



YOUTHMADE TOOLKIT



How to Develop a Local Manufacturing Youth Internship Program



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INTRODUCTION

Purpose of this Toolkit

This Toolkit—*How to Develop a Local Manufacturing Youth Internship Program*—is for any economic development organization working with urban manufacturers and any youth organization that wants to partner to create a youth internship program.

Why Develop a Local Manufacturing Youth Internship Program?

After four decades of decline, the U.S. manufacturing sector is growing and creating quality jobs. These are not your father's manufacturing businesses—the new breed of manufacturers are small, nimble, compete on innovation and design, and offer customization options. Joining these companies when they are small offers job seekers the opportunity to grow with the company and experience many different roles and responsibilities. Cities are showing particularly strong gains in the manufacturing sector, which is largely attributable to the unique cultural, spatial and economic assets of urban areas and the ingenuity and innovative business models of small urban manufacturers. On average, the jobs created by these businesses are better paying than service sector jobs and offer more opportunities for advancement in a stable career.

Many youth who live in urban areas with growing manufacturing sectors don't know about that sector of their local economy—they think that most things are made in China or at least not in their own city. At the same time, it's hard for young people to find a high quality paid job. A report by the Center for Labor Market Studies shows that annual teen employment rates have dropped from nearly 46% in 2000 to 27%, the lowest rate ever recorded in the nation's postwar history. Even as the economy began to recover in 2010, teen employment continued to fall.

Historically, high school students learned to work with their hands in vocational education classes such as woodshop and automotive shop. Today, most of these programs are closed and many young people don't know how to fix or make anything. The maker movement, the manufacturing sector and the startup world need people who like to work with their hands and be entrepreneurial.

Traditional internships for young people tend to be at large corporations where the tasks and learning only pertain to one department. Internships at small businesses give youth the opportunity to experience all aspects of a business, as well as mentorship from the business owner him/herself.

Perhaps the greatest risk to sustaining the current pace of growth of local manufacturing sectors lies in the continued availability of a skilled and motivated local workforce. Creating a local manufacturing youth internship program can help to ensure that low-income families from neighboring communities will be among the beneficiaries of growing urban manufacturing sectors, and that manufacturers benefit from the potential of the next generation.

How to use this Toolkit

This Toolkit contains a step by step guide for planning and launching a youth internship program collaboratively. Each organization should read the Toolkit and create a list of local issues not covered by the Toolkit that need to be addressed. During each stage of the program launch, staff can refer to the appropriate Toolkit section. For the business and youth and recruitment and engagement steps in Chapters 3 and 4, you will find estimates of number of hours per business/youth required to complete each step.

② How to GET STARTED

Identify Partners and Funding

As with any new program, it's important to identify a quality partner organization as well as a funder who values the program outcomes that a youth internship program for urban manufacturing can offer. The funder should be interested in both economic development and youth/workforce development. The partners should value each organization's expertise in working with both youth and businesses.

Key Program Components

Stipend: In order for youth from low income families to participate in the internship program, it is vital for the internship to be paid. Your partnership can determine whether the interns' stipend comes entirely from the program funding or from a combination of employer contribution and program funding. For very small businesses, a financial contribution is much more difficult to offer than a contribution of time, so a stipend funded exclusively with program dollars offers access to 1-5 person businesses who can give rich internship experiences.

Individual Development Accounts (IDA): If possible, interns should have the option to save their stipend in a matched savings account that can help them pay for future education or training or simply build their assets. The IDA accounts can be offered by one of the two main partners or by a third party service provider.

Insurance: In order for small businesses to participate, youth interns should be on the payroll/insurance of one of the partner organizations. The burden of procuring workers compensation insurance and paying payroll taxes for a brief internship would be prohibitive for most small businesses. In addition, the risk of having an uninsured person on the site of a manufacturing business and/or participating in the production process is too high for a small business to take on.

Existing Business Relationships: In order to access businesses in your local urban manufacturing sector, it's important for the economic development partner to have existing and ongoing relationships with target businesses.

Businesses recruitment is more efficient when it comes from leveraging a multifaceted relationship between the businesses and the economic development organization.

Youth Preparation and Support: In order for the youth to be successful in their internships, it's important for the youth organization to offer job readiness training as well as case management support during the internship. Youth should have a trusted staff person to look to for support and trouble shooting during the internship.

Staff Roles *(Assumes a 15-20 intern placement structure)*

Youth Partner Roles

Senior Program Manager—25% FTE
Youth Instructor/Case Manager—60% FTE

Business Partner Roles

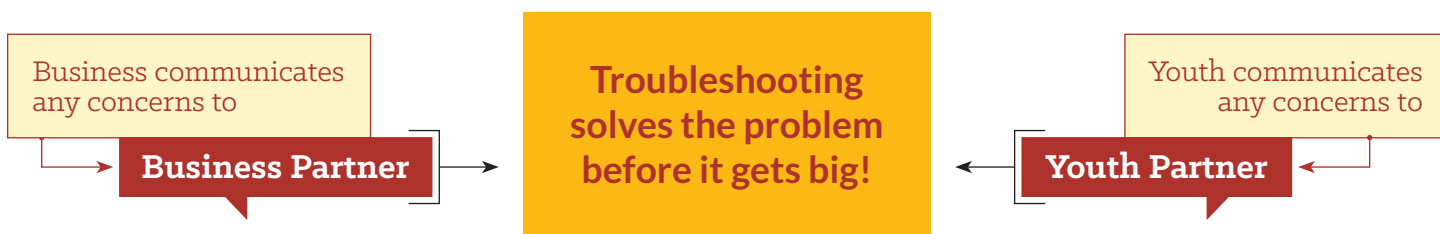
Senior Program Manager—10% FTE
Business Coordinator—50% FTE

Either Organization or Both } Communications Manager
Evaluation Manager

Set Guidelines for Communication

In order to work effectively together, partner staff should set up weekly or biweekly phone calls and regular meetings to plan and track the program. Partners should draw up a Memo of Understanding (MOU) to outline each organization's roles and responsibilities. Communication with businesses should be carried out exclusively by the Business Partner, and communication with youth and parents should be carried out exclusively through the Youth Partner.

The Business Partner and the Youth Partner are each responsible for getting full communication from the business and the youth, respectively. It should be clear to each that nothing is too small to let the Partners know about, and that they don't want to be the last to hear about anything that could possibly turn into a problem.



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How to Recruit and Engage **BUSINESSES**

STEP 1) Recruit

TIME ESTIMATE: One hour per business to talk on the phone about the program, send materials, and follow up.

