Page.pl?File=index.cfm&Directory=Welcome/internship/&Tab=welcome&Submenu=1&Location=App](http://www.flsenate.gov/cgi-bin/View_Page.pl?File=index.cfm&Directory=Welcome/internship/&Tab=welcome&Submenu=1&Location=App) accessed 7 October 2005.

<sup>57</sup> <http://cspl.uis.edu/InstituteForLegislativeStudies/IllinoisLegislativeStaffInternProgram/> accessed 29 September 2005.

<sup>58</sup> [http://dls.state.md.us/top\\_pgs/students/students.html](http://dls.state.md.us/top_pgs/students/students.html) accessed 29 September 2005.

<sup>59</sup> <http://www.leg.state.mn.us/leg/intern.asp> accessed 28 December 2005.

<sup>60</sup> <http://womenstudy.cla.umn.edu/undergrad/intern.htm> accessed 14 January 2006.

<sup>61</sup> <http://www.lsc.state.oh.us/internship/index.html> accessed 29 September 2005.

Questionnaire responses illustrate that most of the reporting programs are full-time ones, as Table 16 below demonstrates.

**Table 16: How many hours per week do the interns in your program typically work?**

Number of Hours Per Week for the Internship	High School Programs	College Programs	Graduate Programs	All Programs
1-9 hours	0	3	0	4.5%
10-19 hours	1	11	4	24.2%
20-29 hours	0	6	4	15.2%
Full-time	0	22	15	56.1%
All Internship Programs	1	42	23	66

### **Work Assignments and Duties Assigned to Interns**

What types of work are interns typically given? (Check all that apply.)

The nature of the work assignments provided to interns is associated with the level of student education. High school students may perform support services involving photocopying, mailing, filing, handling telephone calls, as well as other responsibilities typically associated with legislative page programs. College-level interns may perform similar responsibilities but also provide constituent mail and services and legislative research with equal frequency. Their internships are also characterized by committee support assignments, some policy analysis work, media relations activities, and sometimes budget analysis work. On the other hand, graduate students are frequently assigned more sophisticated work and demanding assignments involving legislative research, committee support, policy analysis, and budget analysis while undertaking constituent mail services, support services, and media relations in less than half of their internship assignments. Moreover, they perform the support services functions for lesser periods of time.

In Arizona the internship position duties include conducting research, writing summaries of bills, attending committee hearings, presenting bills in committees and caucus, and preparing amendments and communicating with legislators, liaisons of state agencies, lobbyists, constituents and members of the general public. But specific Arizona Legislative Broadcast Internships have interns producing video coverage of legislative proceedings for the Internet and cable television. Such activities may include operating robotic cameras; researching, writing, shooting, editing, and producing video segments for “Legislative Weekly,” which is a half-hour legislative review program that can be seen on local government cable channels across Arizona; conducting television interviews with legislators and staff; learning about all aspects of journalism and television production from industry professionals; and running errands, recording and dubbing programs, maintaining files, and doing data entry.<sup>62</sup> The Ohio Legislative Service Commission has similar internship opportunities with the Ohio Government Telecommunications Media Center where interns assist in televising legislative sessions and serve to produce public service communications,<sup>63</sup> as does the Oregon Legislative Intern

<sup>62</sup> <http://www.azleg.state.az.us/formatdocument.asp?indoc=/internshiplegislative.htm> accessed 29 September 2005.

<sup>63</sup> <http://www.lsc.state.oh.us/internship/index.html> accessed 29 September 2005.

Program with its placement of media production assistants.<sup>64</sup> The Arizona Legal Internship duties involve intensive research and writing with the non-partisan Rules Committee legal staff, the Democrat legal staff, as well as with the Legislative Council, a nonpartisan bill drafting and research agency.<sup>65</sup>

The California Legislative Analyst's Office (LAO) Summer Internships provide a rigorous analytical experience where the intern produces a stand-alone product that LAO will publish, a draft product that the LAO will incorporate into a larger product it intends to publish, or an internal memo providing findings and recommendations, as well as implications for a broader study that the LAO is conducting or considering.<sup>66</sup> In the Florida Senate Internship Program interns are assigned to various committees.<sup>67</sup> In the Florida Office of Program Policy Analysis and Government Accountability (OPPAGA) the interns assist multidisciplinary staff evaluation teams that include public administrators, social scientists, accountants, and others.<sup>68</sup> Illinois Legislative Staff Interns are placed in one of the partisan leadership offices in each of the chambers, or with the nonpartisan Legislative Research Unit.<sup>69</sup> The Indiana General Assembly internships are partisan ones only, whether with legislators or legislative staff.<sup>70</sup> The Maryland General Assembly internships may include conducting research, drafting correspondence, preparing and recording and reporting testimony, contacting witnesses, attending committee hearings, tracking bills, working on mailings, handling constituent problems, and writing newsletters.<sup>71</sup> The Minnesota House of Representatives college interns perform a variety of tasks for lawmakers, ranging from conducting research, constituent work, and surveys to monitoring committee meetings and summarizing reports or bills.<sup>72</sup> The Montana Financial-Compliance Internship Program has interns receiving the same work experience as a new member of the audit team in the Legislative Audit Division.<sup>73</sup> The Oregon Legislative Intern Program generally makes placements of four types—(1) a “legislative office assistant” who works in a legislator’s office performing bill tracking, researching legislative issues, answering constituent mail and requests, developing speech material and journalism articles, taking notes in committee, bill filing, and various other duties (2) a “legislative committee assistant” who works in a committee office and is responsible for setting up the hearing room, taping sessions, preparing minutes and exhibits, maintaining files, providing information, and similar duties; (3) a “legislative counsel assistant” who is generally a law student assisting in performing legal research for drafting bills; and (4) a “media production assistant” who works with a media team providing televised broadcasting of committee meetings, legislative floor sessions, press conferences, and other media events using remote controlled cameras and equipment.<sup>74</sup>

<sup>64</sup> <http://www.leg.state.or.us/capinfo/intern.html> accessed 29 September 2005.

<sup>65</sup> <http://www.azleg.state.az.us/formatdocument.asp?indoc=/internshiplegislative.htm> accessed 29 September 2005.

<sup>66</sup> [http://lao.ca.gov/job\\_announcements/summer\\_internship\\_2006.aspx](http://lao.ca.gov/job_announcements/summer_internship_2006.aspx) accessed 14 January 2006.

<sup>67</sup> [http://www.flsenate.gov/cgi-bin/View\\_Page.pl?File=index.cfm&Directory=Welcome/internship/&Tab=welcome&Submenu=1&Location=App](http://www.flsenate.gov/cgi-bin/View_Page.pl?File=index.cfm&Directory=Welcome/internship/&Tab=welcome&Submenu=1&Location=App) accessed 7 October 2005.

<sup>68</sup> <http://www.oppaga.state.fl.us/employ/graduate.html> accessed 29 September 2005.

<sup>69</sup> <http://cspl.uis.edu/InstituteForLegislativeStudies/IllinoisLegislativeStaffInternProgram/> accessed 29 September 2005.

<sup>70</sup> [http://www.in.gov/legislative/house\\_democrats/infointern.html](http://www.in.gov/legislative/house_democrats/infointern.html) accessed 29 September 2005;

[http://www.in.gov/legislative/house\\_republicans/intern/index.html](http://www.in.gov/legislative/house_republicans/intern/index.html) accessed 29 October 2005;

[http://www.in.gov/legislative/senate\\_democrats/internship](http://www.in.gov/legislative/senate_democrats/internship) accessed 29 October 2005; and

[http://www.in.gov/legislative/senate\\_republicans/internship](http://www.in.gov/legislative/senate_republicans/internship) accessed 29 October 2005.

