

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –  
College & Career Readiness Commission**

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# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date**

**Subject** Paid Internship Focus Group – Nonprofit Organization Partners

**Action Requested and Recommendation** Discussion by the Measures N and H Commission of Paid Internship Focus Group – Nonprofit Organization Partners.

**Background**

*(Why do we need these services? Why have you selected this vendor?)*

**Competitively Bid**

Was this contract competitively bid? No  
If no, exception: N/A

**Fiscal Impact**

Funding resource(s): Measure H

**Attachments**

- Paid Internship Focus Group – Nonprofit Organization Partners

# OUSD College & Career Readiness Commission

## Paid Internship Focus Group – Nonprofit Organization Partners

### Wednesday, March 13, 2024

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## Participants

Francisco Sanchez:	Bay Area Community Resources ( <i>Bunche, Rudsdale, Street Academy, Oakland Tech, Madison Park, Fremont, Life Academy</i> )
Maura Villanueva:	Californians for Justice ( <i>Oakland High, Fremont</i> )
Rany Ath:	EBAYC ( <i>Oakland High</i> )
Julia DeGuzman:	EBAYC ( <i>Oakland High</i> )
Lucumi Soriano:	EBAYC ( <i>Dewey</i> )
Sabaa Shoraka:	Oakland Kids First ( <i>Castlemont</i> )
Jonathan Brumfield:	Safe Passages ( <i>CCPA, MetWest</i> )
Juan:	Safe Passages ( <i>CCPA, MetWest</i> )
Harold Pearson:	S.P.A.A.T. ( <i>McClymonds</i> )
Tony Douangviseth:	Youth Together ( <i>Skyline</i> )

## Discussion Questions

1. Why is Work-Based Learning important to you as a youth development field expert working with high school students?
  - \* Young people need income to help pay for their basic needs. Many high school students are having to make a choice between spending their time working and earning income or going to school. Paid internships that keep young people in school and enable them to earn money help prevent crime and violence.
  - \* Internships that provide young people meaningful learning experiences, in addition to pay, are really needed. At Oakland High, an after-school teaching internship attracted over 100 applicants for 30 positions.
  - \* Internships in a student's pathway industry are good, but there are students not totally into their pathway sector. Other internship options are necessary.
  - \* We have seen greater student retention in our internships when stipends are involved.
  - \* Internships expose young people to viable careers in community services.
2. What skills, knowledge, or attitudes would you like to see students gain from participating in an extended (e.g. 10 hours per week for 24 weeks) or an intensive (e.g. 30 hours per week for 8 weeks) employer-evaluated internship?
  - \* Young people will begin to learn how to navigate the standards of "professionalism" and get prepared to handle that adult-life reality.

- \* In addition to central soft skills such as dress, punctuality, and resume writing, internships should facilitate young people's thinking of what they want to do with their lives going forward (What's Next) – need to scaffold that thinking process.
- \* Key life skills: secure your driver's license or identification card; financial literacy; job search and job preparation; oral communications; capacity to write a professional e-mail; etc..
- \* Develop knowledge of multiple aspects and systems related to the job placement and industry sector.
- \* Young people are engaged in figuring out and preparing for "what's next" (post-internship, post-high school).

### 3. What are the elements of a high-quality employer-evaluated internship?

- \* Constant/continuous check-in with young people on how they are feeling about the work and the work environment – check-ins to focus on providing/coaching support.
- \* Young people are to be supported by Life Coaches/Case Managers who collaboratively develop individual learning plans with youth and provide holistic support through a culturally-responsive approach.
- \* Young people have a clear written job description/work plan/performance expectations and a work performance assessment.
- \* The internship to have a concrete system to facilitate reciprocal feedback, and reciprocal opportunities to learn from mistakes.
- \* Young people have access to ongoing professional development via workshops/seminars.
- \* Young people have opportunities to network with multiple employers/supervisors.
- \* Ensure young people participate in pre-employment preparation.
- \* Be great if young people could earn some form of certification.

### 4. What roles and functions can nonprofit organizations perform in the implementation of a citywide paid internship initiative?

- \* We (nonprofit organizations) want to be fully included in the development of a paid internship initiative – program design, program implementation, and program evaluation.
- \* Nonprofit organizations can be independent advocates for a paid internship initiative.
- \* Nonprofit organizations can and do serve as employers-of-record for youth interns and life coaches/case managers, and help with the development of viable worksites.
- \* Nonprofit organizations are in good relationship with many high school students and serve as recognizable caring adults in the lives of young people.
- \* Nonprofit organizations can and do serve as viable worksites.

