

Employer Best Practices in School to Career



Highlights of San Francisco-Bay Area employers engaged in school-to-career partnerships to create powerfully integrated school, community, and work-site learning opportunities for students.

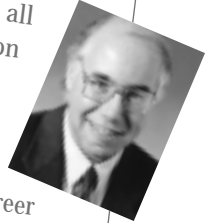
BAY AREA COUNCIL

BaySCAN

Since 1997, BaySCAN has been working to ensure Bay Area students have the academic knowledge and skills to equip them to succeed in our changing economy. BaySCAN is a coalition of business, labor, higher education, K-12, and local School-to-Career partnerships working together to link numerous efforts and leverage resources to help students discover the connection between school, work, and life-long learning.

BaySCAN members believe that by fostering this connection – between significant learning opportunities in school and in the workplace – we will be able to create a sustainable education system directly supported by communities and focused on powerful learning opportunities for all students. It is this connection that can increase students' academic achievement and motivation to learn, while better preparing our youth for their adult lives.

BaySCAN has been particularly successful in connecting local school-to-career partnerships, schools, communities and especially employers to share the excellent work already in place in order to strengthen school-to-career initiatives. This Employer Best Practices in School-to-Career report represents the power of sharing these success stories so that others can learn from them and see the potential for positive results. By profiling exemplary employer involvement, it is our hope that many more industry and labor leaders will come forward to support school-to-career systems, and create the critical mass of work-based learning opportunities needed for all Bay Area students to become passionate about learning and prepared for successful futures.



A handwritten signature in black ink, appearing to read "Bob Pearlman".

Bob Pearlman
Chair of BaySCAN Board of Directors
President, Autodesk Foundation

The Bay Area Council, with more than 225 member businesses and organizations, is committed to supporting the development of business and education partnerships throughout the Bay Area. These partnerships will be the catalyst to build a highly skilled sustainable workforce in the region, while providing Bay Area students with the skills and experiences to be successful.

The Bay Area Council, in partnership with BaySCAN, is proud to present this report on employer best practices in school-to-career initiatives. These employers have shown leadership and vision in supporting productive partnerships with local schools to strengthen workforce development while providing high-quality learning for Bay Area students. It is our hope that many more employers, especially member businesses of the Bay Area Council, will be recognized in the future for similar leadership and activities. Employers play an important role in building high performance schools and sustainable school-to-career systems.

We encourage employers and schools to learn from the information in this report and work to build similar partnerships in their own communities and throughout the Bay Region.

A handwritten signature in black ink, appearing to read "Sunne Wright McPeak".

Sunne Wright McPeak
President & CEO
Bay Area Council

A handwritten signature in black ink, appearing to read "T. Gary Rogers".

T. Gary Rogers
Chairman
Bay Area Council





Employer Best Practices in School to Career

Highlights of San Francisco-Bay Area employers engaged in school-to-career partnerships to create powerfully integrated school, community, and work-site learning opportunities for students.

Employer Best Practices In School-to-Career is produced by the Bay Area School-to-Career Action Network (BaySCAN). BaySCAN is a coalition of business, labor, K-12 schools and school districts, community colleges and four-year colleges and universities, school-to-career (STC) providers, and local partnership organizations. Together our goal is to develop a Bay Area regional infrastructure to support STC programs and initiatives. These initiatives will enable all Bay Area students to pursue high-skill career options by acquiring the ability, desire, and commitment to keep learning and living productively throughout their careers and lives.

BaySCAN gratefully acknowledges the production support and contributions of the Bay Area Council and the following BaySCAN member local STC partnerships:

| | |
|---|----------------|
| EASTBAY Learns..... | (510) 670-4250 |
| Sonoma County School-To-Career Partnership..... | (707) 524-2851 |
| Marin County School-To-Career Partnership..... | (415) 499-5865 |
| San Francisco School-to-Career Partnership..... | (415) 242-2586 |
| North Coast School-to-Career Consortium..... | (707) 445-7058 |
| San Mateo County School-To-Career Partnership..... | (650) 802-5504 |
| Monterey Bay Regional Partnership..... | (831) 753-4241 |
| Workforce Silicon Valley..... | (408) 271-3930 |
| Oakland Works..... | (510) 879-8474 |
| Mendocino County School-to-Career Partnership..... | (707) 463-4853 |
| West Contra Costa School-to-Career Partnership..... | (507) 307-5330 |
| Lake County School-to-Career Partnership..... | (707) 262-4122 |
| Napa County Business Education Labor Partnership..... | (707) 259-8556 |
| Solano County Business & Education Alliance..... | (707) 435-9193 |



TABLE OF CONTENTS

Employers Leading the Way to Powerful Learning

Introduction..... 4

Benefits of School-To-Career

Everyone Wins..... 5

How Successful Employers Participate

Definition of Profile Sections..... 6

Seventeen Best Practice Employers

List of all participants in the study..... 6

Selection of Employer Profiles

- Autodesk, Inc..... 7
- Bank of America..... 9
- Casady & Greene, Inc..... 11
- Intel Corporation..... 13
- Kaiser Permanente—Richmond Medical Center..... 15





This *Employer Best Practices In School-to-Career* report is a selection of information gathered by BaySCAN from seventeen Bay Area businesses actively partnering with education and communities to increase opportunities for all students to engage in powerful learning. These employer activities and anecdotes should inspire and motivate more employers to embrace school-to-career (STC) and to provide new ideas for future development of business and education partnerships. Best Practice employers have made remarkable commitments to ensure that students become aware of the career possibilities and education pathways needed to realize career goals.