<sup>71</sup> [http://dls.state.md.us/top\\_pgs/students/students.html](http://dls.state.md.us/top_pgs/students/students.html) accessed 29 September 2005.

<sup>72</sup> <http://www.house.leg.state.mn.us/edprog/intern.htm> accessed 28 December 2005.

<sup>73</sup> <http://leg.state.mt.us/textonly/audit/intern-fc.asp> accessed 29 December 2005.

<sup>74</sup> <http://www.leg.state.or.us/capinfo/intern.html> accessed 29 September 2005.

Survey responses in Table 17 below indicate the frequency with which interns perform selected activities in all of the internship programs, as well as based upon the educational level of the internship programs. In reported undergraduate or college programs the most frequent activities include constituent mail and services, legislative research, and support services. Graduate programs are most frequently characterized by the performance of legislative research, committee support, and policy analysis.

**Table 17: Why types of work are interns typically given?**

<b>Types of Work Performed by Interns in Various Programs</b>	<b>High School Programs</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Programs</b>
Constituent mail and services		90.5%	47.8%	74.2%
Legislative research		90.5%	100%	92.4%
Media relations		52.4%	34.8%	45.5%
Committee support		78.6%	95.7%	83.3%
Policy analysis		57.1%	87.0%	60.65
Budget analysis		40.5%	52.3%	44.0%
Support services (photocopying, mailings, filing, telephones)	100%	90.5%	43.55	75.8%

### **Student Eligibility Requirements Imposed by Legislatures**

Which, if any, of the following eligibility requirements does the legislature specify (see next question for university requirements) for students to be eligible for an internship? (Check all that apply.)

Eligibility specification by the legislature for interns varies widely. The only requirement for the one high school page program reporting was a state residency qualification. Among the nine criteria asked about on the NCSL survey instrument, most legislatures have several criteria, but there are not many discernable patterns. Upper division undergraduate status is often set as one criterion for college-level programs, and recommendation letters are expected in half these programs. To a lesser extent college-level internship programs require a minimum grade point average (GPA), an essay, and an interview. Graduate programs most often require an interview, but no other single criterion is necessary for a majority of graduate programs. The next most frequently set criteria include college graduate status (for some programs the graduate-level enrollment may assume this otherwise unspecified criterion), a recommendation letter, and an essay (often used to demonstrate writing, diction, spelling and use of punctuation abilities). A particular GPA is a condition for about a third of these programs. But approximately one-fourth of the programs have no criteria, perhaps relying essentially upon the rigor and merits of the university graduate program enrollment and interview processes.

Some examples of particular internship requirements follow. The Arizona State Legislative Internship is open to students of any major with a GPA of 3.0 or higher at one of Arizona's universities and who will have at least 75 hours at the end of the semester prior to the next legislative session, but the Legislative Broadcast Internship is generally confined to the University of Arizona and Northern Arizona University students, and the Arizona Legal Internship is for second or third year Arizona State University or University of Arizona law students.<sup>75</sup> The California Legislative Analyst's Office Summer Internships are open to graduate public policy, public or business administration, or economics students who have completed their first year of a two-year graduate program with strong quantitative and policy analysis training, who want to become full-time fiscal and policy analysts after graduation.<sup>76</sup> The Florida House of Representatives Intern Program and the Florida Senate Legislative Internship Program require the receipt of a bachelor's degree prior to beginning the internship, and the Florida Senate requires the applicant be accepted and enrolled in a Florida public university graduate program. The House requires the applicant be a Florida resident or enrolled in a Florida school at the time of application. The Florida Office of Program Policy Analysis and Government Accountability (OPPAGA) requires graduate students in public administration, business administration, public policy, or social science. Democrats in the Indiana House and Senate accept applications from junior and senior-level undergraduate students as well as graduate students and recent graduates; Republicans in these bodies do the same but also accept sophomore applications.<sup>77</sup> Maryland imposes a general minimum GPA of 3.0 and proof of competency in college composition. The Pennsylvania House of Representatives Legislative Fellowship Program is limited to college seniors and second semester juniors from all Pennsylvania colleges and universities.<sup>78</sup> South Dakota asks applicants to state their political party preference as it is the basis for assignment to Democratic and Republican legislators, in addition to academic competence, work experience, letters of recommendation, interest, and maturity often gained through the interview process.

Among the most demanding application requirements are those for the New York State Senate Legislative Fellowship Program; these include a resume, an official transcript of graduate course work, faculty certified notice of course work-in-progress where appropriate, three letters of reference, and four writing samples illustrating various writing formats and styles—such as essay, memorandum recommendation, memorandum in rebuttal, and personal statement of purpose styles.<sup>79</sup> The companion New York State Senate Undergraduate Session Assistants Program is only available for undergraduate students who are able to earn on-campus credit for participation, and is open only to U.S. citizens enrolled on accredited campuses in New York.<sup>80</sup> Legislative interns in the Tennessee Legislative Intern Program must be registered to vote in Tennessee and have a GPA of 3.0 or higher; they must also be juniors, seniors, or graduate students.<sup>81</sup> The Wyoming Legislative Internship Program limits eligibility to students attending an institution of higher learning in Wyoming or Wyoming residents attending an out-of-state

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<sup>75</sup> <http://www.azleg.state.az.us/formatdocument.asp?indoc=internshipintropage.htm> accessed 29 September 2005.

<sup>76</sup> [http://www.lao.ca.gov/job\\_announcements/summer\\_internship\\_2006.aspx](http://www.lao.ca.gov/job_announcements/summer_internship_2006.aspx) accessed 14 January 2006.

<sup>77</sup> [http://www.in.gov/legislative/house\\_democrats/infointern.html](http://www.in.gov/legislative/house_democrats/infointern.html) accessed 29 September 2005; [http://www.in.gov/legislative/house\\_republicans/intern/index.html](http://www.in.gov/legislative/house_republicans/intern/index.html) accessed 29 October 2005; [http://www.in.gov/legislative/senate\\_democrats/internship](http://www.in.gov/legislative/senate_democrats/internship) accessed 29 October 2005; and [http://www.in.gov/legislative/senate\\_republicans/internship](http://www.in.gov/legislative/senate_republicans/internship) accessed 29 October 2005.

<sup>78</sup> <http://www.legis.state.pa.us/cfdocs/bmc/fellowship2.cfm> accessed 14 January 2006.

<sup>79</sup> [http://www.senate.state.ny.us/StudentPrograms.nsf/Public\\_index?openform](http://www.senate.state.ny.us/StudentPrograms.nsf/Public_index?openform) accessed 29 December 2005.

<sup>80</sup> <http://www.senate.state.ny.us/undergrad.nsf/d91e6176b06c5a8085256ebc00620d88/be7b51752dc0eba285256c1700630d80?OpenDocument> accessed 29 December 2005.

<sup>81</sup> <http://www.legislature.state.tn.us/joint/Staff/Intern/intern.htm> accessed 30 September 2005.

institution that agrees to sponsor the student; only students receiving academic credit for the internship can be designated as interns.<sup>82</sup>

Table 18 below illustrates that for undergraduate internship programs the most frequent criterion is academic level (usually junior-senior), with recommendation letters also required in half the programs. For graduate programs an interview is most often required.

**Table 18: Which, if any, of the following eligibility requirements does the legislature specify (see next question for university requirements) for students to be eligible for an internship?**

Types of requirements	High School Programs	College Programs	Graduate Programs	All Programs
State residency	100%	21.4%	8.7%	18.1%
Legislative district residency	None	None	None	None
Enrollment in particular course/class	None	21.45	13.0%	19.7%
Grade Point Average	None	42.9%	30.4%	37.9%
Essay	None	42.9%	43.5%	42.4%
Recommendation Letter	None	50.0%	43.5%	47.0%
Academic year level (junior, etc.)	None	52.4%	8.7%	37.9%
College Graduate	None	None	43.5%	15.2%
Interview	None	42.9%	65.2%	57.6%
No response	None	2.4%	26.1%	1.5%

Please provide any other information that is relevant to eligibility requirements for interns imposed by the legislature.