**OUSD College & Career Readiness Commission**  
**Paid Internship Focus Group – OUSD Work-Based Learning Team**  
**Thursday, March 14, 2024**

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**Participants (unclear of correct identification)**

Gilesa Collins	College & Career Readiness Fremont
Emiliano Sanchez	Coordinator Trades (HS LLO)
Shannon	CTE Coordinator (HS LLO)
Anna	MetWest alum. Internship coordinator
Therese Barnes.	WBL coordinator OHS
Daymar	WBL Coordinator Skyline (he attended Mack)
Tatiana	WBL Coordinator LLO;
Sheree	WBL Castlemont (new)
Monica	Transition Coordinator Castlemont
Edyth	Transition Coordinator Fremont
Dr. Marvin Boomer	Pathway Coach Castlemont

**Organized Notes According To Questions**

1. Why is WBL important to you?
  - \* 30% of students will be college bound: WBL is important to expose students to trades other paths to career than college.
  - \* Kids don't always have mentors and models in their family circles
  - \* I want to try to help kids find their passion
2. What skills, knowledge, or attitudes would you like to see students gain from participating in an extended (e.g. 10 hours per week for 24 weeks) or an intensive (e.g. 30 hours per week for 8 weeks) employer-evaluated internship?
  - \* What Work does the organization perform? What are some of the roles?
  - \* Internship should be a place where kids practice the skills we are teaching
  - \* When they are finished, do they understand skills training needed?
  - \* They can see themselves in the company, doing the work
3. What are the elements of a high-quality employer-evaluated internship?
  - \* They have been given a chance to shadow professional
  - \* They see the importance of soft skills, professional behavior
  - \* What are the education requirements for the job

- \* They had a chance to participate in design of the project, and understand the real world impact
  - \* Students are learning, they are not simply cheap labor
4. How should Work-Based Learning goals and curricula be integrated in an extended or an intensive employer-evaluated internship
    - \* We teach the skills of professional behavior (ECCO).
  5. How can pathways develop pathway industry-sector internship placements?
    - \* Industry partners need to understand school culture and schedules, so that there can be flexibility, especially competing demands
  6. What supports do schools/pathways need to effectively support students to apply and successfully complete an internship?
    - \* Understand competing demands (family; sports)
    - \* WBL staff critical
    - \* Teachers and others need to help
    - \* After school programs should be recruited to help
    - \* Less bureaucracy from LLO
  7. How can pathways effectively prepare and support less-engaged and less-represented students to apply and successfully complete an internship?
    - \* Know kids, what they are interested
    - \* Staff must know the kids, what they can do, what they are afraid of,
    - \* Build in flexibility
    - \* Balance between extra help and reminders (real work doesn't often have this)
    - \* Consider Work-Study college model.

WBL staff suggested at the end, uniform, minimum deliverables for every pathway/school, e.g., guest speakers, field trips, etc. They said they could develop this, and they talk about it, but not yet done. Note that there may be wide differences between expectations of central staff, small schools with one pathway, and large schools where WBL staff support many pathways. MetWest WBL coordinator mentioned that because there state goal was everyone is in a pathway, so they are successful, but with budget cuts, is there sufficient staff?

There was suggestion that others, e.g., teaching staff, have some responsibility to follow up with students on internship, but there may be tension, since teachers are subject content driven... Also, suggestion that after school CBOs play a role in monitoring, supporting students in their internships.

**OUSD College & Career Readiness Commission**  
**Paid Internship Focus Group – Rudsdale Students**  
**Friday, March 15, 2024**

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**Discussion Questions**

1. Have you ever heard of Work-Based Learning? What does Work-Based Learning mean to you as a high school student?
  - \* Getting into an internship while in school.
2. What do you plan to do after you leave high school? What do you hope to be doing for work 10 years from now?
  - \* Doctor, medical field
  - \* Open a business.
  - \* Architect
  - \* In college
3. Have you ever worked at a job for pay and with a supervisor? If so, what did you do?
  - \* Internship at Highland Hospital
  - \* Worked at a beauty salon
  - \* Worked at a deli in a supermarket
4. Would you participate in an extended (e.g. 10 hours per week for 24 weeks) or an intensive (e.g. 30 hours per week for 8 weeks) internship that paid \$16.50 an hour? If so, what kinds of jobs or employers would you be interested in working?
  - \* Yes, and would like to work with a home-based independent artist/painter.
  - \* Yes, and would like to shadow in the medical field such as a cardiologist or sole practitioner.
  - \* Yes, and would like to work in a beauty salon and learn business aspect of the salon.
  - \* Yes, and would like to work in the field of sports management.
5. Do you face any barriers or challenges to participating in a paid internship? If so, what are they? What can be done to address these barriers and challenges?
  - \* None
  - \* Family care responsibilities
6. What are top three things you think you should learn from being in a paid internship?
  - \* Observing your surroundings
  - \* Learn/understand other people's mindsets and ideas.
  - \* Build social network and good referrals.
  - \* Get a sense of personal direction of what I want and be able to pursue.
  - \* Worksite has to look/practice professionalism, otherwise internship experience will not be good.