In order to recruit businesses, the Business Partner should start by distributing a professional flyer to all member companies and by publicizing the opportunity via all of their core communications channels. Any business that has expressed interest in the past (for example through an annual survey) should be contacted individually to determine interest. The Business Partner should use all staff members to promote the program during regular work with businesses.

STEP 2) Site Visit

TIME ESTIMATE: One hour per new business plus transportation.

The business coordinator should visit each new participating business to ensure that the work site is safe and accessible for an intern. The visit is a great time to have a more in depth conversation about expectations and do some casual brainstorming about projects and activities for an intern.

STEP 3) Agree to Memorandum of Understanding (MOU)

TIME ESTIMATE: 0.5 hours per business for email/phone follow up.

Recruited businesses should sign a MOU that outlines their responsibilities and important dates as a first step of commitment to the program. A sample MOU is included in *Appendix A: Sample Documents*, page 21. In addition to outlining the business' responsibilities and logistics, the MOU should lay out the timeline and important dates for the internship period.

STEP 4) Work Plan/Job Description Development

TIME ESTIMATE: One hour per business to give feedback on the work plan and email/phone follow up.

After securing the signed MOU, the next step towards securing the business' commitment is to get a written work plan. The business coordinator should send a sample work plan to set expectations. A sample work plan is included in *Appendix A:*

Sample Documents, page 19. Many businesses will choose to use this work plan as a template. The business coordinator should make it clear that submitting a work plan is the only way to secure an intern from the program, and that otherwise there are a limited number of interns available.

STEP 5) Engagement During Internship

TIME ESTIMATE: 0.5 hours per business per week for email/phone or in person check-ins.

The business coordinator should act as the liaison to the businesses throughout the internship, checking in and troubleshooting any issues that come up. As much as possible, these check ins should be personal—phone calls, visits and emails. The business coordinator should check in after the first day and the first week, and weekly after that. The business should understand that they have a responsibility to contact the Business Partner if any issue arises, and that it is preferable to address any small potential problems before they become bigger. Any concerns raised can then be communicated to the Youth Partner.

STEP 6) Ensure that Businesses Track Intern Hours

TIME ESTIMATE: 0.5 hours per week to remind businesses and monitor interns' hours.

The business coordinator should provide an easy way for businesses to track interns' hours throughout the internship, and share this information with the youth instructor/case manager. Hours should be checked several times throughout the internship to ensure that the youth are on track. The partners may want to collaborate on creating a simple online timesheet for businesses to use to track interns' hours. If an online timesheet is used, weekly reminders can be sent to businesses.

STEP 7) Encouraging Businesses to Hire Former Interns

The business coordinator should share any local and/or relevant information about hiring incentives with participating businesses, and encourage them to consider keeping their intern on as a full time, part time, or seasonal employee. If the business needs help with making a hire, the business coordinator should have HR resources or referrals available.

BEST practice

Find Businesses Who are Organized and Responsive

Both very small businesses and medium to large sized businesses make good internship sites.

As a rule, any home based business should have another employee working there already in order for the internship site to be appropriate for a youth intern. There is no one characteristic that makes a business youth-friendly, other than a true understanding of the responsibility that comes with supervising an intern and the availability of meaningful internship experiences/projects. The most important thing is for the business to be organized and responsive enough to participate. This means they should be able to return documents, emails, and respond to questions. If a business owner sees this level of program participation as jumping through hoops or as an impediment, the business is probably not a good internship site.

BEST practice

Set Business Expectations

It is important to set business expectations about youth's level of skills and experience, which then sets expectations about the time commitment involved in mentoring and supervising an intern.

It might be helpful to estimate that training and mentoring an intern can take about 3-4 hours per week. If a business owner asks about what skills the youth might come in with, the business coordinator should explain that the youth may have never had a real job. It should be clear to the business that hosting an intern is giving back, not simply receiving free labor.

BEST practice

Minimize Pain Points for Business Participation

The key program components of the stipend and the insurance are vital to engaging with small businesses. However, the Business

Coordinator should seek to minimize paperwork and perceived bureaucracy whenever possible, to help the businesses feel that participation in the program is simple and smooth. One way to minimize communication pain points is by calling business owners and soliciting information instead of sending emails that require response.

Business Recruitment Checklist

- ☐ Site visit completed
- ☐ Signed MOU
- ☐ Workplan/job description
- ☐ Internship Hours Tracking explained



SFMade Example

SFMade Hiring Manager Claire Michaels likes to set businesses' expectations by relating a story from a business owner who had a high school intern. During the first week of the internship, the business owner gave the intern a task and then went into another room to do some work of her own. When she returned 45 minutes later, the intern was sitting quietly with his hands folded in his lap. He had finished the task but didn't know to go to the supervisor to ask for something else to do. In this way, Claire helps the business owners to understand that their intern will be well meaning and diligent, but will most likely lack basic workplace instincts.



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How to Recruit and Engage INTERNS

STEP 1) Identify qualified youth (work with a partner organization if necessary)

TIME ESTIMATE: One hour/youth.

Ensuring both youth and partner organizations have buy-in to the concept and purpose of the internship program from the beginning is key. Youth with an expressed interest in developing both personal and professional goals related specifically to manufacturing, small business ownership and entrepreneurship is ideal, but should not be a determining factor in the final selection process. Often youth with an uncertain career path who are ambitiously driven and willing to learn make the best candidates. It's imperative that applicants acknowledge they are representing not just their partner organization in this internship but they are also setting a reputation for themselves, and others, professionally. Target population is youth ages 18-21 who are actively enrolled in either high school or college and who are legally eligible to work in the US.

STEP 2) Have youth complete a program application and submit by a set deadline

TIME ESTIMATE: One hour/youth.

Develop an application that prepares applicant for program expectations but also allows for affiliated parties to collect all logistical and demographic data required of the applicant (i.e. age, gender, socio-economic status (if necessary), and location). Ensure youth have 1-2 weeks to complete the application and return to partner organization. Partners have the option to request for academic records/transcripts if interested. Set clear program deadlines on the application such as where it should be submitted, orientation dates and

timelines around acceptance and internship start dates. Youth must be sure prior to submitting a completed application that this is a program they have time to successfully engage in and complete. Encourage direct service staff to have these conversations with youth during the application process period. Clarify any transportation or affiliated safety issues that could pose a potential barrier to interns' ability to get to and from work. Finally, assess both youth skill sets and competencies as related to the work as well as a question asking applicants to fully detail their summer/academic schedule. This will be useful when matching youth to their internship sites. A sample application is included in *Appendix A: Sample Documents*, page 13.