In general, those internship programs providing some remuneration for interns have set higher qualification standards than those offering unpaid internships. Qualifications for Arizona internships include communicating and writing skills, the ability to work in a team setting, self-starting independence, and a strong desire to learn the legislative process through hands-on-experience.<sup>83</sup> For the Colorado Office of Legislative Legal Services Internship Program the qualifications for second and third-year law students are strong writing skills, excellent people skills and the need for candidates to be team workers, quick learners, and flexible.<sup>84</sup> The Georgia Legislative Intern Program requires junior or senior student status for internship placement. Indiana General Assembly interns are expected to have excellent writing skills, exceptional interpersonal skills, basic computer skills, public speaking skills, organizational skills, be able to be effective with time management, and have a professional attitude.<sup>85</sup> And, for

<sup>82</sup> <http://legislweb.state.wy.us/leginfofor/InternProgram/InternProgram.htm> accessed 29 September 2005.

<sup>83</sup> <http://www.azleg.state.az.us/formatdocument.asp?indoc=internshipintropage.htm> accessed 29 September 2005.

<sup>84</sup> [http://state.co.us/gov\\_dir/leg/olls/HTML/internship\\_program.htm](http://state.co.us/gov_dir/leg/olls/HTML/internship_program.htm) accessed 29 September 2005.

<sup>85</sup> [http://in.gov/legislative/house\\_democrats/infointern.html](http://in.gov/legislative/house_democrats/infointern.html) accessed 29 September 2005.

example, the New York State Assembly Session Internship applicants must be matriculated in or have recently completed a graduate degree program.<sup>86</sup>

### **Student Eligibility Requirements Imposed by Colleges and Universities**

Which, if any, of the following eligibility requirements does any participating university, college or school specify for students to be eligible for an internship? (Check all that apply.)

More than half of the survey responses confirmed that participation in state legislative internship programs by colleges and universities is highly dependent upon particular student eligibility criteria set within individual campuses, including within colleges and departments on those campuses. The State of Connecticut Legislative Internship Program requires the specific college or university to recommend the student. In the Georgia Legislative Intern Program students must be juniors or seniors and be recommended by their campus coordinator. The Iowa Legislative Intern Program, the Kansas Legislative Intern Program, and the Massachusetts Legislative Internship Program are similarly examples of programs relying upon the criteria set by participating universities and colleges. The Missouri Legislature’s internship program does require a legislative interview, but otherwise has the participating colleges and universities set student eligibility criteria which may include legislative district residency, recommendation letters, and academic year levels.

Beyond the criteria set by campuses, the most frequent criteria set for student participation in legislative internship programs involves enrollment in specific courses or classes, GPA, and academic year standing. Only the following internship programs responded that there were no participating college or university requirements for student eligibility: Arizona Legislative Intern Program (Senate); Connecticut Legislative Internship Program; Florida OPPAGA Summer Internship Program; Florida Senate Intern Program; Indiana House of Representatives Republican Internship Program; South Carolina Senate Page Program; Washington House of Representatives Office of Program Research Graduate Intern Program; Washington Senate Committee Services Summer Internship Program for Graduate and Law Students; Judith Herndon Fellows Program, West Virginia Legislature; Robert W. Burk, Jr. Student Intern Program; and the Walter Rollins Scholars Program, West Virginia Senate. These responses may be because the legislative eligibility conditions are sufficient and/or controlling.

**Table 19: Which, if any, of the following eligibility requirements does any participating university, college or school specifies for students to be eligible for an internship?**

<b>Types of requirements schools impose</b>	<b>High School</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Educational Level Programs</b>
It varies by campus	1 (100%)	23 (54.8%)	7 (30.4%)	31 (46.9%)
State residency		2 (4.8%)		2 (3/0%)
Legislative district residency		1 (2.4%)		1 (1.5%)
Enrollment in particular course/class		16 (38.1%)	5 (21.8%)	21 (31.8%)

<sup>86</sup> <http://assembly.state.ny.us/internship/graduates/?sec=eligibility> accessed 29 December 2005.

**Table 19: Which, if any, of the following eligibility requirements does any participating university, college or school specifies for students to be eligible for an internship? (continued)**

<b>Types of requirements schools impose</b>	<b>High School</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Educational Level Programs</b>
Grade point average		14 (33.4%)	4 (17.4%)	18 (27.3%)
Essay		10 (23.8%)	5 (21.8%)	15 (22.7%)
Recommendation Letter		10 (23.8%)	5 (21.8%)	15 (22.7%)
Academic year (junior, etc.)		14 (33.3%)	3 (13.0%)	17 (25.8)
College graduate			5 (21.8%)	5 (7.6%)
Interview		11 (26.2%)	5 (21.8%)	16 (24.2%)
No answer provided		4 (9.5%)	2 (8.7%)	6 (9.1%)
<b>Total programs</b>	<b>1 (100%)</b>	<b>42 (100%)</b>	<b>23 (100%)</b>	<b>66 (100%)</b>

Please provide any other information that is relevant to university, college or school requirements for interns.

There are numerous examples of eligibility requirements specified by institutions of higher learning for internship opportunities. The University of California Center Sacramento (UCCS) Scholar Intern Program provides for University of California (UC) students to have professional experiences and skill-building opportunities while they live, intern, and conduct research in California’s capital of Sacramento. UCCS serves junior and senior undergraduate students selected by UC campuses in Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz, but it also handles graduate and professional students applications directly. Scholar interns work 24-33 hours per week and earn academic credit for their internships, and must have a minimum GPA of 3.0. They enroll in a four-unit research seminar while working at their internship sites. This seminar helps students develop an understanding of public policy and politics in the capital, and there is an optional four-unit elective course as well, both taught at the UCCS building a block from the capitol. Scholar interns live in housing arranged for by UCCS, located three miles from the capitol, at a cost of \$750 per student per month, but there exists a housing exemption for such accommodations for those with undue financial hardship.<sup>87</sup>

Two fellowship programs of the California Legislature are administered by the Center for California Studies at Sacramento State University in a full and equal partnership with the Assembly and Senate. Selection and placement decisions, for example, are made jointly by the Center and its legislative partners. The two programs recruit nationally and annually get 500-600 applications from which each program interviews 70 and selects 18 for the final set of fellows. Selection is based on scholastic achievement, communication and analytical skills, record of public service, political awareness and leadership potential. The 18 Assembly and 18 Senate fellows work for 11 months as full-time staffers with legislative offices, both partisan and

<sup>87</sup> <http://uccs.universityofcalifornia.edu/> accessed 29 September 2005.

non-partisan, member and committee. Fellows receive fully-paid enrollment at CSUS and earn 12 units of graduate course credit for two graduate seminars taught at the State Capitol. Consequently, applicants must have completed a bachelor's degree before their fellowship, but many already have advanced degrees or may be in mid-career.<sup>88</sup> A similar California Senate Fellows program is co-sponsored by the California Senate and CSUS.<sup>89</sup>

Rutgers, the State University of New Jersey, offers through its Eagleton Institute of Politics both graduate and undergraduate internships with the New Jersey Legislature. Graduate students on the New Brunswick, Camden and Newark campuses are eligible for New Jersey Assembly Henry J. Raimondo Legislative Fellowships, based upon applications judged on the basis of academic performance, letters of recommendation, demonstrated interest in government, and an essay discussing the applicant's purpose in applying for the fellowship.<sup>90</sup> Rutgers University also invites junior-level undergraduate students to apply for the Eagleton Undergraduate Associates Program that has a requirement for an internship that can be fulfilled for academic credit with the New Jersey Legislature with up to 10 hours a week in those placements.<sup>91</sup>