Even more striking is the commitment these employers are making to develop rich partnerships with educators. Rather than continuing to rely on teachers as the sole trainers of future workers, the businesses represented in this report recognize that they must take an active role. Best practice employers show high interest in working to liberate teachers to concentrate on student learning. They also look to provide both students and educators with valuable skill development opportunities and work in collaboration with teachers to develop curriculum that integrates academic coursework with learning in the workplace. A significant finding of this report is **most companies that realize maximum benefit from these partnerships integrate STC as part of their core business plans**. This ensures long-term sustainability for the company's education initiatives and provides the most return on investment for the organization.

By collaborating in STC partnerships, schools and employers ground their work more deeply in the needs of the community while providing relevancy to student learning in school. Beyond the idea of "preparing" students for work, well-structured work-based learning programs developed jointly by employers and educators help students answer for themselves the questions, "What do I need to prepare for and why is my learning important to my future?" Research has shown that our education system and our communities have not been successful in providing opportunities for students to prepare for the world of work and productive citizenship. As highlighted in these profiles, it is apparent that through powerful STC partnerships, both learning and working take on new meaning for students, teachers, and employers.

While the information in this report is thorough and insightful, it is only part of the whole picture of current employer best practices in STC in the region. A full report of all seventeen profiles can be acquired by contacting BaySCAN at (415) 507-6290, and will soon be available on the BaySCAN website at www.bayscan.org. If this report inspires you to learn more about STC or specific employer activities highlighted here, BaySCAN encourages direct contact with appropriate local STC partnerships found at the beginning of this report.



Return on our investment comes in many forms: staff members build mentoring and teaching skills through working with interns, students produce real work and productivity for the company, and our training and recruitment costs are reduced.

— Terry Kunysz
Casady & Greene, Inc.



There are numerous benefits for all stakeholders engaged in building school-to-career (STC) systems. Employers featured in this report, along with education and community leaders committed to STC, understand that learning is a life-long endeavor and that careers and education are becoming increasingly synonymous.

The overall benefits of sustainable STC systems are summarized here:

- **Employers** build a long-term workforce development system that delivers highly-skilled graduates that can adapt to and perform in a fast-paced, changing economy. They also achieve significant return on investment through decreased training and recruiting costs and valuable productivity by student workers who contribute to key business functions within the organization.
- **Students** understand the relevancy of their academic studies and achieve higher performance in school. Students build valuable skills that will ensure success in their future careers and they become more confident and responsible towards setting and achieving goals.
- **Educators** gain access to real-time information, resources and training to improve the education delivered to students. They also receive needed support by business, labor, community and higher-education leaders to strengthen opportunities and powerful learning for all students.
- **Communities** benefit from students who graduate with a better sense of “self” and personal development that makes them better citizens in the communities in which they live. High-performance schools, that produce graduates with the skills and motivation to succeed, can also jump-start building healthy economies and encourage economic development through making the local education system a desirable place for employees to enroll their children.

“No company can succeed if it’s part of an unsuccessful community, and no community can be successful if it lacks an educated population.... IBM’s goal is to support the most effective education that will produce the highest level of student achievement for all children, in every community.”

— Excerpt from the 1996 National Education Summit
Louis V. Gerstner, Jr.
Chairman and CEO, IBM Corporation





Each of the profiles highlights reasons why employers participate in STC as well as insightful lessons learned and success stories from their initiatives. At the core of their participation are four areas of involvement featuring key activities and resource commitments. These areas follow the Employer Participation Model published by the National Employer Leadership Council (see Resources section), and are explained below:

Students In The Workplace

Employers offer work-based learning activities to students that are connected to learning in the classroom. These include career exploration activities such as facility tours, special career-focused events and job shadowing, as well as hands-on learning through internships, apprenticeships and mentoring for students in the workplace.

Working With Teachers In The Classroom

Employers support teachers by participating in classroom exercises, business simulation, and project-based learning activities. Employees also commit time and expertise through guest teaching and career talks in local schools.

Building A Regional STC System

Best practice employers look beyond individual program activities to help build sustainable STC systems. Through system building, workplace partners enhance the relevancy of curriculum and school-based activities, supply state-of-the-art information and resources to teachers, and provide leadership in enhancing the employability of students. Employers also offer teacher training and externships, and support local STC organizations through advisory boards and committees.

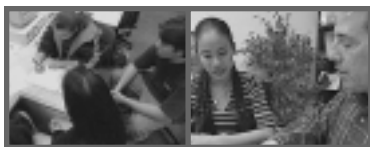
Aligning Internal Employer Practices with STC

Effective and sustainable employer participation is facilitated by aligning organizational practices such as policy decisions, hiring practices, government relations, and resource allocation with STC activities and principles. Employers often integrate STC into the company culture, mission and values and take a leadership role in promoting STC to other employers in and outside their industry.

Best Practice Employers Profiled in Study

The following 17 employers are profiled in the overall study. Five of these organizations were then highlighted in this document as a representative sample of how Bay Area employers have successfully engaged in STC partnerships. There are powerful lessons to be learned from every employer profiled in the larger report.

