CCPA SENIOR CAPSTONE Project
overview

The Senior Project at CCPA is meant to help 12th graders as they prepare to graduate career-ready and community-ready. It allows students to take ownership of a project and present their research and findings to their community.

 It asks seniors to:
- ***identify a topic of interest***
- ***do rigorous civic engagement work by studying a social issue in an area of their choice, using traditional methods and field research.***
- ***write a research paper that analyzes the multiple perspectives on their topic***
- ***create a theory of change that addresses the issue or problem***
- ***intern at an organization that is aligned with their senior topic***
- ***create and execute an action project based through the internship (using a tactic of change)***

6 main components of the capstone project

1) senior capstone research paper

In a 7 to 10-page research paper, students will present their findings on an issue of social (in)justice. Students must craft a focused, creative and debatable thesis and are required to synthesize analysis from at least **7** sources, including information obtained from at least one book, one periodical and internet **academic sources**, as well as the data from interviews, surveys or other the field research. Students will include a Works Cited page that lists all of the sources used, in MLA citation format, and follow traditional formatting guidelines. All items on the works cited page must be referenced in the paper; All items referenced in the paper must be referenced in the works cited page.

[Click here for the research paper rubric](#)

2) Senior Capstone Field Research

The Field Research component of the Capstone Project is meant to get Seniors out into the communities being studied. After analyzing a variety of print and multimedia sources, students will create their own sources for gathering even more specific information to support the thesis. It will demonstrate a student's ability to think outside-of-the-box and be resourceful in the solution(s) proposed. The field research will allow students to have an authentic civic engagement experience.

Students will need to conduct at least two different kinds of field research chosen from the list below. Click on links to see the guidelines for each type and the forms to submit as your Field Research Proposals. The research that students' gather, will be incorporated into their written research papers.

Type of field research	Proposal document
Survey	Click here
Interview	Click here
Focus group	Click here
Field observations	Click here

Window for completing field research: ***November 2, 2015***

3) Senior Capstone Theory of Change Paper

In a 3-5 page paper, students will expand on their research issue by assessing what attempts have been made to solve the problem and creating a theory of change. In this essay, students respond to the questions:
- Why should we care about this issue and who are the stakeholders?
- How have people tried to solve or resist this problem and what tactic of social change did they utilize?
- What is/are the ROOT CAUSE(s) of this issue?
- What is your theory of change for how to solve this issue?
- What is your senior project proposal?

4) Senior Capstone Internship

Students will complete an internship that relates to their capstone topic. Students are expected to complete a minimum of 75 hours in their internship, or approximately 6 hours per week.

5) Senior Capstone Action Project

Probably in collaboration with their internship site, students will create an [action project](#) that addresses the issue or problem they have researched. In order to create a successful project, students must consider the feasibility and meaningfulness of their proposed action.

6) Senior Capstone Oral Presentation

Students will present a succinct defense of their research in front of a live jury comprised of teachers, alumni and community partners. Students will present for 10 minutes and then engage in a 15-minute Q&A session with judges.

Preparing for the oral presentation is a long-term process. It will require recording and watching oneself to refine presentation techniques, as well as practicing in front of live audiences (e.g. 9th and 10th graders) before the official Exhibition Day.

Click here for the oral presentation rubric