You know a guy? We don’t.

Fighting for Equity of Opportunity Through Internships
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Big Picture Learning

Delphinia
San Diego Met

Kinsey
San Diego Met
OUR MISSION IS TO
ACTIVATE THE POTENTIAL OF
SCHOOLS, SYSTEMS & EDUCATION
THROUGH STUDENT-DRIVEN
REAL-WORLD LEARNING
About Big Picture Learning….

- 23 Years
- Over 60 Schools in the US
- Over 100 Schools Overseas
Fighting for Equity of Opportunity Through Internships

Agenda:
- Introduction
- Internships are......
- What vs Who
- Social Capital
- Internships are great for....
- Table Talk
-
Ground Rules

- Be open to having your assumptions challenged (I promise to be open too!)
- Conversation is key.
- Monitor Airtime
- Good Intent
- Agree to disagree
- Others…….
Poll 1

Internships are......
What vs Who
Job of School

Not Job of School?

What

Who

Jobs
College
Partners
etc

From work of Julia Freeland Fisher
At least 70% of people ended up in their current job position because of networking.

https://www.payscale.com/career-news/2017/04/many-jobs-found-networking
At least 70% of jobs are never published

https://www.npr.org/2011/02/08/133474431/a-successful-job-search-its-all-about-networking
Social Capital: the networks of relationships among people who live and work in a particular society, enabling that society to function effectively.
Social Capital =

- Higher grades
- Higher college completion
- More resilient
- Able to take more professional risks
- More professional success
Social Capital
Social Capital
Social Capital
Social Capital
Social Capital
“Demography doesn't have to be destiny.”

-Carlos Moreno
How do we build student social capital in a way that is equitable?
Poll 2

- Internships are great for......
What role should school play in building social capital?
Table Talk......
When are students ‘ready’ to pursue internships?
Should internships be during school or after school?
What role should student choice be in attending internships?
How many students can attend a single internship site?
20 Minutes… form answers to these questions

- When are students ‘ready’ to pursue internships?
- Should internships be during school or after school?
- What role should student choice be in attending internships?
- How many students can attend a single internship site?
Report Out!

- When are students ‘ready’ to pursue internships?
- Should internships be during school or after school?
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- How many students can attend a single internship site?
What we believe are high quality internships....
High quality internships are student driven.

Students should engage with and pursue the internship process. Students should not be assigned internships, but should be able to find the internship opportunities that interest them. This increases student buy-in and engagement.
High quality internships are key to student engagement.

For students who are seeking relevance and find that their interests are not satisfied within the school walls, internships provide a way to keep students engaged and positive about learning.
High quality internships are....

all about the relationship.

Students are like all of us. They strive to build strong social connection, particularly around the things that interest them. Building a relationship with a mentor that shares their interest and appreciates the student as an individual is key.
High quality internships are a collaboration.

Students, teachers, mentors and family members all have roles to play in an effective internship experience.
High quality internships are a powerful way to fight inequity.

Schools and community organizations have an important role in increasing student social capital and connecting them to a diversity of career pathways and networks.
High quality internships are academic. Internships are not only a way to provide enrichment or improve ‘soft skills’. Internships play an important role in bringing relevancy to core academic content.
High quality internships are a right.

All students have the right to be connected with mentors who share their interests, to contribute in the real world and to create relevant academic work. All students have the right to increase their social capital and build their professional networks.
## Data Impact: Case Study

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL A</th>
<th>SCHOOL B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>180</td>
<td>183</td>
</tr>
<tr>
<td>Distance from Downtown</td>
<td>13.1 miles</td>
<td>17.4 miles</td>
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<td>Potential Opportunities</td>
<td>413</td>
<td>401</td>
</tr>
<tr>
<td>Years Open</td>
<td>15.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Free and Reduced Lunch</td>
<td>63%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>
Data Impact: Case Study

- Blue line: School A
- Red line: School B

- Y-axis: 0 to 500
- X-axis: 2005 to 2020

Graph shows the impact of data over time for School A and School B.
Data Impact: Case Study

Percent of Potential Internships by Type

- Animal Care
- Healthcare
- Technology
- Visual Arts

School A
School B
Why internships should be part of school OR why internships should be paid:

Unpaid internships, in particular, exclude students from poorer families who can’t afford to work for nothing for a summer or a semester, especially after they graduate from college with tens of thousands of dollars of student loan debt. The children of affluent families, on the other hand, can afford to live in the most expensive cities in the U.S., such as New York and Washington, making contacts, building their resumes, and sometimes even learning skills, while their parents pay for their room and board, travel and entertainment. Before even taking into account the family connections that reserve some of the best opportunities for the sons and daughters of the affluent, the $4,000-$5,000 cost of, for example, moving to Washington and living for 10 weeks prevents almost any working class kid from taking an unpaid internship.

Economic Policy Institute
Challenges to Building a Strong Internship Program:

● What school ‘should be’
  ○ Cloistered environment where students don’t interact with the world until they are done with school.
● Student privacy and safety
● Accountability focus on What over Who
Solutions....

- Schools are cloistered
- Teachers don’t have the skilled to be networkers
- Logistics
Wrap Up

- Student Truthing.
- I thought this... now I think this....
Thank you...

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