Alza Corporation ■ Autodesk, Inc. ■ Bank of America ■ Casady & Greene, Inc. ■ Charles Schwab & Company ■ EdVenture Partners ■ Embassy Suites — Napa ■ Granite Rock Company ■ IBM Corporation ■ Intel Corporation ■ Kaiser Permanente-Richmond ■ Linkenheimer LLP, CPAs and Advisors ■ Marin Builders Exchange ■ Pennington Body & Paint ■ Siemens Information and Communication Networks ■ Silicon Graphics, Inc. ■ United Airlines-West



Autodesk, Inc.



Headquartered in San Rafael, California, Autodesk, Inc. is the fourth largest software company in the world, with over 2,445 employees worldwide. Any discussion of model business partners in STC usually mentions Autodesk, Inc. The company's CEO, Carol Bartz, sets the tone for company-wide commitment to education and STC through leadership, frequent speaking engagements, and industry evangelism. Autodesk has an impressive history of offering hundreds of students meaningful internships. The Autodesk Foundation fosters collaboration among education, business and civic leaders to build a regional STC system and to aid in its many partnership activities with education.

Since April, 1994, more than 300 students have participated in internships at Autodesk, spanning many departments. Additionally, 1,500 students have visited the company to take part in various career exploration activities and events. Through the Autodesk Foundation, a committed staff coordinates the Project-Based Learning Network providing professional development, information sharing, conferences and institutes, and technical assistance to educators on how to incorporate project-based learning into the classroom. In 1997, Autodesk, Inc. also launched its Design Your Future: Math, Science and Technology For Girls initiative and led the formation of the Bay Area School-To-Career Action Network (BaySCAN).

Reasons For Participation in STC

- **Future Workforce:** Initially Autodesk had two objectives for STC: they sought to help young people become better citizens and to gain a positive company image and strategic exposure for their products. Now the company looks to influence the total quality of education to ensure students have the skills they need and their industry requires for a future workforce.
- **Return on Investment:** A study by the National Employer Leadership Council that measured return-on-investment (ROI) for employer STC activities showed Autodesk receiving \$2.32 for every one dollar spent on their internship program. This was achieved through reduced training and recruitment costs; quality work produced by students; and increased productivity of their employees, not to mention increased morale and leadership skills.

- **Employee Participation:** Autodesk has the goal of increasing, each year, the level and quality of employee participation in STC, as well as the number of work-based learning opportunities for students and teachers. In particular, they look to have 50% of company interns be female. Autodesk is also working to increase the number of businesses that participate in STC on a similar level, and to substantially increase the number of membership schools in their PBL network.

Lessons Learned

- Working with a facilitating agency, such as a local STC partnership, is key to help orient students to the workplace. It also helps to match student interest and skills to appropriate opportunities and, most importantly, to connect work-based learning to the classroom.
- For internships, one-on-one mentoring by managers is crucial to help students learn life skills and challenges and to handle the 'trauma and drama' in the workplace and in their daily lives. Materials and structured programs are helpful, but not enough to ensure success. It is important for managers and school contacts to understand that helping students balance daily life challenges is a big part of their skill development.

Success Stories

- To many Autodesk employees it seems that every past intern comes back to visit and share their success stories. All Autodesk interns want to go on to more schooling because they now see the connection between school and careers. The company reports having past interns at MIT, Stanford, UC Berkeley and many other leading universities. Every intern expresses a desire to work for Autodesk in the future because of their positive experience and strong image of the company.
- One student intern from an alternative high school was close to dropping out. During his internship, he really became turned on to learning in and out of school. He recently graduated from high school and plans to attend community college then transfer to Cal Poly, San Louis Obispo. This is just one example of how Autodesk's internship program encourages students to develop a passion for life-long learning.



Autodesk, Inc.



Key Activities in School-To-Career

School-to-career is integrated into the entire business culture and operation of Autodesk. Autodesk facilitates numerous student career exploration, internship, project-based learning and teacher development activities each year.

Students In The Workplace

- Provided over 300 students with internships since 1994 in a variety of paid positions within an array of departments. Over 400 Autodesk employees have supported these internship activities by collaborating with interns to solve real problems and develop new programs for departments, including quality assurance, technical publications, information systems, sales, marketing, web page design and programming.
- Hosts numerous career fairs, career days and company tours for over 1,500 local students, as well as facilitates job shadowing and informational interviewing opportunities for many additional students each year.

Working With Teachers In The Classroom

- Implements and coordinates the Project-Based Learning (PBL) Network through the Autodesk Foundation and its website, www.autodesk.com/foundation. The PBL Network is an on-demand convening of K-16 (and even preschool) educators with an emphasis on the role of project-based learning in the classroom. Over 50 employees work with teachers in the classroom and in the workplace to facilitate PBL activities each year.
- Works with teachers to encourage young girls to become aware of and explore careers in math, science and technology through their Design Your Future (DYF): Math, Science and Technology for Girls initiative. DYF interns also manage a website, found at www.autodesk.com/girls, that provides information about the program and features profiles of successful women in unconventional careers.

“Students need opportunities to broaden their concept of learning, to integrate and connect it to real-life challenges, and to know that learning is not just something you do at school but is a lifelong endeavor. At Autodesk we are putting students in the most critical areas of our company to...give [them] an increased sense of accomplishment and self esteem.”

— Carol Bartz
CEO/Chairman, Autodesk, Inc.