STEP 3) Hold an Orientation to set youth expectations for the program and finalize participation

TIME ESTIMATE: 1-2 hours for the event.

Engaging partners, youth and parents (when possible) in a collective orientation forum is key prior to the internship start dates. Orientation should commence with a quick 5-10 minute ice breaker for youth, encouraging them to speak publicly about their dream job and interest in applying for the program. Representatives from both the Youth Partner organization and Business Partner should speak about their respective histories and the impetus for partnership. Using a PowerPoint slide-show, review internship schedule, in-class training sessions and hours to be worked/stipends received, if applicable. When possible, include "action shots" of alumni interns and profile employer facilities so youth get a feel for their potential work responsibilities and environments. Provide comprehensive list of contact information for all direct service staff that will be managing youth during their internship experience. The event should last 1-2 hours maximum.

Sample Youth Profile

Juma serves youth who live in communities with the highest rates of poverty, the lowest concentration of 18-24 year olds with a college degree, and prevalence of gang activity and violent crime. Juma recruits youth who are low-income (family income within 200% of the federal poverty guideline), will be first-in-family to go to college, and whose GPA and proficiency test scores demonstrate need for academic enrichment. Of Juma's current participants, 97% are from communities of color. For many of these youth, Juma provides a first job opportunity to earn money, develop work skills, set goals, and become leaders.



STEP 4) Support during Internships

TIME ESTIMATE: about 1 hour/youth.

The Youth Instructor/Case Manager checks in with youth (primarily through text communication) at least once every two weeks during the duration of the internships. Youth are briefly asked about how they are doing at their internships and if there are any issues or problems. If there is an issue, the Youth Instructor/Case Manager reports it back to the Business Partner for troubleshooting.

STEP 5) Dismissal

If a youth is unable to complete the internship, he/she should complete a youth survey and have a closeout conversation with the Youth Partner and/or the employer to formally end their participation in the program.

STEP 6) Alumni Engagement

TIME ESTIMATE: about 1 hour/youth.

Post-internship relationship with the Business: In order to use the internship experience fully as professional development, youth should receive instruction on how to maintain professional contacts after a work experience is over. This includes (1) sending a thank you card post internship (2) sending periodic updates on school or other professional accomplishments (3) requesting a letter of recommendation if appropriate.

Creating an Alumni Community: Alumni of the internship program should keep in touch with the program, possibly through a Facebook page and/or by being invited to community events at both partner organizations.

Alumni Tracking: Alumni should be tracked post internship to see if they are offered employment at their internship site or are connected by their internship supervisor to employment at any point in the future.

Sample Questions and Tips for Check-Ins with Youth

- Text Message may be the best way to communicate with youth.
- Try to communicate with them each week.
- If you do email them, keep the email short and give them step by step instructions. Make sure they are clear about what you are asking them and ask for confirmation that they've received the information you sent.
- Always follow up an email with a text and/or call.

Here are some sample questions you can ask when checking in:

- What have been your successes on the job to date?
- Are there specific elements of the work you find particularly challenging, if so what?
- Tell me about the relationship and methods of communication you use with your supervisor and co-workers.
- What skills on the job do you use on a daily basis?
- Are you experiencing any barriers to successfully completing your internship?
- Are there additional areas of support you need?

A Note about Stipends

- If the youth are enrolled in a college access organization that provides matched savings accounts, it is important to create processes for the youth to deposit some/all of their stipends.
- Hours should be tracked and businesses should confirm completion of target hours. A sample Timesheet is included in *Appendix A: Sample Documents*, page 20.

BEST practice

Recruit through Partner Organization

If the Youth Organization does not have enough work-ready youth to recruit from for the internship program, one option is to partner with another youth services organization to recruit youth participants. This adds additional case management capacity as well.

Juma Example

Youth for YouthMade's second and third cohorts were recruited from College Track—a national college completion nonprofit that empowers youth from underserved communities. Partner organizations can help with recruitment by spreading the word about the internship opportunity with a larger group of potential interns and/or targeting youth with specific backgrounds.

BEST practice

Prioritize Youth Schedules and Transportation/Safety Issues

In order to reduce potential pitfalls for youth, it is important to reduce long commutes and ensure that youth and their families feel safe getting to and from the internship site. Many manufacturing businesses are located in harder to access parts of the city, due to zoning and city planning restrictions. Long commutes with multiple transfers on public transportation can lead to youth being late to their internships and missing shifts—which are fundamental problems in any work environment. The Youth Organization should make sure that all youth under 18 get parental approval for transportation to and from the specific business site, in case there are any safety concerns. Safety concerns should be addressed by the Youth Organization.

Youth Recruitment Checklist

- ☐ Qualified youth identified
- ☐ Program Application created and deadline set
- ☐ Orientation planned

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How to MATCH YOUTH to BUSINESS

Before the matching process starts, the Business Partner should confirm each participating business' schedule availability and work site locations. Both partner organizations should decide on a matching process that makes sense for the size of the intern cohort and recruitment timeline. If possible, the matching process should provide the youth interns with an opportunity to practice interview skills and receive feedback.

POSSIBLE MODEL #1: Ranking and Matching

For smaller cohorts, youth can rank their top 3 businesses and conduct phone interviews with each of their choices. Businesses can then rank the youth they spoke to, and the best matches can be made. Final match selections should be a collaborative effort and decision-making process between Business coordinator and Youth Instructor/Case manager. Youth can stop by their business site before the first day of work to "pick up their schedule" and time the transportation route.

POSSIBLE MODEL #2: Networking Event and Interviews

For larger cohorts, businesses can meet the whole cohort at a speed-dating event and then conduct in person informational interviews with a matched youth.

Whichever process is chosen, the business coordinator should set the expectation that the business can only express a preference in the matching process and that the final determination will be made by the program coordinators. The youth should treat the interview as a regular job interview and have the expectation that their performance will affect their ability to match at that business.

The Business Partner should coordinate all aspects of the business side of the matching process including managing expectations, providing sample interview questions, and providing insight about the business personalities and work environments to facilitate matching. If no in-person interviews are conducted, it is essential for the youth to try traveling to their internship site and to meet their supervisor in person before the actual first day of work.

