Paid Internships at Scale

Insights and Recommendations from a Two-Year Internship Pilot Across Eight Los Angeles Schools

The Linked Learning Alliance partnered with Great Public School Now (GPSN) on a two-year pilot to increase the number of Los Angeles students of color and low-income students completing high school internships. This case study identifies lessons learned from the primary stakeholders in this experience: participating students, school staff, district staff, and employers. It highlights barriers each group faced, effective practices that surfaced along the way, and recommendations for future internship evolution with the goal of reaching scale in LAUSD.

Methodology

In school year 2023–24, the Alliance engaged the first three LAUSD schools involved in the pilot—Hollywood High School, Theodore Roosevelt High School, and Los Angeles High School for the Arts—with the goal of having 150 students total participate in paid internships in the summer of 2024. The selected schools were prioritized due to their high-quality implementation of the Linked Learning approach and high percentage of Title 1 students.

Five more schools joined the partnership in school year 2024–25: School for Visual Arts & the Humanities, School of Business & Tourism, Los Angeles School of Global Studies, Sylmar Biotech Health & Engineering Magnet, and Fremont High School. The goal for this second year was to place 225 students from across the eight schools in paid internships for the summer of 2025. A school-based mentor was identified for each site to help share internship opportunities and guide students through internship application, hiring, and completion. Mentors devoted additional time during both the spring and summer to support students throughout the process.

The two-year pilot involved eight LAUSD schools and resulted in 213 intern placements.

A total of 447 students signed up to receive information and indicated they would like to participate in summer internships. Of these, 316 students completed at least one employer application, at least 214 students received an LAUSD "Intern Ready" badge, and 213 students were placed in internships.

Student Experience

Student interest in internships is high, and indeed, internships offer the potential of significant benefits that are both immediate and also unfold as young people progress into postsecondary learning and future careers. Still, the pilot revealed that a number of barriers and considerations complicate students' decision and ability to participate.

A significant time commitment. The process of obtaining and working at an internship requires a great deal of time. Students must be prepared to complete multiple application tasks, from general interest surveys to help the staff who are supporting them, to employer-specific applications and paperwork. Students must also be prepared to devote a significant amount of time to participating in the internship over the summer. This pilot program required internships to comprise a minimum of 100 hours in order to allow for students to develop valuable skills and experience.

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Preparation starts early. Recruitment for summer internships happens in early spring—and that means that students must begin to develop and revise their cover letters even earlier. Given the competitive nature of many internships, students are advised to complete multiple applications, which adds to the time crunch.

→ **Effective Practice: The LAUSD "Intern Ready" Badge** has proven to be a valuable motivation and tracking tool. Students earn the badge by preparing a resume and general cover letter for use in their internship applications. In this way, schools can easily see who may be ready for rigors of an internship—and who might need further help getting to this milestone.

The pros and cons of summer. Summer is one of the best and most preferred times of the year for internships held during the high school years. Without normal school days, students typically have greater flexibility and room in their schedules. Still, summer internships can compete with many other opportunities. Students often have to choose between an internship and sports camps or clinics, summer bridge programs, summer school, dual enrollment classes, family vacations, an existing job or other homelife responsibilities. Schools can help alleviate this pressure by communicating across departments and doing their best to reduce conflicts among the opportunities within their control. As educators help students decide which opportunities to pursue, it is important to be sure students understand their actual availability and that missing scheduled time at an internship can have consequences.

The difficulties of hiring delays. Students were more likely to pursue a different opportunity if their hiring status for an internship was delayed. When faced with such a delay, students became understandably concerned that they might not be able to participate in an internship at all and wanted to find something on their own, even if it might not include all of the mentorship and career development benefits promised by this pilot. This was an issue especially in year one of the pilot, when memos of understanding (MOUs) for CTE-funded internships took longer than expected and weren't approved until mid-May, shortly before the end of the school year. Additionally, opportunities funded through Hire LA were only officially available after July 1, and a citywide funding cut eliminated some of the opportunities that had been posted. In general, the later an internship opportunity was presented, the more difficult it was for students to commit to fill it.

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Money matters. By and large, students are motivated to pursue internship opportunities that are aligned with their school pathway and with their own career goals. However, payment for their time is still a large factor in students' decisions on which internships to pursue. Some of the internships in the pilot offered stipends that matched what students would earn at minimum wage. Some that were below that amount included additional benefits, such as the potential for college credit. Understandably, students were generally more interested in internships that offered them the most earning potential in the immediate future. This barrier is real—many students and their families need the income that can be earned over a summer. Still, internship planners may help overcome the appeal of a summer job that offers lots of paid hours by more clearly connecting the benefits of an intensive, mentor-supported internship to higher earning potential sooner after graduation and far into the future.