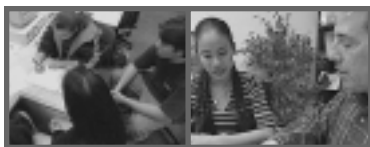
Building a Regional STC System

- Provides training and consulting to other employers to become engaged in school reform and STC activities.
- Integrates student workplace learning with classroom course work in collaboration with teachers, county and district superintendents, parents and other community and business partners.
- Offers numerous job shadowing and internship opportunities for teachers each year.
- Through the Autodesk Foundation, incubated and houses BaySCAN and supports educators in building the Project-Based Learning (PBL) Network. The PBL Network provides an array of professional development opportunities such as focused institutes, conferences, technical assistance, access to PBL coaches, and opportunities for sharing among educators in person and via the Internet.

The Company’s Commitment to STC

- Established the Autodesk Foundation in 1990 to commit leadership and resources to improve education for all students through systemic education reform and project-based learning.
- Integrates student interns into critical departments of the organization, viewing them as an important part of the company’s workforce. Many students move into project employee positions after their year-long internships.
- Establishing a college internship program focusing on four-year universities specializing in computer engineering and computer science. A key part of Autodesk’s recruitment and training activities, the program will provide articulation for high school interns into opportunities at Autodesk while attending college.
- Encourages employees to volunteer at least four hours a month at the school of their choice. Volunteer time is fully compensated by the corporation and occurs during general business hours.
- Developed a cross-departmental task force of female Autodesk managers, as well as over 250 Autodesk volunteers worldwide, to support teachers and students through the company’s Design Your Future: Math, Science and Technology for Girls initiative.

For more information about this STC employer partner, contact the **Marin County School-to-Career Partnership at (415) 499-5865.**



Bank of America



Bank of America (BoFA), a leading depository and financial services provider of 90,000 employees worldwide, recognizes the importance of high quality education to the strength and well being of communities and to each individual's future. Their activities in STC create a balance between direct support of student development and key policy-level leadership to create a regional STC system.

Many of the company's STC efforts are driven by a document produced with, among others, the California Business Roundtable and the California Department of Education called the Banking Skill Standards for Career-Entry Positions in California. BoFA is working with several STC partnerships in implementing these standards in meaningful STC programs. This profile highlights STC activities coordinated through the BoFA Corporate Education department. Many branches coordinate additional activities to serve the needs of their local communities.

Reasons For Participation in STC

- **Strong Communities:** Education plays an important role in economic, personal, and community health. It remains a critical factor in every individual's ability to create a stable, prosperous and promising life, and is the foundation for BoFA's success globally. The company sees STC as a vehicle to reform education in California so that it meets the needs of students and businesses.
- **Improving Opportunities:** BoFA seeks to help students understand career opportunities and make more focused career choices, while communicating the importance of education to their future success.
- **Future Employees:** Through their involvement, BoFA gains access to potential employees while taking an active role in improving the quality of their future workforce. The company also benefits from the satisfaction their own employees receive through a commitment to the community.

Lessons Learned

- Working with third party organizations that broker student placements and serve as the employer of record, greatly increases the ability to offer meaningful work-based learning opportunities for students.
- It is important to get buy-in, input and commitment from senior management for STC activities. Getting your "ducks in a row" and identifying company needs and objectives help to focus STC efforts on outcomes that make a difference.
- Providing leadership to internal committees or local teams to develop their own STC programs spreads the wealth and ensures widespread implementation of STC for large companies.

Success Stories

- BoFA has several examples of students in their LEED Sacramento program who have successfully made the transition into part-time teller positions at local branches while they continue their education.
- One BoFA group executive vice president got so excited about their mentoring program that he is actively engaging their professional organization to get involved in STC through the San Francisco Unified School District. Another manager was so enthusiastic about her student interns that she created a line item in her budget to bring on three students every quarter.

"Bank of America supports educational development and reform efforts—community by community, student by student—that have broad application and contribute to the long-term strength of communities where we serve customers."

— Bank of America's
Commitment to Education Principles



Key Activities in School-To-Career

BofA employees work directly with students and teachers at a number of schools. Additionally, the company is dedicated to developing and implementing regional and national skills standards for students interested in entering careers in the financial services industry.

Students In The Workplace

- Offers mentoring to over 50 Bay Area students each year.
- Provides 25 paid internships at select branches and BofA corporate offices, and an additional 75 non-paid on-the-job training positions to students. An estimated 75 employees work with students throughout these activities.

Working With Teachers In The Classroom

- Guest speaking in local classrooms, primarily through branch employees.

Building a Regional STC System

- Helped draft the Banking Skills Standards project in collaboration with the California Business Roundtable and the California Department of Education. The document defines foundation and occupational clusters that are points of entry into a career in the banking services profession. BofA team members are working to expand this project into a national skills standards effort for financial services. The model is also being considered for application into many other industry clusters.
- Commits significant funding for education reform projects through the BofA Foundation.
- Participates on advisory boards for a number of STC organizations including BaySCAN, LEED Sacramento and the San Francisco and Sonoma STC Partnerships.
- Provides technical assistance to STC practitioners through various partnering organizations committed to workforce development.

The Company's Commitment to STC

- Identified six education principles that guide all BofA education partnership activities, and five goals for these activities to meet the needs of students, parents, schools and the company. These are regularly communicated to employees and community partners.
- Includes company human resource representatives in every strategic planning discussion of education partnership activities so that company workforce development goals are met and program sustainability is achieved.
- Directly links STC partnership activities in the Sonoma, Sacramento and San Francisco areas to employment opportunities at local branches and the regional data-processing department to encourage student transition into the workforce.

For more information about this STC employer partner, contact the **San Francisco School-to-Career Partnership at (415) 242-2586**.