6

How to PREPARE YOUTH

Curriculum Development

The Youth Organization should identify work readiness curriculum to deliver to youth before the start of their internship with possible ongoing sessions throughout. Curriculum should be chosen/designed to help develop and polish many of the skills necessary for success within a professional working environment. When youth finish the YouthMade curriculum, they will have the skills necessary to prepare themselves for the workforce after high school. Curriculum can be evaluated in terms of (1) attendance, (2) workshop effectiveness, and (3) student outcomes. The curriculum is designed to prepare youth with the knowledge, attitude, and skills they need to provide value to the businesses and to grow as young professionals entering the workforce. Youth are trained in areas such as interview skills, developing professional and personal goals, public speaking, resume writing, and time management. During the first training day, the youth are expected to perform with a high degree of professionalism so that this mindset is later translated into their internship.

BEST practice

Vary Mediums and Tools and Focus on Youth Participation

Job readiness sessions are most effective when mixed with different facilitators (i.e. guest speakers) as well as using different mediums and tools including: presentations, videos, sharing and discussing current events, and partner activities. Sessions weighed heavily on dialogue and youth participation (in contrast to lecturing, memorization, and the banking method). To prepare for the internships, sessions were dedicated to resume development, practicing personal pitches, and interview preparation.

BEST practice

Incorporate Manufacturing Workshops and Field Trips

The Business Coordinator should help the Youth Instructor/Case Manager to incorporate context and content about manufacturing into the curriculum. Many young people will have little to no previous knowledge of the manufacturing sector in their own city. This content could include the following topics: history of the local manufacturing sector, the life of everyday products from manufacturing to distribution, supply chains and sourcing, prototyping, additive vs. subtractive manufacturing, and entrepreneurship. Field trips to well known manufacturing businesses before the start of the internships can help get the interns excited about working at a manufacturing business.

Juma Example

The foundation of the YouthMade curriculum is based on the WorkSkills curriculum (Steck-Vaughn). Juma was already using this curriculum with other youth employment programs. Workshops and field trips are meant to complement the WorkSkills curriculum. After developing the curriculum, it was shared with the full project team.

SFMade Example

SFMade was able to coordinate a lean manufacturing workshop for the YouthMade cohort, adapted from a day long class for manufacturing professionals given by Manex, the region's Manufacturing Extension Partnership, which is funded by the federal government. The youth went through a simplified version of the Lean Manufacturing simulation workshop, which usually lasts a full day but was covered in three hours. They did better than most professionals in the first round of manufacturing airplanes out of legos, and were able to refine the process using lean manufacturing concepts as the day progressed. One youth, Theresa, said "I learned a lot, from being a good leader to being a team player. After the lego simulation, I learned that working in a manufacturing business can be quite difficult. But as long as everything is done on time and the customer is happy, then it's worth it."

SAMPLE PROGRAM STRUCTURE #1:

Summer Schedule

- Youth: 20
- Training Schedule: 60 Hours, 10-4 PM Mon-Thurs for 3 weeks
- Internship Schedule: 90 Hours, 10-2 PM Mon-Fri for 5 weeks

SAMPLE PROGRAM STRUCTURE #2:

Academic School Year Schedule

- Youth: 10
- Training Schedule: 60 Hours, 4-7 PM Mondays & Fridays for 4 months
- Internship Schedule: 90 Hours, 2-5 PM 2 times a week for 3 months and full time during Spring Break

7

PROGRAM EVALUATION and TRACKING

Database Tracking

Both partner organizations should track internship participation and outcomes via a CRM database system.

Sample Outcomes/Goals/Performance Indicators:

- # of youth completing the job readiness training
- # of youth completing the internship
- # of businesses with repeat participation
- business and youth satisfaction
- # of youth offered employment post internship
- growth in youth understanding of the urban manufacturing sector
- growth in businesses' support for hiring youth

Individual Development Plans

Individual Development Plans (IDPs) can be a good way to track youth progress. IDPs are used to monitor academic progress, identify strengths-based short and long-term goals, and track progress toward these goals. IDPs are then reviewed halfway through the program and at the end of the internship.

Skills/Competencies

When designing program evaluation and tracking methods, keep in mind the opportunity to track youth' skills and competencies. Before the internship, youth could list skills they want to learn at the internship and what skills they bring. Afterwards, youth and employers can reflect on skills and competencies gained, and employers can share what skills or competencies would have been helpful for their intern to have coming in.

Youth and Business Surveys

Youth and businesses should be surveyed, ideally before and after the internship. The partner organizations should collaborate on designing the surveys, with a focus on refining the program design and improving outcomes.



Juma Example

Juma uses a performance management system called **Efforts to Outcomes (ETO)** to track YouthMade participants. ETO has been customized for program activities with input from staff members who use the system on a day-to-day basis.



8 CASE STUDIES

San Francisco Poco Dolce Chocolate

Kathy Wiley started Poco Dolce Confections in 2003 with a passion for staying on the savory side of sweet. Handcrafted in small batches, Poco Dolce chocolate has won many awards including a Sofi Gold Metal Award for Poco Dolce Sesame Toffee Bittersweet Tiles. Poco Dolce was one of the first SFMade businesses to take advantage of SFMade's YouthMade program, which matches low income high school youth with paid internships at SFMade companies. Their first intern Sylvia spoke about her experience at Juma's 30th Anniversary Fundraiser:



"When I first heard about the YouthMade internship at Poco Dolce, I was interested in gaining job skills, but also I was looking for extra money to help support my family, including my son. His name is David Lorenzo and he's 13 months old now. Juggling an internship and family isn't always easy. I had to get up at 4:30am to make meals, drop my son off at daycare or at grandma's house by 5:30am, so that I could be at work at 9am. After coming back from work, I'd do chores, pay bills, go to appointments, and then when I was done with all that, I'd try to grab a few hours to play with my son before he went to bed. I was under a very tight schedule, but it was worth it. I had motivation to do my best, because working at Poco Dolce was one step toward creating a better future for my family and myself. Poco Dolce was an amazing learning opportunity, because it exposed me to all aspects of the business—from the time it takes to make a bar of chocolate to marketing products. I learned what it takes to run a business, and also what it takes to be a leader who connects with their employees. My internship gave me a good foundation of skills to build upon. I want to graduate from college and obtain my Masters in Civil Engineering and open a business in the food industry. I'm ready to work hard, learn, make mistakes, and start on the bottom to climb to the top. I want my son to have someone he can look up to and teach him to aim for what he wants in life. I have seen that with hard work, everything is possible."

New York City Casa Kids

As a Business Administration major and rising sophomore at SUNY Oswego, Tulio Santos interned at Casa Kids in Brooklyn, New York this summer. Tulio heard about YouthMade first through his high school counselor, Emily Task, who also introduced him to Juma Ventures, through CollegeSet two years ago.