Colorado State University's Department of Political Science Legislative Internship Program is open to students from all majors, with preference given to seniors and to those with excellent grade point averages.<sup>92</sup>

The North Carolina Legislative Intern Program administered by North Carolina State University is restricted to advanced undergraduates (juniors and seniors) and is a competitive process using student's applications that include an official transcript and three letters of recommendation; GPA is not the primary consideration although it is important. Instead, the strength of interest in government and public service as well as maturity and motivation are primary.<sup>93</sup>

Eligibility requirements for the Texas Legislative Internship Program administered by Texas Southern University's Mickey Leland Center include undergraduate students having completed at least 60 hours at an accredited college or university, exceptional writing and composition skills, computer literacy, and two letters of recommendation. This program is open to all undergraduate and graduate students from all universities.<sup>94</sup>

Participating universities in the Utah Legislative Intern Program similarly set qualifications for their students. Brigham Young University students are required to be junior, senior or graduate students of any major who go through a competitive process involving a review of GPA and letters of recommendation, and often an interview.<sup>95</sup> Those admitted are also required to take a preparatory course within the Political Science Department in the fall before beginning service with the Utah Legislature in January. The University of Utah students are similarly required to take a preparation course in the fall semester before beginning their service.<sup>96</sup> Utah State University, Weber State University, and Southern Utah University also set their own student

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<sup>88</sup> <http://www.csus.edu/calst/assembly/> accessed 29 September 2005.

<sup>89</sup> <http://csus.edu/calst/senate/> accessed 29 September 2005.

<sup>90</sup> <http://www.eagleton.rutgers.edu/Students/EIPFellowships.html> accessed 29 September 2005.

<sup>91</sup> <http://www.eagleton.rutgers.edu/Students/UGProgram.html> accessed 29 September 2005.

<sup>92</sup> <http://www.colostate.edu/Depts/PoliSci/lip.html> accessed 29 September 2005.

<sup>93</sup> [http://www2.chass.ncsu.edu/aomp/legislative\\_intern.html](http://www2.chass.ncsu.edu/aomp/legislative_intern.html) accessed 29 September 2005.

<sup>94</sup> <http://www.uh.edu/cj/TLIPinterns.htm> accessed 30 December 2005.

<sup>95</sup> <http://fhss.byu.edu/wasjse./utah.html> accessed 9 January 2006.

<sup>96</sup> <http://www.hinckley.utah.edu/internships/state/index.html> accessed 9 January 2006.

standards for participation. The Georgia Legislative Intern Program likewise has different college and universities setting their own standards. And the Massachusetts Legislative Internship Program specifically requires that interns meet their own school's policy governing intern participation.

### **Remuneration for Interns**

Are your internships paid a salary or an hourly wage?

State legislatures reporting unpaid internship programs include the UC Scholar Interns in California (both undergraduate and graduate), Colorado State University Internship Program, Colorado General Assembly Office of Legislative Legal Services Internship Program, Connecticut Legislative Internship Program, the Idaho Legislature internship program, the Iowa Legislature internship program, the Kansas Legislature internship program, the Maine Legislature internship program, the Massachusetts Legislative Internship Program, Michigan Legislative Service Bureau Legislative Intern Program, Missouri Legislature internship program, Henry J. Raimondo Legislative Fellows Program with the New Jersey General Assembly, Ohio State University Moritz College of Law Legislation Clinic, Oklahoma State Senate Intern Program, Oregon Legislative Intern Program, University of Houston Local Government Internship Program, Vermont Law School-Vermont Legislative Council Legislative Clinic, Vermont Legislature internship opportunities, University of Richmond State Legislative Internship Program, West Virginia Frasure-Singleton Legislative Program, University of Wisconsin-Madison Legislative Internship Program, and the Wyoming Legislative Internship Program. Several programs reported no formal name for their internship programs; this informality may suggest that the legislatures are responding rather than initiating internship requests, at least in some instances. Additional legislatures or chambers operate unpaid internship programs, but may not have participated in the survey; the Minnesota House of Representatives, for instance, has a College Internship Program for the regular legislative session, but alternative arrangements can be made outside of the regular session to accommodate the practical needs of individual legislators and staff.<sup>97</sup> And additional institutions of higher learning operate their own programs, but did not participate in the NCSL survey. UNLV operates a program every two years, for example,<sup>98</sup> and the Oklahoma University Capitol Scholars Program will place several students in the Oklahoma House and Senate in 2006.<sup>99</sup>

A majority of all reporting undergraduate or college internships are paid ones, as are graduate internship programs. But graduate internship programs are more likely than undergraduate ones to be paid ones, perhaps reflecting the comparatively greater level of service more experienced students are able to bring to the state legislature. Table 20 below illustrates these differences between paid and unpaid internship by the education level of the participating students.

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<sup>97</sup> <http://www.house.leg.state.mn.us/edprograms/intern.htm> accessed 14 January 2006.

<sup>98</sup> <http://magazine.unlv.edu/Issues/Winter05/studentsHelp.html> accessed 16 January 2006.

<sup>99</sup> *Extensions: A Journal of the Carl Albert Congressional Research and Studies Center* (Fall 2005), 22.

**Table 20: Are your internships paid a salary or an hourly wage?**

<b>Are your internships paid a salary, an hourly wage, or a stipend?</b>	<b>High School Programs</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Programs</b>
Yes	1	24 (57.1%)	18 (78.3%)	42 (63.6%)
No		18 (42.9%)	5 (21.7%)	23 (34.8%)
Programs Reporting	1	42 (100%)	23 (100%)	66 (100%)

Internships are highly likely to be paid ones when the source of interns includes multiple colleges and universities. Table 21 below indicates that more than 95% of paid internships involve those from multiple universities, colleges or schools. There also appears from the data a connection between paid internships and the responsibilities and initiatives taken by state legislatures as institutions. There is a greater likelihood of the internship being a paid one where the legislative institution (including a legislative staff agency, a committee, or a particular individual) has responsibility for recruiting interns and arranging for their placement, or working with institutions of higher learning and their enrolled students in promoting the legislature-sponsored program.

**Table 21: Crosstabulation of Paid and Unpaid Internship with the Source of Interns**

<b>Sources of Interns</b>	<b># Paid Internship Programs</b>	<b>#Unpaid Internship Programs</b>	<b># Total Internship Programs</b>
<b>Single university or college or school</b>	1 (2.3%)	6 (26.1%)	7 (10.1%)
<b>Multiple campuses with the same university.</b>	1 (2.3%)	3 (21.4%)	4 (6.1%)
<b>Multiple universities, colleges or schools.</b>	41(95.3%)	14 (60.1%)	55 (83.3%)
<b>All sources of interns</b>	43 (100%)	23 (100%)	66 (100%)

How are interns paid?

Of the 22 programs reporting payment information in the “other” category, some noted bi-weekly, semi-monthly, stipends in two payments, etc. A few noted that American Bar Association accreditation requirements don’t permit law school students to get paid but may receive expense reimbursements.