Casady & Greene, Inc.



Casady & Greene, a software publishing company with approximately 35 employees in Salinas, California, is an integral part of the Monterey Bay Regional Partnership and has led the way in forming the organization Business Education Students in Transition (BEST). BEST consists of a number of proactive employers and representatives from the County Office of Education dedicated to offering meaningful work-based learning opportunities for students. The organization has produced a video for other employers that explains the features and benefits of internships and dispels common fears companies have in hiring young people.

Internally, Casady & Greene is committed to workforce development and the community through various education partnership activities. Each year, the company houses almost as many student interns as they have employees and makes donations of 15,000 to 30,000 units of software to local schools.

Reasons For Participation in STC

- **Company Mission:** Community participation is written right into their company mission statement.
- **Active Role:** The education system is relied on too much to train future employees without having the needed resources and expertise. Businesses like Casady & Greene must take an active role.
- **Strong Families:** The company looks to create mechanisms for people to be able to live and work near their families in their community. Casady & Greene constantly competes with businesses outside their area for skilled employees. Investing in the education of young people and in the families who are part of their company helps to ensure their future success.
- **Return on Investment:** ROI comes in many forms for Casady & Greene: staff members build mentoring and teaching skills through working with interns; students produce real work and productivity for the company; training and recruitment costs are reduced; and because 40% of their interns are children of employees, they have a vested interest in the company.

Lessons Learned

- Don't let your own prejudices reduce your expectations for working with students. For example, Casady & Greene pays more than normal for student interns and, in turn, they expect and receive more from them. Have high expectations for STC, the results will likely exceed them.
- Casady & Greene hires interns who are dependents of their employees, although not exclusively. That way they get greater buy-in from employees, and because these students have a stake in the company, a stronger family community is built around the company. Internships almost become an employee benefit.
- Make internships real work for students not more work for employees. If you employ as many as 10 interns at one time, consider hiring a supervisor to coordinate and mentor them. Casady & Greene often hires a college student, or even a teacher intern, to take on this role. And, on-going evaluation of the program through exit interviews and performance evaluations is critical to your success.
- The energy level and team approach shown by student interns is contagious for employees. This is particularly true of middle and high school students.

Success Stories

- One high school student intern has become Casady & Greene's full-time webmaster.
- At least once or twice a year, a parent employed at the company will be ready to go home from work and their son or daughter, who is an intern, will say, "I can't leave, I have to get this done." You can imagine the impact this role reversal has on the parent.



Casady & Greene, Inc.



Key Activities in School-To-Career

Work-based learning opportunities, employer engagement in STC, curriculum development and regional STC system building are all activities in which Casady & Greene team members participate.

Students In The Workplace

- Provides an average of 30, eight week paid internships for middle school, high school and college students. Each of the 34 employees has some form of contact with the students as they rotate through most company departments.
- Hires twenty to thirty percent of the student interns as part-time employees during the remainder of the year.
- Hosts occasional tours for 40 to 50 students at a time to expose them to the business and career options.

Working With Teachers In The Classroom

- Employees speak in Regional Occupational Program (ROP) classes approximately 3-4 times per year. Discussions and activities are facilitated around interview and job preparation and various other STC topics.

“Businesses can no longer rely entirely on our education systems to train our future employees. We are committed to long-term partnerships with our local schools and to engaging other companies to provide opportunities for students to become productive employees and productive citizens in our community.”

— Terry Kunysz
President, Casady & Greene, Inc.

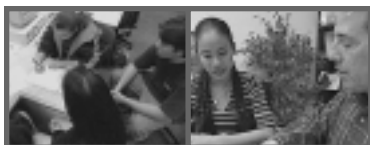
Building a Regional STC System

- Helped to establish the Business Education Students in Transition (BEST) organization where proactive employers are working with the County Office of Education to engage more employers in successful partnerships with local schools. BEST produces and distributes a video called “Win, Win, Win” that explains how to set up successful internship programs and highlights the benefits of offering work-based learning opportunities to students.
- Provides job shadowing activities and summer externships to 5-7 teachers each year.
- Hosts tours for school administrators upon request by local school districts.
- Donates approximately 15,000–30,000 units of software annually to local schools.
- Participates on several STC boards and committees for the Monterey Regional Partnership, BEST and the Monterey County Office of Education's CTEP Program.

The Company's Commitment to STC

- Consults other local businesses on setting up internship programs to increase work-based learning opportunities for students through BEST and posts helpful hints on their own company website (created by student interns).
- Gives employees great flexibility to volunteer with local schools and community activities.
- Recruits 40% of interns from children of employees to build a strong family community around the company.
- Structures internships as paid positions that span most departments and contribute to the bottom-line success of the company.

For more information about this STC employer partner, contact the Monterey Bay Regional Partnership at (831) 753-4241.



Intel Corporation



As a leading technology company of over 68,000 people worldwide, Intel embodies the vision of being a good community neighbor and investing in education to help build a skilled workforce for tomorrow. Intel's president and chief operating officer leads the charge for community involvement in education through leadership, resource allocation and speaking engagements.

Intel's STC activities range from K-12 partnerships to workforce development in colleges and universities nationwide. Grants are committed to support programs in science and engineering education, technology awareness and the entry of women and minorities into the high-tech industry. Intel supports several public television programs focusing on science education, sponsors The Intel International Science and Engineering Fair, and contributes significant products and equipment to local school classrooms. Hundreds of Intel employees in Santa Clara engage in student mentoring and supporting teachers in the classroom through unique programs such as National Education Week and Innovations In Teaching.