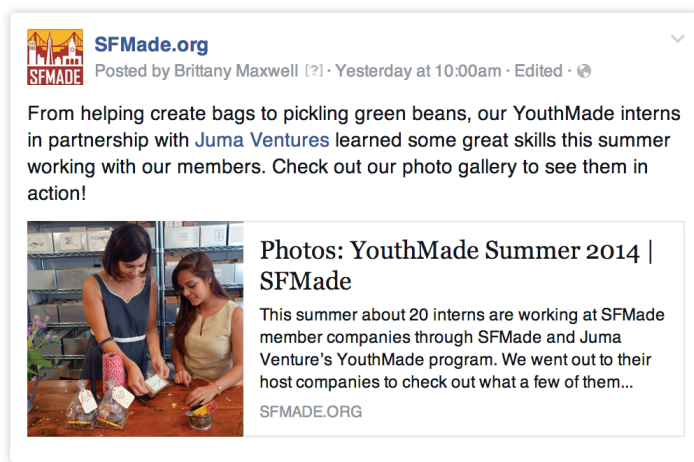


"She (Emily) encouraged me to apply to the program and I applied hoping to gain experience to add to my resume and I ended up being mentored by Roberto Gil", chief designer and founder of the company. Working at Casa Kids has given Tulio exposure to product development from start to completion to installation, 'so much work goes into the product for the customer, and it's rewarding to see the customer satisfied in the end'. Roberto loved Tulio's work so much that he hired him for the remainder of the summer and now sends him on installations for his clients.

"Before YouthMade I was expecting to just gain experience in office work over the summer. I was not expecting to do woodworking. Interning at a place that is mostly hands on (lifting wood, building, etc.) is something you need a lot of internal motivation for, especially when you commute a long distance. YouthMade training prepared me a great deal with motivating myself. I am still figuring out my plans for the future but YouthMade gave me a great opportunity to network and I'll definitely keep in touch with the people I met through this program."

9

MARKETING and SOCIAL MEDIA



SFMAde's Facebook, Twitter Post Example



Both partner organizations should use their marketing and social media resources to promote the program in the local community and credit the program funder.

Release Forms

Youth and business owners should sign photo release forms allowing both partner organizations to use photographs in marketing and social media.

Photographs

The partner organizations should make an effort to photograph each intern during his/her internship, especially during the pilot and early stages of the program. When possible, a professional or high level photographer/camera should be used.

Step 1: Youth Partner identifies dates/times to take pictures of the intern based on the intern's work schedule.

Step 2: Business Partner confirms timing with the business.

Tip: Youth Partner should be aware of where the youth will be working that day (ie. If the business has multiple locations).

10

Community ENGAGEMENTS/EVENTS



Since one of the purposes of a local manufacturing youth internship program is to promote the link between youth employment and the local manufacturing sector, both partner organizations should promote the program through events that are open to the larger community.

End of Internship Gathering

The end of internship gathering/party is a great opportunity for interns, supervisors, and staff to relax and recognize the youth and businesses. Food and/or location can be donated by participating businesses.

Other events

The youth and business organizations should consider inviting staff and youth to their organizations' events.

YOUTHMADE INTERNSHIP APPLICATION

Please submit your application by **April 9th** to **Charity or Melvin at Juma**

Name _____

Address _____ City, State, ZIP _____

Cell Phone _____ Home Phone _____

E-mail _____

The best way to contact me is through:

☐ Cell Phone ☐ Home Phone ☐ E-mail ☐ Other _____

ACADEMIC/PERSONAL INFORMATION

School _____

High School Graduation Date _____ GPA _____ Date of Birth _____

Please list your academic/career interests: _____

Have you been involved in any other youth employment programs in the past? (i.e. MYEEP, Enterprise, New Door Ventures, YCD, etc.)

SUMMER INFORMATION

Please list your commitments during the summer (sports, clubs, vacation, trip, family obligations, college tours, etc.) and how long you anticipate each commitment to be (i.e. vacation for two weeks from July 5-19):

Will you be attending summer school or academic remediation? ☐ Yes ☐ No

Please list your schedule for the summer in the chart below. Identify times when you're available to intern and when you have your commitments (for each time slot below write "available" or "busy").

| | 7 AM | 8 AM | 9 AM | 10 AM | 11 AM | 12 PM | 1 PM | 2 PM | 3 PM | 4 PM | 5 PM | 6 PM | 7 PM | 8 PM |
|-----------|------|------|------|-------|-------|-------|------|------|------|------|------|------|------|------|
| Monday | | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | |
| Saturday | | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | | |

YOUTHMADE SESSIONS AND INTERNSHIP

In order to qualify for an internship, you must attend all mandatory YouthMade sessions. Sessions will be held Mondays-Thursdays (June 16-19, June 23-26, and June 30-July 3). Are you able to attend all YouthMade sessions?

☐ Yes ☐ No

Are you able to intern for at least 90 hours during the month of July? Internships will begin the week of July 7.

☐ Yes ☐ No

COMPANY INFORMATION

Most companies are located in the Dogpatch neighborhood of San Francisco. Do you anticipate having any difficulty getting to this location daily? ☐ Yes ☐ No

What will be your main mode of transportation to your internship?

☐ BART ☐ Muni ☐ Personal Vehicle ☐ Bike ☐ Other: _____

SKILLS/INTERESTS

Indicate if you have experience with any of the following skills:

- Computer skills: ☐ Word ☐ Excel ☐ Powerpoint ☐ HTML
- Measuring: ☐ Level ☐ Measuring tape
- Construction: ☐ Hammer ☐ Staple gun ☐ Screw driver ☐ Saw
- Mechanical: ☐ Bicycle repair ☐ Car repair ☐ Appliance repair
- Sewing: ☐ Hand sewing ☐ Sewing machine
- Social media (professional, not personal use): ☐ Facebook ☐ Blogging ☐ Twitter
- Customer service/Communications: ☐ Retail ☐ Answering phones
- ☐ Communications: oral and/or written
- ☐ Leadership: extracurricular activity leadership positions, etc.

I understand that I must fulfill all YouthMade requirements before receiving the \$1000 stipend. ☐ Yes ☐ No

Please return your completed application to: Charity or Melvin at Juma by April 9th

If you have any questions about YouthMade, please contact:

Mallory Valenzuela, Strategic Initiatives Coordinator at Juma Ventures, malloryv@juma.org

HOST A YOUTH INTERN AT YOUR BUSINESS



YOUTHMADE: An innovative collaboration between SFMAde and Juma Ventures that matches manufacturing businesses in San Francisco with the next generation of makers. Interns are local, low-income college students who will be the first in their family to earn a four-year degree.