The frequency with which interns receive a wage or other monetary remuneration varies significantly. The Florida House and Senate Internship Programs have a pay rate of \$13.00 and \$13.77 per hour, respectively, for interns. The Florida Office of Program Policy Analysis and Government Accountability (OPPAGA) offers part-time graduate interns \$12.00 per hour working approximately 20 hours a week, and \$16.00 per hour during the summer working 40 hours per week. The Indiana General Assembly interns are paid a stipend of \$300 weekly for their work. The Kentucky LRC Legislative Intern Program 2006 provides interns a monthly allowance of \$1000 monthly (subject to taxes), and has interns responsible for their own housing, meals and other expenses.<sup>100</sup> The Minnesota State Senate Interns are paid \$50.00 per week. Tennessee General Assembly interns receive a stipend of \$350 per week. Non-reporting programs also provide remuneration for interns. For instance, the California Legislative Analyst's Office Summer Internships pays \$2,625 per month.<sup>101</sup> Generally, the "other" category was most often selected by respondents, and answers here included bi-weekly, semi-monthly, twice per session, etc. responses.

**Table 22: How are interns paid?**

Type of payment	High School Programs	College Programs	Graduate Programs	All Programs
Lump sum, including stipends		4 (4.8%)	2 (8.7%)	6 (9.1%)
By the hour		3 (7.1%)	4 (17.4%)	7 (10.6%)
By the week	1 (100%)	8 (19.0%)	2 (8.7%)	11 (16.7%)
By the month		2 (4.8%)	5 (21.7%)	7 (10.6%)
Other		8 (19.0%)	5 (21.7%)	13 (19.7%)
No response		17 (40.1%)	5 (21.7%)	
Total	1 (100%)	42 (100%)	23 (100%)	66 (100%)

What is the amount of pay received over the entire internship period?

The amount paid an intern for the entire internship period ranges from zero, in those programs where no payment is made, to \$29,500 in the New York State Senate Fellowship Program for graduates, with \$21,692 for the California Senate Fellows Program and the California Jesse Marvin Unruh Assembly Fellowship Program. The Alabama Capital Intern Program participants offered through the Alabama Law Institute receive \$3,300 for the term of the program, beginning January 10, 2006 through April 24, 2006 when the legislature is in session.<sup>102</sup> The Alaska Universities Legislative Internship Program interns receive \$5,000 which is taxable.<sup>103</sup> The Arizona Legislative Internship pays a \$4,200 stipend for the session. Students involved with the Legislative Fellows Program at the University of Delaware earn a stipend comparable with a

<sup>100</sup> [http://lrc.ky.gov/org\\_adm/lrc/intern\\_program\\_2005.pdf](http://lrc.ky.gov/org_adm/lrc/intern_program_2005.pdf) accessed 13 January 2006.

<sup>101</sup> [http://www.lao.ca.gov/job\\_announcements/summer\\_internship\\_2006.aspx](http://www.lao.ca.gov/job_announcements/summer_internship_2006.aspx) accessed 14 January 2006.

<sup>102</sup> <http://www.ali.state.al.us/capinterns.html> accessed 29 September 2005.

<sup>103</sup> <http://www.uas.alaska.edu/internprogram/faq.html> accessed 14 January 2006.

University of Delaware research assistantship.<sup>104</sup> The State Legislative Intern Program operated by the University of Hawaii pays a stipend of \$1500 per student for the entire January through mid-May general session.<sup>105</sup> The Illinois Legislative Staff Intern Program participants receive a stipend of \$2,026 per month. The UNLV program pays \$6,000 per intern.<sup>106</sup> The New York State Assembly Undergraduate Session Interns receive a \$3,500 stipend, and the graduate interns receive an \$11,500 stipend. The New York State Senate stipend for undergraduate interns is also \$3,500. The Utah State Legislature Intern Program stipend is \$1800 for the general session. The Texas Legislative Internship Program managed by the Mickey Leland Center at Texas Southern University paid a stipend of \$6000 for the spring 2005 period lasting from January through May. The Virginia Capital Semester Program administered by Virginia Commonwealth University offers interns a stipend of \$1000 for the 2006 sixty-day session beginning in January. Some payment variations are not picked up by the survey instrument itself. For example, a student legislative intern from Missouri State University is not paid by the Missouri Legislature, but she can be provided an award from that university in the amount of \$3,300 to help defray participant living expenses.<sup>107</sup>

Which one of the following benefits do interns receive?

The Alaska Universities Internship Program provides its interns who are not Juneau students with allowances to cover travel (airfare or ferry) and relocation expenses, for these full-time positions running for the entire 120-day session.<sup>108</sup> In Arizona the interns receive a tuition waiver and may be eligible for reimbursement of moving expenses up to \$500. Both the California State Assembly Unruh Fellowship Program and the California Senate Fellows Program provide medical, dental and vision benefits. Housing is provided by the University of California (UC) Scholar Program but at a monthly cost of \$750 per student, generally. Connecticut does not offer a paid internship, but does provide a stipend based upon the number of miles traveled to the Capitol to help cover travel expenses. In the Florida House of Representatives Legislative Intern Program there is payment of up to 24 hours of graduate tuition at State of Florida in-state rates. In Illinois for the Legislative Staff Intern Program the student health insurance premium is paid by the program. The Minnesota Senate provides a housing allowance of \$400 per month for those from outside the metro area. New York State Senate Legislative Fellows, though they are not Senate employees, have benefits and options like health, dental, vision, life insurance and retirement programs available. South Dakota provides interns with an expense allowance of \$110 per day that the Legislature is in session; interns are not required to pay income taxes or Social Security on these amounts because it is not a wage and is intended to cover living expenses. Tennessee provides reimbursement for travel between the intern's educational institution and Nashville, limited to one round trip per month. In Wyoming a limited amount of financial aid is available to help offset travel and living expenses for students.

Graduate interns receive more benefits than do undergraduate interns. Two-thirds of undergraduate interns receive no benefits, whereas 3.9% of the graduate interns receive no benefits. The most frequent undergraduate intern benefit is mileage or other travel

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<sup>104</sup> <http://www.ipa.udel.edu/legfellows/> accessed 29 September 2005.

<sup>105</sup> [http://www.politicalscience.hawaii.edu/forms/Hawaii\\_InternPrg.pdf](http://www.politicalscience.hawaii.edu/forms/Hawaii_InternPrg.pdf) accessed 20 January 2006.

<sup>106</sup> <http://magazine.unlv.edu/Issues/Winter05/studentsHelp.html> accessed 16 January 2006.

<sup>107</sup> <http://careercenter.missouristate.edu/Students/Internship/LegIntSelectServ.htm> accessed 14 January 2006.

<sup>108</sup> <http://www.uas.alaska.edu/internprogram/faq.html> accessed 14 January 2006.

reimbursement, with 14.3% of programs offering it. The most frequent graduate intern benefit was tuition benefits and medical insurance coverage, with 30.4% of intern programs offering such benefits, as illustrated in Table 23 below.

**Table 23: Which one of the following benefits do interns receive?**

Type of benefit	High School Programs	College Programs	Graduate Programs	All Programs
Medical insurance coverage	0	1 (2.4%)	7 (30.4%)	8 (12.1%)
Sick leave	0	1 (2.4%)	2 (8.7%)	3 (4.5%)
Annual leave	0	0	1 (4.3%)	1 (1.5%)
Mileage or other travel reimbursement	0	6 (14.3%)	4 (17.4%)	10 (15.2%)
Housing	0	1 (2.4%)	0	1 (1.5%)
Tuition waivers	0	1 (2.4%)	7 (30.4%)	8 (12.1%)
None of the above	0	28 (66.7%)	9 (39.1%)	37 (56.1%)
Other	0	4 (16.7%)	3 (13.0%)	7 (10.7%)
No response	0	1 (2.4%)	0	1 (1.5%)
Total Programs	1	42 (100%)	23 (100%)	66 (100%)

If you answered “other” to the previous question, please explain.