Reasons For Participation in STC

- **Giving Back:** Intel has a firm commitment to give back to the communities where they live and do business. The company has a goal of increasing the already high 6,700 volunteer hours registered by Intel employees in working with schools by 30% next year.
- **Raising Skills:** School-to-career allows Intel to take an active role in developing their future workforce, especially in raising the "soft skills" of graduates and producing highly-skilled future workers for the industry.
- **Strategic Initiatives:** Many of their programs strategically focus on improving the math and science scores and performance of students. Intel uses the acronym STEM (or science, technology, engineering and math) to guide the impact of their education involvement.

Lessons Learned

- Get involved in specific programs and combine other initiatives to leverage resources and successes. In other words, don't isolate each partnership activity. Narrow your focus geographically and connect programs and educators to have the most impact.
- Tie all of your education activities to the company's business model. You must continue to show benefit and return on investment to ensure long-term sustainability.

- Not only encourage teachers to develop curriculum and technology applications for quality student learning, but to share this information with others, especially through the Web. A few excellent sites already exist for information sharing on this topic, including www.intel.com/education/technology, www.eduniverse.com/schools/intel and www.smartschools.svi.org:591/curriculum.

Success Stories

- Intel helped Mission College and San Jose City College build their semiconductor manufacturing program in one year — a testament to everyone involved. The program achieves the additional feat of offering a collaborative degree between the two campuses so students have more flexibility and access to resources. It is impressive to see two colleges in separate districts work so well together.
- The company was also able to incorporate virtual reality into the teaching at the semiconductor manufacturing program through a fun, competitive software game that helps bring fundamentals to life. The model is being adapted in high school curriculum as well.
- This year, Intel had an amazing grand prize winner of their Innovations In Teaching awards. The winning teacher had his kindergarten and first grade students participate in hands-on science projects then share their results and lessons learned by creating their own website. The students used technology through video, digital cameras, hypercard stacks, graphics and word processing software to bring all this to life. The teacher won \$10,000 and a state-of-the-art computer system, as well as a \$25,000 grant to share this model with other schools.

"Intel strives to improve the quality of life in the communities where we live and work through programs and business practices that contribute to educational excellence, environmental protection, and community involvement."

— Craig Barrett
President & CEO, Intel Corporation



Intel Corporation



Key Activities in School-To-Career

Intel is a leader in supporting STC throughout the Bay Area, partnering with local schools, building a regional STC system and influencing education policy changes.

Students In The Workplace

- Established an on-line mentoring program called Mentor-Net connecting female science and engineering students to corporate mentors. Telementoring will be offered in September to K-12 students countywide.
- Facilitates an annual Kids To Work Day where 500 students visit Intel to participate in workshops, career exploration and fun, facilitated activities for younger kids.
- Hosts thousands of students each year at the Intel Museum in Santa Clara, which displays the history of Intel and development of computer technology.
- Sponsors multiple local and national science and engineering fairs through Math Engineering Science Achievement (MESA), Santa Clara U.S.D., Santa Clara Valley Science and Engineering Fair and their own Intel International Science and Engineering Fair and National Science Talent Search.
- Offers six or more annual internships to local community college students in the Semiconductor Manufacturing Program at Mission College and San Jose City College.

Working With Teachers In The Classroom

- Over 150 employees assist local teachers in the classroom with science and engineering projects during National Engineers Week and forty more employees visit schools each year as Principals For A Day.
- Intel technicians and engineers teach part-time in their community college partnership programs.
- Provides over 65,000 teachers with classroom guides, videos, hands-on chip kits, television programming and a website through the Intel IDEA program that helps middle school students learn more about technology.

Building a Regional STC System

- Develops teachers' skills in technology through:
 - Future Connections teacher tours and administrator job shadowing
 - 17 IISME faculty internships in 1998

- Over 65 Intel teacher technology mentoring relationships
- Hundreds of faculty visits to the County Office of Education Internet Institute
- Hundreds of training sessions through SmartValley.
- Challenges teachers to participate in a two-week training program and compete to develop innovative models for technology curriculum and win Innovations In Teaching grants. Winners receive money, computers and equipment. Curriculum models are also shared with other teachers to use as benchmarks.
- Helped establish an Engineering Tech Consortium between local high school, community college and four-year university faculty to create models and articulate curriculum using a tech-prep format.
- Donates and encourages other businesses to contribute used PCs to schools participating in the Intel StRUT program (or Students Recycling Used Technology) where students learn valuable skills through rebuilding and working with donated equipment.

The Company's Commitment to STC

- Ties scholarships and internships to internal hiring practices to help transfer students into the workplace.
- Encourages employees to volunteer in schools through Volunteer Matching Grants. Employee hours are matched by cash awards to the schools. In the 1997-98 school year, 361 Santa Clara employees spent more than 12,420 hours in the classroom to raise \$49,900 for 53 area schools.
- Makes financial contributions to establish labs for local community college semiconductor manufacturing programs and to promote careers in the industry through student participation in these programs.
- Influences policy around education and STC through the Silicon Valley Manufacturers Group's Education Committee, the Corporate Community Relations Consortium and the Internet Education Consortium.
- Sets a goal of hiring 40% of all new semiconductor manufacturing positions out of their community college partnerships by including this requirement in Intel's hiring criteria.