WHY PARTICIPATE?

By hosting an intern, you will get no-cost help while providing a valuable work experience for the next generation of manufacturers in San Francisco.

Participating in YouthMade is **EASY** and **FREE**—no payment, no paperwork, no insurance requirements! Interns will receive a grant-funded stipend.

THE INTERNS

100% of youth (ages 18-21) have participated in work-readiness training from Juma Ventures, a nonprofit leader in the field of youth development. Youth are well-versed in basic workplace professionalism, punctuality, time management, communication and conflict resolution.

The youth are energized, eager to learn and seeking opportunities. Interns can help with social media marketing, production, customer service, data entry, clean-up projects and more!

YOUR COMMITMENT

- Identify work and observation/shadowing opportunities in your business operation
- Participate in an orientation/training on working with the youth at your site
- Provide supervision throughout the internship
- Interns will work afternoons and Saturdays OR afternoons and one week full-time (3/31 - 4/4), for a total of 90 hours

RECRUITMENT BEGINS IN OCTOBER INTERNSHIPS BEGIN IN FEBRUARY

Interested? A limited number of interns are waiting to be placed!

Contact Claire Michaels today at claire@sfmtade.org or 415.408.5605 ext. 7.



APPLY TO BE A PAID YOUTHMADE INTERN



YOUTHMADE: An innovative collaboration between Juma Ventures and SFMAde that places CollegeSet high school seniors into internships with San Francisco manufacturing businesses.

WHY YOUTHMADE?

EARN a \$1,000 stipend
GAIN professional experience and build your resume
DEVELOP new, hands-on job skills for the real world
HAVE fun!

Previous interns have worked at companies like Anchor Brewing, Franciscan Interiors, Poco Dolce and Timbuk2.

INTERNS WILL

- Learn insider tips from local entrepreneurs about running a successful business
- Be tasked with a wide variety of responsibilities, including production, social media marketing, customer service and more!
- Receive a **\$1,000 stipend** upon successful completion of your in-class sessions and internship!

REQUIREMENTS

Interns must successfully apply for and be admitted to CollegeSet in addition to being a high school senior during the 2013 - 2014 school year.

TO APPLY

A limited number of internships are now available!

To apply, fill out the attached application and email it to Mallory Valenzuela at malloryv@jumaventures.org.

APPLICATIONS ARE DUE SEPTEMBER 5TH

Questions? Contact Mallory Valenzuela at malloryv@jumaventures.org or 415.371.0727 ext 206.



IDP (YouthMade only) Response Form**TouchPoint:** IDP (YouthMade only)**Subject:** Jane Doe**Response Date:** 5/2/2014**Completed By:** Joe Doe

Status Report

YDC Dosage Level Low

Click here for Engagement Policy Steps (right-click to open in new window): <http://goo.gl/PkQQBX>

Engagement Policy Step No Step

Step 3 and up - Bring to CollegeSet partner's attention and inform your manager.

Have you called parent/guardian?

Have you gotten your supervisor's
ok to dismiss?Have you mailed a dismissal
letter home?Are all attempts to contact
youth and parent/guardian
documented in ETO?***Inform Director of L&E that this youth should be dismissed from YouthMade. CollegeSet enrollment is not necessarily affected.***Click here for Trusting Relationship definitions (right-click to open in new window): <http://goo.gl/YgSPEX>

Build Trusting Relationship Taking Ownership

Is transactional bank account open? Yes, this is confirmed

Extracurricular Activities/Other
Time Commitments

Status Report Notes

Jane completed her internship with Manufacturing Inc. She shared some initial feedback: "Working with Manufacturing Inc. was an amazing and unique experience. I had never thought of interior designing as a possible field to go into, and after working with Manufacturing Inc. and barely scraping the surface of this unique world, I have learned a great deal in subject matter that can be stretched across all careers. Working along side the Manufacturing Inc. team has been a truly rewarding chance that has expanded my mind technologically and fashionably. I hope to always remain in good standing with the wonderful team and great boss, Mary."

Development Plan

Skills for Success Goals

Click here for Skills for Success rubrics (right-click to open in new window): <http://goo.gl/u6pE68>

Time Management Skills 4 - Skills Developing Steadily

Improve Time Management:
Short-Term Objective,
Plan and Progress Notes

Self Discipline Skills 4 - Skills Developing Steadily

Improve Self Discipline:
Short-Term Objective,
Plan and Progress Notes

Communication Skills 4 - Skills Developing Steadily

Improve Communication:
Short-Term Objective,
Plan and Progress Notes

One of Jane's strengths--she's taken the initiative to ask questions and ask about an SFMade volunteer opportunity.

Critical Thinking Skills 4 - Skills Developing Steadily

Improve Critical Thinking:
Short-Term Objective, Plan and
Progress Notes

Jane has been able to share lessons learned from her internship.

Leadership Skills 4 - Skills Developing Steadily

Improve Leadership: Short-
Term Objective, Plan and
Progress Notes

Psychosocial Needs

Click here to see Psychosocial Needs rubrics (right-click to open in new window): <http://goo.gl/Ce6Ktb>

Emotional Health Thriving

Financial Support Thriving

Physical Health Thriving

Housing Status Thriving

Legal Status Thriving

Safety Status Thriving

Social Support Status Thriving

Transportation Status Thriving

NOTES on Psychosocial Needs

Business Recruitment Timeline

- Start recruitment 4 months before internship start
- Start securing commitments 3 months before internship start
- Finish securing firm commitments 2 months before internship start
- Matching/scheduling 1 month before internship start

Youth Recruitment Timeline

- Confirm Youth Partner & develop marketing materials for youth recruitment 4 months before internships start
- Recruit, screen & select qualified youth 3 months before internships start
- Commence orientation and youth training process 2 months before internships start
- Matching/scheduling 1 month before internships start

Work Plan

YouthMade: Sample Work Plan (Rotating Departments)