Sixteen respondents indicated that other benefits are sometimes paid to or on behalf of interns included parking, FICA, occasional meals, stipends to defray the cost of meals and sometimes housing, dental and vision coverage, and service credits within the state retirement system. The vast majority of reporting programs had no supplemental answers in response to this question. However, as noted above, Missouri State University provides a substantial scholarship to cover living expenses and waives up to six hours of internship or co-op class fees,<sup>109</sup> even though the Missouri Legislature reported program was an unpaid one. This kind of variation within a particular internship program may not be adequately reflected in the reporting surveys.

### **Academic Credit and Educational Benefits for Interns**

#### Do they earn academic credits for the internship?

Most internship programs do provide academic credit, but there is variation among the institutions of higher learning regarding how many credits may be earned and under what conditions. Colorado State University provides six upper division credits during the spring semester where students function as aides to individual House and Senate members from mid-January to early May. Professor John Straayer administers an internship program that places students with their legislative sponsors, and the student interns travel from Ft. Collins to the Capitol in Denver each Tuesday and Thursday throughout the session. Assignments include the maintenance of a daily journal, the completion of an end-of-semester paper, daily reading of the legislative reporting in the *Denver Post* and/or *Rocky Mountain News*, and attendance at Capitol meetings.<sup>110</sup> Academic credit is also earned in the Colorado General Assembly’s Office of Legislative Legal Services for second and third-year law students from the University of

<sup>109</sup> <http://careercener.missouristate.edu/Students/Internship/LegislativeIntern.htm> accessed 14 January 2006.

<sup>110</sup> <http://www.colostate.edu/Depts/PoliSci/lip.html> accessed 29 September 2005.

Colorado, the University of Denver, and other law schools, but the internship program is strictly a “for-credit” opportunity, as they are not paid for their experience.<sup>111</sup> The Texas Legislative Internship Program operated by Texas Southern University offers a minimum of six and a maximum of 15 academic credits. The Utah Legislative Intern Program, administered by the Legislature, covers the intensive 45-day general session from January through early March. Participating universities in this program provide varying credits depending upon their requirements of the students before the session, during the session, and immediately following the session. Brigham Young University provides six upper division credits and Utah State University grants nine academic credits, for instance.<sup>112</sup> Eight hours of graduate credit is earned for the Illinois Legislative Staff Intern Program participants over this 10.5 month internship. The University of Hawaii at Manoa through its Department of Political Science offers 15 credits for full-time work in the general session of the Hawaii Legislature from early January through the middle of May, with requirements such as student maintenance of a journal, attendance at weekly seminars, and submittal of a major paper.<sup>113</sup>

**Table 24: Do they earn academic credits for the internship?**

<b>Earn academic credits?</b>	<b>High School Programs</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Programs</b>
Yes	0	32 (76.2%)	15 (65.2%)	47 (71.2%)
No	1 (100%)	1 (2.4%)	2 (8.7%)	4 (6.1%)
It varies by university, college, or school	0	9 (21.4%)	6 (26.1%)	15 (22.7%)
<b>Total Programs</b>	<b>1 (100%)</b>	<b>42 (100%)</b>	<b>23 (100%)</b>	<b>66 (100%)</b>

Does the legislature provide classes or seminars to help educate interns about the legislature and their work?

Many state legislative internship programs have a formal orientation programs, often filling part of one or more days. Members of the legislative staff may conduct these, as in South Dakota and Utah. During such sessions there is instruction on how to use many reference materials, including especially the legislative information available on the website. In some states the length of such orientation sessions has been reduced because of handbooks or guides for interns that have been made available on the legislature’s website,<sup>114</sup> while in others the orientation program preparation is supplemented by a packet of information that students need to review prior to the beginning of the session.<sup>115</sup>

Sixty percent of internship programs include classes or seminars offered by the legislature, yet there are differences depending upon the educational level of the internship program. Only half of the college or undergraduate programs have such legislatively provided education while more than three-quarters of the graduate programs provide such education, and shown in Table 25 below.

<sup>111</sup> [http://www.state.co.us/gov\\_dir/leg\\_dir/olls/HTML/internship\\_program.htm](http://www.state.co.us/gov_dir/leg_dir/olls/HTML/internship_program.htm) accessed 29 September 2005.

<sup>112</sup> <http://www.usu.edu/polisci/inter.htm> accessed 14 January 2006.

<sup>113</sup> <http://www.politicalscience.hawaii.edu/undergradprogram.htm> and <http://www.politicalscience.hawaii.edu/forms/LegisIntern06.pdfm> accessed 20 January 2006.

<sup>114</sup> <http://www.le.state.ut.us/lrgc/internprogram.htm> accessed 29 December 2005.

<sup>115</sup> <http://legisweb.state.wy.us/leginfo/InternProgram/InternshipPreparation.htm> accessed 29 December 2005.

**Table 25: Does the legislature provide classes or seminars to help education interns about the legislature and their work?**

Classes or seminars offered by the legislature?	High School Programs	College Programs	Graduate Programs	All Programs
Yes	1 (100%)	21 (50%)	17 (77.3%)	39 (60.0%)
No	0	21 (50%)	5 (22.7%)	26 (40.0%)
Total Programs	1 (100%)	42 (100%)	22 (100%)	65 (100%)

Legislative classes or seminars are more frequently provided in paid internship programs, with 65.6% of paid programs having them. Only 41% of unpaid programs have them.

Briefly describe the curriculum for intern education programs provided by the legislature.

There is substantial variety in where legislatures offer and provide to interns, including no orientation or preparation to substantial orientation and ongoing training and education. The Connecticut General Assembly offers an extensive orientation program, the purpose of which is to provide an overview of the legislative process, an introduction to research techniques and resources, and other information needed for the student to function. Beyond the orientation there are a series of seminars designed to familiarize interns with other components of the political process that have an effect on the Assembly's operations. The interns are examined on the orientation materials and are expected to submit a ten-page term paper associated with the seminar series.<sup>116</sup>

New York State Assembly and Senate graduate internships involve a series of seminars and activities designed to integrate theory and practice. Matters such as legislative reform and lobbying are examined in small-group discussions with Professors-in-Residence and legislative leaders. Graduate interns are advised not to register for course work beyond any credit being granted by their college for participation in the internship program.<sup>117</sup> The State University of New York at Albany recognizes the Senate Session Assistants Program for 15 credits as U UNI 391; that program is administered by the Student Programs Office in the Senate. SUNY at Albany also recognizes U UNI 392, Assembly Session Intern Program, for 15 credits, with the Assembly faculty providing supervision and research advisement throughout the semester. SUNY at Albany eligibility is conditioned on their matriculated students having junior standing at the start of the internship and a cumulative GPA of at least 2.5 for both programs.<sup>118</sup>

Tennessee General Assembly interns are expected to attend weekly meetings, usually on Thursdays or Fridays, which may include presentations and questions and answers with executive and judicial officers.<sup>119</sup> The Wyoming Legislative Service Office similarly arranges

<sup>116</sup> <http://www.cga.ct.gov/isc/> accessed 29 September 2005.

<sup>117</sup> <http://assembly.state.ny.us/internship/graduates/?sec=education> accessed 29 December 2005.

<sup>118</sup> [http://albany.edu/undergraduate\\_studies/uuni391-392.html](http://albany.edu/undergraduate_studies/uuni391-392.html) accessed 29 December 2005.

<sup>119</sup> <http://www.legislature.state.tn.us/joint/Staff/Intern/intern.htm> accessed 30 September 2005.

for required weekly seminars for interns to learn about state government. These are in addition to the orientation program at the Capitol before the session begins.<sup>120</sup>

Does the university, college, or school provide classes or seminars to help educate interns about the legislature and their work?