For more information about this STC employer partner, contact **Workforce Silicon Valley at (408) 271-3930.**



Kaiser Permanente–Richmond



Kaaiser Permanente, the largest HMO in the country, makes substantial financial, material, and human resource investments in the communities they serve, especially those that are educationally and economically disadvantaged. The California Division, through its corporate offices in Oakland, California, has a long-standing tradition of education partnerships. Of particular note is the 30 year-old Summer Youth Program that has provided thousands of students with mentoring and internship opportunities, serving as a model for STC programs across the country.

Each Kaiser location and medical center coordinates its own STC and community outreach programs. At the Richmond Medical Center, Kaiser team members have been an integral part of the West Contra Costa School-to-Career Partnership and active partners with local schools. This profile highlights the STC activities of the Richmond Medical Center as well as the Kaiser Summer Youth Program.

Reasons For Participation in STC

- **Commitment to Communities:** Kaiser has a long tradition of being an active participant in the community. Quality education is a key to strong communities. Their support is not only the right thing to do, but it marries Kaiser to the communities where they live and work.”
- **Economic Growth:** Helping to train young people is the key to developing the future workforce and to ensure the economic growth and well-being of surrounding communities. In Richmond alone, the community has the highest percentage of welfare recipients in the county, and therefore it is very important for employers to provide employment opportunities to its residents.
- **Connection to the Classroom:** Companies need to take an active role in telling schools what the industry needs in the way of skills from graduates in order for teachers to be successful.
- **Employee Satisfaction:** Kaiser staff gain satisfaction and motivation from working with young people in the community. It also makes staff more aware of how young people think and how they can better meet the needs of their current and future clients.

Lessons Learned

- You need to get commitment from senior management, at the same time building strong local teams, especially with HR staff, to make these programs successful.
- There needs to be a dedicated contact on both the employer and education side, as well as structured guidelines.
- Evaluate your activities at least yearly on how they are meeting your goals and impacting students. It is equally important to share success stories among all participants.
- Get into the schools ahead of time to talk with students about what businesses expect from them before they begin job shadowing and internships. You cannot assume that students know this information.

Success Stories

- Kaiser Richmond manages a Radiology Technologist program in partnership with Contra Costa College. They have graduated 151 students from 1991 to 1998. All of the graduates have become licensed and many move on to careers with Kaiser or are included in their registry until they find full-time employment.
- One student from Kaiser’s Summer Youth Program is now a doctor. He speaks regularly to students on “Charting the Course of Your Medical Career” In fact, the Summer Youth Program has been so strong over the years that an alumni association has been established, including people from inside and outside of Kaiser. Many association members take the time to give back to students in their communities.

“It is in the best interest of companies and organizations to develop their own workforce through education partnerships. Kaiser has a long tradition of being an active participant in the communities we serve.”

— Gayla DiMaggio, Medical Group Administrator
Kaiser Permanente – Richmond Medical Center



Kaiser Permanente–Richmond



Key Activities in School-To-Career

Kaiser's Richmond Medical Center facilitates numerous STC activities in partnership with the Richmond Unified School District, Contra Costa College and the West Contra Costa STC Partnership. Significant investments and donations are also made to local schools and STC programs.

Students In The Workplace

- Offers monthly job shadowing opportunities for up to 12 students who rotate through various medical center departments.
- Mentors students through Richmond High School's Pegasus Program. Ten or more employees take one day a week over several months to work one-on-one with students.
- Sponsors 25 student internships through an on-site Radiology Program in conjunction with the Private Industry Council's Richmond Works program. Students also receive credit through Contra Costa College.
- Proctors students each year in clinical practice internships through Contra Costa College's medical assistance program.
- Offers paid internships for up to ten students each summer through Kaiser's Summer Youth Program. Over 400 students participate in this program throughout Northern California. Program activities include:
 - Mentoring by Kaiser staff
 - Eight to ten week paid internships
 - Participation in regional enrichment sessions focusing on educational training, guest speakers, career awareness, and lifestyle enrichment and responsibility
 - Summer internship opportunities for high school teachers.

Working With Teachers In The Classroom

- Healthcare employees guest speak in numerous middle and high school classes on topics such as parenting and pregnancy, drugs and alcohol awareness, and career awareness and preparation.
- Supplies staff members as teachers in the on-site Radiology Program.
- Through the corporate office, created the Kaiser Educational Theater where 4-5 troupes of employees perform at elementary and high schools on health care topics.

Building a Regional STC System

- Donates significant equipment, computers and other resources to local schools, including the Contra Costa College Radiology Program, Richmond High School, and Lincoln and Peres Grade Schools.
- Serves on advisory boards and committees for the West Contra Costa STC Partnership, the Private Industry Council and the Richmond Chamber of Commerce. Employees at the corporate offices also participate on boards for EASTBAY Learns, the Oakland Mayor's Summer Jobs Program, Jobs For The Future, and the Bay Area Industry Education Council.
- Identifies local community workforce development needs and works to promote career awareness to students, in and out of their own industry. Kaiser even produces videos targeted at students on certain high growth careers and the skills necessary to be successful.

The Company's Commitment to STC

- Takes a leadership role in the Oakland Mayor's Summer Jobs Program through job development, engaging other employers, and publicity activities.
- Assigns significant staff resources to administration and accounting for their Summer Youth Program and other STC partnership activities.
- Identifies future workforce needs and integrates training and hiring practices to bring on students and welfare-to-work candidates to fill positions.
- Works with other industries to promote career opportunities to students to fill community workforce needs.
- Builds STC into the organizational goals of the medical center and incorporates community involvement into each employee's evaluation and reward processes.