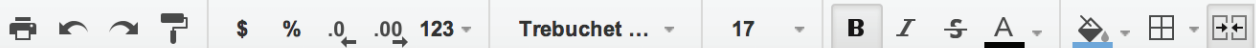
| | Day 1 | Day 2 | Day 3 | Day 4 |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1- Production Department | <ul style="list-style-type: none"> • Orientation and tour • Safety talk • Production intro | <ul style="list-style-type: none"> • Start production project • Lunch/informational interview with Production Manager | <ul style="list-style-type: none"> • Continue production project • Attend Production Team Meeting | <ul style="list-style-type: none"> • Finish production project • Check in with Supervisor |
| Week 2- Admin Department | <ul style="list-style-type: none"> • Admin intro • Start filing project | <ul style="list-style-type: none"> • Continue filing project • Lunch/informational interview with Office Manager | <ul style="list-style-type: none"> • Finish filing project • Start Microsoft Excel project | <ul style="list-style-type: none"> • Finish Excel Project • Check in with Supervisor |
| Week 3- Marketing Department | <ul style="list-style-type: none"> • Marketing intro • Start marketing project • Attend meeting with outside sales partner | <ul style="list-style-type: none"> • Continue marketing project • Lunch/informational interview with Marketing Manager | <ul style="list-style-type: none"> • Attend promotional event | <ul style="list-style-type: none"> • Finish marketing project • Check in with Supervisor—review internship experience so far |
| Week 4- Customer Service | <ul style="list-style-type: none"> • Phone and email etiquette intro • Start answering phones and emails | <ul style="list-style-type: none"> • Continue answering phones and emails • Lunch/informational interview with Customer Service Manager | <ul style="list-style-type: none"> • Continue answering phones and emails • Attend Customer Service Team Meeting | <ul style="list-style-type: none"> • Continue answering phones and emails • Check in with Supervisor |
| Week 5- Quality Control | <ul style="list-style-type: none"> • QC intro • Start QC project | <ul style="list-style-type: none"> • Continue QC project • Lunch/informational interview with Quality Control Manager | <ul style="list-style-type: none"> • Continue QC project • Attend QC Team Meeting | <ul style="list-style-type: none"> • Finish QC project • Check in with Supervisor |
| Week 6- Shipping and Supply Chain | <ul style="list-style-type: none"> • Shipping and Supply Chain intro • Start shipping project | <ul style="list-style-type: none"> • Continue shipping project • Lunch/informational interview with Shipping/Supply Chain Manager | <ul style="list-style-type: none"> • Finish shipping project • Clean up project in shipping area | <ul style="list-style-type: none"> • Supervisor Meeting: give final feedback and letter of recommendation • Attend Summer Reflection and Party |



YouthMade SF Cohort 3 Timesheets (Summer 2014)



File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 5:02 P



fx | Work Timesheet - Galanter and Jones - YouthMade SF

| | A | B | D | E | F |
|----|-----------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------|-------------------------------------|----------------------------|
| 1 | Work Timesheet - Galanter and Jones - YouthMade SF | | | | |
| 2 | Instructions: | | | | |
| 3 | 1. Enter the date of the work shift (mm/dd/yyyy) | 2. Select the intern's attendance | 3. Enter work time in hours. e.g. for 4 and a half hours, enter 4.5. | 4. Enter your name for recorded by. | 5. Confirm full submission |
| 4 | Date of work | Attendance | Work time (hours) | Recorded by | Validation |
| 15 | 7/24/2014 | Present - On time ▼ | 5 | Miranda | Thanks! |
| 16 | 7/28/2014 | Present - On time ▼ | 5 | Miranda | Thanks! |
| 17 | 7/30/2014 | Present - On time ▼ | 5 | Miranda | Thanks! |
| 18 | 7/31/2014 | Present - On time ▼ | 5 | Miranda | Thanks! |
| 19 | 8/1/2014 | Present - On time ▼ | 5 | Miranda | Thanks! |
| 20 | 8/4/2014 | Present - On time ▼ | 5 | Miranda | Thanks! |
| 21 | 8/5/2014 | Present - On time ▼ | 5 | Miranda | Thanks! |
| 22 | | ▼ | | | Unsubmitted |
| 23 | | ▼ | | | Unsubmitted |
| 24 | | ▼ | | | Unsubmitted |
| 25 | | ▼ | | | Unsubmitted |
| 26 | | ▼ | | | Unsubmitted |
| 27 | | ▼ | | | Unsubmitted |

Memorandum of Understanding (MOU)

YouthMade Summer 2014 Starting July 7th, 2014



I, on behalf of (_____) agree to participate in the YouthMade Program which includes the following responsibilities:

1.) **JumaLink:** If possible, attend the JumaLink networking event on June 25th from 5-7pm (Location TBA) to meet the cohort of summer YouthMade interns. Report any strong connections with potential interns or feedback to Claire.

2.) **Informational Interviews:** Hold multiple time slots for an informational interview with my selected intern on:

- Monday June 30th
- Tuesday July 1st
- Wednesday July 2nd.

Provide feedback to Claire about the informational interview. I understand that my feedback and preference will be taken into account but that SFMade and Juma will make the final determination of which student will be my intern.

3.) **Final Work Plan:** Once my intern is officially matched, I agree to finalize the work plan and review it with my intern on their first day of work. Please note that the Manufacturing Workforce and Hiring Manager is available to assist in the development of work plans.

4.) **Schedule:** Provide my intern with 90 hours of work time during the period of time that my intern is available between July 7th and the end of their availability before starting college. I understand that my intern will have other time commitments during this time, and that SFMade and Juma will assist with setting a schedule by the first day of work.

I agree to log my intern's hours into the online timesheet tracker on a weekly basis.

5.) **Learning Opportunities:** Provide supervision to the intern including tasks and learning opportunities through observation. I agree to set aside time to answer questions that may arise during the course of the working experience. If the majority of the interns' tasks do not involve direct learning, then I agree to provide a learning opportunity

a minimum of 1-2 times per week. Examples of learning opportunities include:

- Informational interviews with staff in different departments
- Attending internal and external meetings and events
- Sharing the story of how the business got started, your own career development, or your thoughts about the urban manufacturing sector
- A small demonstration project that uses production machinery or materials

6.) **Communication:** Communicate with Claire Michaels, Manufacturing Workforce and Hiring Manager if I have any questions or concerns before, during or after the internship period. I agree to be proactive with communication and to communicate any small problems or concerns before they become bigger.

Claire can be reached at (415) 408-5605 ext. 7 or claire@sfmade.org

YouthMade interns are subject to a no-call, no-show policy that requires them to notify you if they must miss a shift. I agree to let my intern know how I prefer to be contacted—phone or email.

7.) **Feedback:** Provide feedback to the intern about their performance, throughout the summer and formally at the end of the summer. If I am satisfied with the intern's performance, I agree to provide a written letter of recommendation upon request. I agree to provide feedback to SFMade about the program through an exit interview and survey after the completion of the internship period.

8.) **Photographs and Social Media:** Allow SFMade staff, Juma staff, and the student interns to take photographs on the internship site for the purpose of use in promotional materials and social media. I agree to provide quotes to help us develop success stories as appropriate.