The Alaska Universities Legislative Internship Program offers undergraduates Govt 492, Government Internship Seminar, a three-credit course providing the student with a systematic learning process, and includes a three and one-half day orientation where attendance is compulsory.<sup>121</sup> Other educational institutions likewise offer noteworthy seminars or classes, but not for all programs. Nearly one-third of legislative internship programs involve classes or seminars provided by the college or university to educate interns about the legislature and their work in that political institution. Another one-third does not so provide, and a last one-third provides such educational offerings depending upon the college campus involved, as displayed in Table 26 below.

**Table 26: Does the university, college or school provide classes or seminars to help educate interns about the legislature and their work?**

<b>Classes or seminars about the legislature provided by the university, college, or school?</b>	<b>High School Programs</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Programs</b>
Yes		13 (31.7%)	8 (36.4%)	21 (32.8%)
No	1 (100%)	11 (26.8%)	9 (40.9%)	21 (32.8%)
It varies by campus		17 (41.5%)	5 (22.7%)	22 (34.4%)
Total Programs	1 (100%)	41 (100%)	22 (100%)	64 (100%)

Please briefly describe the curriculum for intern education programs provided by the university, college, or school.

It is common for colleges and universities to require prerequisite courses for students seeking state legislative internships. Beyond such prerequisites, Colorado State University requires its interns to take an upper division course on legislative politics, the Indiana interns have available a 300-level political science course at the Statehouse, and many other institutions of higher learning provide some orientation and on-going programs for interns. Some internship programs, such as the Massachusetts Legislative Internship Program and the Kansas Legislative Intern Program, leave curriculum matters entirely to the educational institutions. Internship credit at higher education institutions is often dependent upon student completion of

<sup>120</sup> <http://legisweb.state.wy.us/leginfo/InternProgram/InternProgram.htm> accessed 29 September 2005.

<sup>121</sup> "Information for Applicants and Participants: The Alaska Universities Legislative Internship Program" for January-May, 2006 by Clive S. Thomas, August 1, 2005, p. 18.

research papers, portfolios, journals, etc. evidencing skills learned or knowledge gained during the internship. Additional examples of specific curriculum requirements follow.

The University of Delaware Institute for Public Administration, sponsors a Legislative Fellows Program to assist with the research needs of the Delaware General Assembly, and links those to the University’s capabilities. Their graduate student fellows are enrolled in a three-credit graduate seminar “State and Local Government: Management and Policy” as an integral part of the program.

North Carolina State University, Department of Political Science and Public Administration, conducts its Legislative Internship Program for its own junior and senior-level students and similar students at other four-year colleges and universities in the state. The twelve semester hours of credit can be transferred to the intern’s college or university, and consists of three upper division courses at NC State—PS 391 Governmental Internship Seminar (6 credits), PS 502 Legislative Process (3 credits), and PS 498 Legislative Leadership (3 credits)—with the latter two courses being taught on Mondays while the interns work in the General Assembly on Tuesdays through Fridays.

The entire curriculum of Virginia Commonwealth University is available to its Virginia Capital Semester students, and open to all undergraduate students from accredited colleges and universities in the U.S., both public and private. These include courses such as “Contemporary Public Problems,” “Public Administration,” “Virginia Government and Politics,” “Public Policy,” “Policy Implementation,” and “Politics of the Environment.”<sup>122</sup>

### Evaluations of Intern Performance

Are the interns evaluated on their performance?

84% of all legislative internship programs reporting affirmed that formal evaluations of intern performance were being undertaken. College or undergraduate programs had a slightly higher rate of evaluation performance than did graduate programs, as noted below in Table 26.

**Table 27: Are the interns evaluated on their performance?**

<b>Interns evaluated?</b>	<b>High School Programs</b>	<b>College Programs</b>	<b>Graduate Programs</b>	<b>All Programs</b>
Yes		36 (87.8%)	18 (81.8%)	54 (84.4%)
No	1 (100%)	5 (12.2%)	4 (18.2%)	10 (15.6%)
Total Programs	1 (100%)	41 (100%)	22 (100%)	64 (100%)

Who provides or participates in the evaluation? (Check all that apply.)

Evaluations of interns in the Minnesota Senate Intern Program involve solely the senators, and not the Senate Intern Coordinator.<sup>123</sup> The Utah Legislative Intern Program has legislators, the

<sup>122</sup> <http://www.vcu.edu/capitalsemester/ques&answers.html> accessed 29 September 2005.

<sup>123</sup> <http://www.leg.state.mn.us/leg/intern.asp> accessed 28 December 2005.

legislative intern coordinator, and faculty members completing the intern evaluation, depending upon the participating university. In more than three-quarters of the internship programs responding, the immediate supervisor (legislator or professional staffer in the legislature) of the intern participates in the intern’s evaluation. Next most frequent participation was by legislative intern coordinators at 42% and then faculty members at 35%. Faculty members are more likely to participate in the graduate intern evaluations than they are for those involving undergraduate students. But faculty members may also consider student performance in the internship in the grading of some courses, even if they do not formally participate in performance evaluations of interns.

**Table 28: Who provides or participates in the evaluation?**

Who provides or participates?	High School Programs	College Programs	Graduate Programs	All Programs
Intern’s supervisor (legislator or legislative staff)		33 (78.6%)	18 (78.3%)	51(77.3%)
Legislative intern coordinator/manger.		18 (42.9%)	10 (43.5%)	28 (42.4%)
Faculty members		12 (28.6%)	11 (47.8%)	23 (34.8%)
No response	1 (100%)	6 (14.3%)	4 (17.4%)	11 (16.7%)
Total Programs	1 (100%)	42 (100%)	23 (100%)	66 (100%)

How important is each of the following typical goals of legislative internships to your program?

The purposes of state legislative internship programs are many, but those most frequently discussed among state legislators, legislative staff, and college and university faculty and staff have been incorporated into the question posed to survey respondents. State legislatures and university websites and internship program publications often contain statements about the purpose of their programs. The following are illustrative.

“The Arizona Legislature relies on interns to get its job done” and the purpose of the Arizona Legislative Internship Program is “to assist the elected legislators and their support staff at the Senate and House of Representatives during the regular session of the Legislature from January through May.”<sup>124</sup> The California Legislative Analyst’s Office Summer Internships are a part of its overall recruiting strategy, where they provide graduate students in the middle of their two-year program the chance to exhibit their skills at fiscal and policy analysis.<sup>125</sup> The University of Hawaii operates a State Legislative Internship Program for the Hawaii State Legislature that serves two purposes: (1) providing the legislative office or agency with additional qualified personnel; and (2) providing the student with an applied learning environment to validate previously learned academic concepts.<sup>126</sup> The Illinois Legislative Staff Intern Program provides “legislative leaders with research and other professional staff assistance.”<sup>127</sup> The Montana Legislative Audit Division offers a Financial-Compliance Internship Program to allow the intern to “walk in the shoes of an auditor to see if you enjoy the challenges of auditing. It is also our chance to get to know you.” As a way of recruiting future staff, the Montana interns in their

<sup>124</sup> <http://www.azleg.state.az.us/formatdocument.asp?indoc=/internshiplegislative.htm> accessed 29 September 2005.

<sup>125</sup> [http://www.lao.ca.gov/job\\_announcements/summer\\_internship\\_2006.aspx](http://www.lao.ca.gov/job_announcements/summer_internship_2006.aspx) accessed 14 January 2006.

<sup>126</sup> [http://www.politicalscience.hawaii.edu/forms/Hawaii\\_InternPrg.pdf](http://www.politicalscience.hawaii.edu/forms/Hawaii_InternPrg.pdf) accessed 20 January 2006.