**OUSD College & Career Readiness Commission**  
**Paid Internship Focus Group – Castlemont Students**  
**Thursday, March 21, 2024**

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1. Have you ever heard of Work-Based Learning? What does Work-Based Learning mean to you as a high school student?

\* Learn from work.

2. What do you plan to do after you leave high school? What do you hope to be doing for work 10 years from now?

\* Be in a two-year college.

\* Might travel.

\* Want to study to be a lawyer.

\* Cut hair.

\* Maybe doing the family business.

\* Still be in school.

3. Have you ever worked at a job for pay and with a supervisor? If so, what did you do?

\* Worked at Target in Berkeley.

\* Worked at Wingstop as a cashier.

4. Would you participate in an extended (e.g. 10 hours per week for 24 weeks) or an intensive (e.g. 30 hours per week for 8 weeks) internship that paid \$16.50 an hour? If so, what kinds of jobs or employers would you be interested in working?

\* No, \$16.50 an hour is too low of pay. And the hours are too low (10 hours per week).

\* Depends on the type of work job/work.

\* No, too temporary . . . other ways to make money.

\* Connection of college to income/career not clear, not real.

5. Do you face any barriers or challenges to participating in a paid internship? If so, what are they? What can be done to address these barriers and challenges?

\* Conflict with other personal time priorities such as sports.

\* Low pay.

\* Family care obligations.

\* Got to make more money to deal with my basic/needs.

6. What are top three things you think you should learn from being in a paid internship?

\* Life skills.

\* Getting ready for the next step in my life.

\* Learn hard skills (e.g. barber).

\* Learning about how the business operates.

\* What's better? Be an employee or be your own boss.



**OUSD College & Career Readiness Commission**  
**Paid Internship Focus Group – Arise Students**  
**Monday, March 25, 2024**

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1. Have you ever heard of Work-Based Learning? What does Work-Based Learning mean to you as a high school student?

- \* Real work environment.
- \* Learning through actual work.
- \* Learned about in my freshman year.
- \* Getting the necessary skills to get and do the job.
- \* Did an internship at the Castlemont Farm.
- \* Did an internship at Highland Hospital.
- \* Did an internship at Learning Without Limits Elementary School.

2. What do you plan to do after you leave high school? What do you hope to be doing for work 10 years from now?

- \* College (multiple answers)
- \* Want to be a mechanical engineer.
- \* Want to go into the medical field.
- \* U.C. Santa Cruz in Marine Biology

3. Have you ever worked at a job for pay and with a supervisor? If so, what did you do?

- \* No (multiple answers).
- \* Worked in an after-school program.

4. Would you participate in an extended (e.g. 10 hours per week for 24 weeks) or an intensive (e.g. 30 hours per week for 8 weeks) internship that paid \$16.50 an hour? If so, what kinds of jobs or employers would you be interested in working?

- \* If hands-on experience working with animals, then yes.
- \* Summer is preferable: can really focus on the job and not get distracted or stressed.
- \* Extended (multiple answers)

5. Do you face any barriers or challenges to participating in a paid internship? If so, what are they? What can be done to address these barriers and challenges?

- \* Finding the right internship I really want to do.
- \* Worksite that provides some flexibility and understanding.
- \* Safety concerns (traveling to/from work).
- \* Getting into the right mindset to apply for an internship(s).
- \* Transportation.
- \* Young people don't know what they are interested in . . . don't know where to start.
- \* Job requirements can be a real challenge/barrier.
- \* Allow for students to shadow at a worksite prior to placement.

6. What are top three things you think you should learn from being in a paid internship?

- \* Communication skills.
- \* Leadership skills.
- \* Skills to socialize and interact with different people.
- \* Exposure to learning new work/job skills.
- \* Team work.
- \* Connect with people who can open access to other opportunities.
- \* Collaboration.
- \* Introduction to work place environment.
- \* Skills applicable to future life.

Also, think about making the wage from \$16.50 to \$18.00 an hour.