For more information about this STC employer partner, contact **the West Contra Costa STC Partnership at (510) 307-5330.**



Employer Best Practices in School-to-Career, BaySCAN, 1999

The complete report of seventeen employer profiles, methodology of the survey and more background on school-to-career in the San Francisco Bay Region. Contact BaySCAN at (415) 507-6290 or visit the website at www.bayscan.org.

Employer Participation Model, National Employer Leadership Council, 1996

An excellent resource for employers and school-to-career partnerships developing ways to enhance work-based learning for students. Each area of participation suggests numerous ideas for how employers can commit time, resources and expertise to support STC systems. Visit the NELC website at www.nelc.org or call (800) 360-NELC.

Intuitions Confirmed: The Bottom Line Return on School-to-Work Investment for Students and Employers, National Employer Leadership Council and National Alliance of Business, 1999

Report on eight companies engaged in school-to-career activities. The study shows that these companies on average had significant and measurable return on investment due to real work by students in the workplace, reduced training and recruitment costs and increased productivity. Visit the NELC website at www.nelc.org or call (800) 360-NELC.

Joint Venture's Workforce Study: An Analysis of the Workforce Gap in Silicon Valley, Joint Venture: Silicon Valley Network, 1999

An insightful study and report on the workforce gap facing Silicon Valley companies. Of particular interest are results from students, who were asked about their awareness and perceptions of Silicon Valley Careers. Traditional careers of doctor and lawyer scored high, while high-growth, technology-based careers scored low in awareness and desirability, highlighting a challenge facing Bay Area companies in building their future workforce. For copies of the report, contact Joint Venture at (408) 271-7213 or visit their website at www.jointventure.org.

Powerful Learning Through School-to-Career, (Video), BaySCAN, 1999

An engaging and inspirational video about school-to-career in the San Francisco Bay Area told through the success stories of five students. This collaborative effort among 13 local STC partnerships features representatives from companies and organizations such as Siemens Information and Communication Networks, Charles Schwab and Company, Aon Risk Services, AFL-CIO and others. Contact BaySCAN at (415) 507-6290 or visit the website at www.bayscan.org.

BaySCAN Board of Directors

Judith Bell

Office of the President,
San Jose City College

Bob Pearlman

President, Autodesk Foundation

Brady Bevis

Program Coordinator, Bay Area
Multimedia Partnership

Helen Ramstad

Director, Sonoma County
School-to-Career Partnership

Peter Crabtree

Tech Prep Director,
Peralta Community College District

Richard Schorske

Strategic Consultant,
Workforce Silicon Valley

Bette Felton

Exec. Assistant to the President,
California State University, Hayward

Roman Stearns

Director, EASTBAY Learns

Robert Goetsch

President,
Bay Area Industry Education Council

Steve Trippe

Director, New Ways Workers

Sharon Oldham

Director of Programs, BaySCAN

Diana Wolf

Manager, Corporate Education
Programs, Bank of America Foundation

BaySCAN Council of Advisors

Mary Jane Burke, Superintendent,
Marin County Office of Education

Ruth McKenna, Superintendent,
New Haven Unified School District

Milton Chen, Executive Director,
George Lucas Education Foundation

Barbara Nemko, Ph.D., Superintendent,
Napa County Office of Education

Tamara Davis, California School-
to-Career Advisory Council

Henry P. Nunn III,
Apprenticeship Training Director,

Painting & Decorating Joint
Apprenticeship & Training Committee
of the Bay Area

Phillip Day, Chancellor,
City College of San Francisco

David Pava, Principal,
James Logan High School

Kimberly Ford, Program Director,
The Walter S. Johnson Foundation

Norma Rees, President,
California State University, Hayward

Steven Glick, Dean, School of Business,

City College of San Francisco

Barbara F. Smith, Superintendent,
San Rafael City Schools

Glen Harvey,
Chief Executive Officer, WestEd

Charles C. Spence, Chancellor,
Contra Costa Community College
District

James C. Henderson,
Program Manager, IBM

David Stern, Director, National Center
for Research in Vocational Education

Joan B. Horikoshi, California
School-to-Career Advisory Council

Dom Summa,
Chapter Services Consultant,
California Teachers Association

Jere A. Jacobs, California School-
to-Career Advisory Council

Chui L. Tsang, President,
San Jose City College

Sheila Jordan, Superintendent,
Alameda County Office of Education

Merrill Vargo, Director,
Bay Area School Reform Collaborative

Steve Jubb, Executive Director,
Bay Area Coalition of Essential Schools

John Vasconcellos,
Senator, 13th District

Ron Kong, Chancellor,
Chabot Community College

Colleen B. Wilcox,
County Superintendent of Schools,
Santa Clara County Office of Education

Ted Lempert, Assembly Member,
21st Assembly District

Carl Wong, Superintendent,
Petaluma Joint Union High

William Maybeck,
Director of Education,
Siemens Information &
Communication Networks

Sunne Wright-McPeak,
President & CEO, Bay Area Council

Kerry Mazzoni, Assembly Member,
6th Assembly District



BAY AREA SCHOOL-TO-CAREER ACTION NETWORK

c/o Autodesk Foundation, 111 McInnis Parkway, San Rafael, CA 94903

(415) 507-6290 • www.bayscan.org