<sup>127</sup> <http://cspl.uis.edu/InstituteForLegislativeStudies/IllinoisLegislativeStaffInternProgram/> accessed 29 September 2005.

applications are requested to describe their personal plans for obtaining licensure as a Certified Public Accountant.”<sup>128</sup> The Ohio Legislative Commission Internship Program notes that “this experience often leads to permanent employment opportunities in the legislature, state government, or related areas” because of this exploration of “careers in public service” and provides “assistance to legislators and their constituents.”<sup>129</sup> “Interns provide the legislators with the assistance they need to survive the rigors of a hectic legislative session,” states the South Dakota Legislative Intern Program.<sup>130</sup> The West Virginia Legislature Internship Program website recruits students by explaining the need for interns and explaining the value of such internships: “This surge of activity, the incoming tide of information and increased number of citizens participating in the lawmaking process necessitates the hiring of additional staff to assist lawmakers in their public service. . . . Student interns enhance their education while making valuable contacts for future job opportunities, and often get ahead of competitors for choice positions. Former interns have gone on to obtain jobs within the Legislature, state agencies, and private organizations following the completion of their internships.”<sup>131</sup> Similarly, the Wyoming Legislative Internship Program is described as providing “hands-on educational opportunities to learn about the legislative process . . . . Through this experience we hope you will gain new appreciation for, and perspective on, representative democracy and public service in Wyoming.”<sup>132</sup> NCSL has stated its understanding that the principal benefits of legislative internship programs, however, “go to the institutions of higher education that send students and to the students themselves.”<sup>133</sup>

Survey responses to this question indicated that of the four possible answers, “providing staff support to the legislature” and “educate students about the state legislature and representative democracy” are the two most important reasons for having legislative internship programs. In third place is “attract or recruit future legislative staff” and last is “fulfill university, college, or school internship or service learning requirements” as exhibited in Table 28 below. The non-responses to the survey questions may have been due to the individual respondent recognizing that not all four goals applied to a particular internship program.

However, respondents provided somewhat different average or mean scores based upon the educational level of the reported internship programs. The mean score for undergraduate or college programs was slightly lower (3.44) than those for graduate programs (3.65) for the goal “provide staff support to the legislature” and noticeably lower (2.51) than graduate programs (3.65) for “attract or recruit future legislative staff.” These rating differences are reasonable based upon the more extensive preparation graduate students have received and thus offer over undergraduate students. On the other hand, mean scores for college programs were higher than graduate programs for the two other goals. The average score reported for the goal “fulfill university, college, or school internship or service learning requirement” was 2.54 for college programs compared with 2.18 for graduate programs. And the mean score for the goal “educate students about the state legislature and representative democracy” was 3.60 for college programs compared with 3.30 for graduate programs. These differences in mean scores based upon the educational level of the state legislative internship programs thus denote a difference in the

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<sup>128</sup> <http://state.mt.us/textonly/audit/intern-fc.asp> accessed 29 December 2005.

<sup>129</sup> <http://www.lsc.state.oh.us/internship/index.html> accessed 29 September 2005.

<sup>130</sup> <http://legis.state.sd.us/intern/index.htm> accessed 29 December 2005.

<sup>131</sup> <http://www.legis.state.wv.us/Educational/Internship/Internship.htm> accessed 30 December 2005.

<sup>132</sup> <http://legisweb.state.wy.us/leginfo/InternProgram/InternProgram.htm> accessed 29 September 2005.

<sup>133</sup> *The Care and Feeding of Legislative Interns: A Brief Guide for State Legislators*. Denver, CO: NCSL Trust for Representative Democracy, 2005, p.1.

ranking of the four goals for these two kinds of programs. College internship programs reported the following importance of these goals:

- (1) Educate students about the state legislature and representative democracy.
- (2) Provide staff support to the legislature.
- (3) Fulfill university, college, or school internship or service learning requirements.
- (4) Attract or recruit future legislative staff.

Correspondingly, graduate internship programs reported the following importance ranking of their goals, with the first two in a tie because they had the same mean:

- (1) Provide staff support to the legislature.
- (2) Attract or recruit future legislative staff.
- (3) Educate students about the state legislature and representative democracy.
- (4) Fulfill university, college, or school internship or service learning requirements.

**Table 29: How important is each of the following typical goals of legislative internships to your program?**

<b>Goals for All Programs</b>	<b>Programs Responding: Not Important</b>	<b>Programs Responding: Somewhat Important</b>	<b>Programs Responding: Important</b>	<b>Programs Responding: Very Important</b>	<b>No Response</b>	<b>Mean Score*</b>
Provide staff support to the legislature	2 (3.1%)	6 (9.2%)	13 (20.0%)	44 (67.7%)	1 (1.5%)	3.52
Attract or recruit future legislative staff	10 (15.4%)	14 (21.5%)	26 (40%)	15 (23.1%)	1 (1.5%)	2.71
Educate students about the state legislature and representative democracy	1 (1.5%)	7 (10.6%)	16 (24.2%)	42 (63.6%)	0	3.50
Fulfill university, college, or school internship or service learning requirements	12 (19.7%)	22 (36.1%)	17 (27.9%)	10 (16.4%)	5 (7.6%)	2.41

\*Means were calculated on the basis of responses of “not important” scored as 1, “somewhat important” scored as 2, “important” scored as 3, and “very important” scored as 4.

How satisfied are you with your internship program’s performance in achieving these goals?

The vast majority of respondents indicated that they were satisfied or very satisfied with their internship programs achieving the enumerated goals of providing staff support to the legislature, educating students about the state legislature and representative democracy, attracting or recruiting future legislative staff, and fulfilling college or school internship or service learning requirements. Clearly, there was an overall greater sense of satisfaction for achievement in the first two goals, compared with the third and fourth goals. The non-responses to this question of satisfaction to some of the goals appear because such goals may not apply to the specific internship program. In a few cases it may be because the respondents did not have sufficient information to assess satisfaction regarding a particular goal.

However, for this question there were also respondent differences based upon the educational level of the internship programs. The relatively slight differences in responses nonetheless does change the ranking of satisfaction for the internship programs based upon the four general goals for internship programs. The results of the rankings, with their corresponding mean scores, follow.

College internship programs reported the following satisfaction levels for achieving these goals:

- (1) Educate students about the state legislature and representative democracy (3.54);
- (2) Provide staff support to the legislature (3.39);
- (3) Fulfill university, college, or school internship or service learning requirements (3.18); and
- (4) Attract or recruit future legislative staff (3.16).

Corresponding satisfaction rankings for program performance in achieving these goals for graduate programs are:

- (1) Provide staff support to the legislature (3.74);
- (2) Educate students about the state legislature and representative democracy (3.57);
- (3) Fulfill university, college, or school internship or service learning requirements (3.28); and
- (4) Attract or recruit future legislative staff (3.27).

**Table 30: How satisfied are you with your internship program's performance in achieving these goals?**

Goals for All Programs	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied	No Response	Mean
Provide staff support to the legislature	1 (1.5%)	5 (7.6%)	18 (27.3%)	41 (62.1%)	1 (1.5%)	3.52
Attract or recruit future legislative staff	2 (3.0%)	9 (13.6%)	23 (34.8%)	25 (37.9%)	7 (10.6%)	3.20
Educate students about the state legislature and representative democracy	1 (1.5%)	3 (4.5%)	21 (31.8%)	40 (60.6%)	1 (1.5%)	3.54
Fulfill university, college, or school internship or service learning requirements	3 (4.5%)	2 (3.0%)	28 (42.4%)	19 (28.8%)	14 (21.2%)	3.21

\*Means were calculated on the basis of responses of “not satisfied” scored as 1, “somewhat satisfied” scored as 2, “satisfied” scored as 3, and “very satisfied” scored as 4.