Please note that you will be invited to a YouthMade Summer Reflection and Party during the month of August. Details will follow.

Printed Name: _____

Signed: _____ Dated: _____

Acceptance into YouthMade

Acceptance begins with a YouthMade Orientation in mid-September. Goals for the orientation are:

1. Build community with new interns;
2. Introduce SFMade;
3. Set expectations for in-class sessions and internship;
4. Provide calendaring overview including support about how to manage time;
5. Set up professional Google email accounts, if necessary.

YouthMade interns must complete the following activities within the first 60 days (before November 18) as part of their conditional acceptance period:

- Complete all HR/program paperwork (including work permit)
- Attend mandatory weekly in-class sessions (30 hours)

If a youth does not complete the items listed above, the Strategic Initiatives Coordinator will schedule a meeting with the youth to determine whether s/he will be disenrolled from YouthMade. The total number of youth in program will be set at the end of the conditional acceptance period.

YouthMade Work Schedule Distribution and Attendance Standards

Students must complete all 90 hours of their internships to complete the program. **Students that do not complete the full 90 hours will not receive a stipend.**

If a student is unable to complete a scheduled shift, s/he must follow the instructions below and make up the hours.

Instructions

1. Workplan and Schedule
 - a. The employer will complete a workplan and schedule by the beginning of the internship (early February).
 - b. The schedule will be available:
 - i. When youth visits the employer before beginning of internship
 - ii. Email: to youth's email. It is the responsibility of the youth to keep contact info current through email)
2. Ongoing availability
 - a. Youth submit any availability needs by the 15th of the month for the upcoming month
 - b. Youth and Strategic Initiatives Coordinator: strategize availability by 10th of month for the upcoming month
3. If youth cannot make a scheduled shift:
 - a. Youth must inform employer at a minimum 24 hours before the scheduled shift starts
 - b. If notification is more than 24 hrs in advance, shift will be recorded as approved call off.
 - c. If notification is less than 24 hrs, shift will be recorded as a "No-Show"

What is a Call Off?

Calling (communicating to the employer) to cancel a shift you are scheduled for with 24 or more hours of notice, allowing the employer to schedule a replacement, if applicable. For lateness, it means calling to let the employer know that you will be late for a reasonable reason.

Examples of Inappropriate Ways to Call Off

- Texting the employer
- Emailing the employer using casual language (as if the email were a text)
- Calling and leaving a voicemail message the day of—especially calling before the business is open so that voicemail is the only option
- Having another employee let the employer know you'll be out or late
- Leaving a handwritten note on your employer's desk the night before

Examples of Appropriate Ways to Call Off

- Emailing the employer using professional language
- Asking the employer directly
- Speaking to the employer directly over the phone

What is a No Show?

- Not being at work for a scheduled shift
- Being more than 15 minutes late without calling
- Any call-off with less than 24-hours notice
- Any call-off that the employer deems unreasonable (employer's discretion)

Any No-Show leads to one step in the dismissal policy.

Engagement/Disenrollment Policy

In order to complete the YouthMade program and receive a stipend, each student must attend or make up work for all YouthMade in-class sessions (60 hours) and complete the YouthMade Internship (90 hours). Each student must also maintain expected engagement with their employer. No call/no shows are not acceptable. If a youth cannot attend a meeting, s/he must contact the Strategic Initiatives Coordinator (for classes) and/or their employer (for work hours).

If a youth misses an in-class session, s/he has 14 days to complete a make-up assignment. If this make-up is not completed, they will be placed on a "dismissal step". Please note that these steps apply to attendance at all YouthMade activities, but that final discretion to terminate a YouthMade intern due to lack of attendance at the workplace lies with the employer.

Dismissal Step 1

The student missed a mandatory activity without 24-hours notice, has three call-offs in a month, or does not make up an activity within 14 days. The Strategic Initiatives Coordinator will call the student and make up the activity/meeting within 14 days.

Dismissal Step 2

The student missed another mandatory activity, has three call-offs in a month, or has not made up their first missed activity within 14 days. The student must work with the Strategic Initiatives Coordinator on "clean it up" strategies (time management, prioritization, etc.). The Strategic Initiatives Coordinator will call the student's CollegeSet partner representative, and the student must make up the activity/meeting within 14 days.

Dismissal Step 3

The student missed a third mandatory activity. The student must work with the Strategic Initiatives Coordinator on "clean it up" strategies (time management, prioritization, etc) and must clearly answer the question, "do you want to be a YouthMade Intern?" The Strategic Initiatives Coordinator will ask the SFMADE internship coordinator to speak with the employer about the student's engagement. Youth has 14 days to make up the activity.

Dismissal Step 4

The student missed a fourth mandatory activity. S/he is on probation. The Strategic Initiatives Coordinator will speak with the CollegeSet partner representative, the student's parent, and/or the employer about why the student might be disengaged. The student will have the opportunity to talk about personal and YouthMade program issues. The Strategic Initiatives Coordinator will draft a contract based on the conversation. If Student does not follow their contract, they move to dismissal step 5.

Dismissal Step 5: Dismissed

The student has missed a fifth mandatory activity. S/he has not re-engaged w/ YouthMade and has not communicated, and/or student is not following their contract. The Strategic Initiatives Coordinator will send a letter to the student and their parents stating they have been removed from the YouthMade program. CollegeSet enrollment is not affected.

Disenrolling from YouthMade

Once a youth has gone through all the dismissal steps, or has expressed that s/he no longer wishes to participate in YouthMade, the Strategic Initiatives Coordinator will document final contacts in ETO and email the L&E Manager. L&E Manager then copies all recent case notes into a PDF and sends to CEO for approval, specifying the youth's high school class, reason and date for dismissal. Once CEO gives approval, youth is removed from the SIC's YouthMade caseload, but remains in ETO as part of the CollegeSet program, under CollegeSet engagement policies.

Appendix **B** ADDITIONAL RESOURCES

Steck-Vaughn link for Workskills:

<http://www.mysteckvaughn.com/Work/>

For icebreakers, “Be the Change Consulting”:

<http://bethechangeconsulting.com/>

Randy Pausch’s lecture on time management:

<http://www.cs.virginia.edu/~robins/Randy/RandyPauschTimeManagement2007.pdf>

Eisenhower Matrix:

http://www.ucop.edu/center-operations-excellence/_files/The%20Urgent-Important%20Matrix.pdf

Another Toolkit on Youth Internships:

<http://www.opportunitynation.org/youthandbusiness>