Tackling transportation. One of the most significant barriers for students to participate in internships is transportation. For this reason, it is recommended that internship opportunities be shared only once a specific worksite address is listed, unless the opportunity is for a remote position. Students often rely on public transportation, which can lead to a longer commute time that may limit their ability to participate in internships that are farther away from their home or school. If possible, schools can provide buses or vans to help students get to internships, although this can add cost and liability issues. Perhaps the simplest yet still valuable way for schools to help students manage transportation is to communicate internship locations early and support students in researching routes and commutes for each opportunity that interests them.

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Email account management. While students' school-issued email accounts can be used to receive messages about district-paid opportunities, such as those handled through CTE funding, most student email accounts through school do not accept messages from external sources—including employers who offer internships. The school accounts often filter to block external messages, especially automated ones that may be updates on applications or requests for more information like recommendation letters. In most cases, students may need to use a personal email account to apply for internships. What's more, students are often not used to checking multiple email addresses, including the spam folders of each. They may be much more familiar with the informal, shorthand communication they experience in text or social media. For these reasons, students may need support in composing workplace-appropriate emails and understanding the emails they may receive from employers or supervisors, which can often be lengthy and include multiple steps or instructions. Similarly, students should also be supported in setting up voicemail and determining an appropriate response time to messages they send or receive.

Paperwork and signatures. The experience of formalizing an internship abounds with forms, which can include a work permit and the lengthy paperwork required for participation in a CTE-funded opportunity. Currently, work permits require a wet signature—ink on a hard copy—penned by the student, parent, and employer. This can be difficult for a student to pull off, especially when transportation is an issue, and especially during the school year when students are dismissed from school after 3 p.m. and must arrive at an employer location to get a signature before close of business. The paper-based wet signature process takes more time and effort to complete, and extends the time needed for approval, which may discourage some employers from making job offers to students as they may want staff as soon as possible. The use of digital signatures would make this process much easier for both students and employers. As digital signatures through applications such as Adobe Sign are now approved for federal tax purposes, this should not be an issue when it comes to state or local labor laws.

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The CTE paperwork packet is especially lengthy, but educators and district staff have found success in pre-filling the form as much as possible using data from MiSiS. This can help ensure the document is filled out correctly and make the task less onerous for students and parents. Digital signatures would be a welcome evolution to this process as well, eliminating the need for printing. With a fully digital process it would also be easier to track student completion of paperwork and progress on approvals.

Online training platform complexity. As part of any CTE-funded internship, students are required to complete several different online trainings. These include Sexual Harassment Prevention, Child Abuse Awareness, and Code of Conduct trainings. The time spent during this training is paid, which helps motivate students to complete them. Still, the process is complex and fraught with technical challenges. During the pilot, all of these trainings were completed in LAUSD's professional learning platform (MyPLN), where trainings for all employees are housed and tracked. This proved to be an especial challenge for many students, as the process for gaining access to the platform was exceedingly complex: Students were issued a new LAUSD "employee" email account separate from their student email. To sign into this new account, they had to completely sign out of their normal student email account. Some students also only had access to a LAUSD-provided device, such as a Chromebook. Because district-provided devices are tied to a specific email, signing out of the student email could limit the device's functionality. Students also needed to set up a single-sign-on (SSO), which required them to first log in on the LAUSD wifi network, only accessible in school or district buildings. This became more difficult once the school year concluded, limiting access to these spaces. Because required trainings were not pre-assigned, students also had to know which ones they needed and search for them after successfully logging in.

Some district coordinators working with students were able to provide detailed screenshots with step-by-step instructions to guide students through the process—and this helped immensely. It may also be useful for all students who are considering and eligible for an internship to log in and complete training at school before the end of the school year.

> Detailed screenshots and step-by-step instructions for navigating the complex training platform were an immense help to students.

Still, using the MyPLN platform for CTE-funded internship trainings presented additional drawbacks. District coordinators were unable to track students' completion of the required trainings. Students were therefore instructed to screenshot or download the certificates they received upon completion of a training. Given that each coordinator managed 15 to 20 students, they received numerous student emails and attachments, making it cumbersome and time-consuming to manage these requirements.

→ **Effective Practice: Handle Trainings in Schoology,** a platform that high school students use regularly and has been successfully used for [mandatory employee trainings in New York State](#). This would require coordination between the CTE and human resources departments, but it would allow district coordinators to be listed as course administrators or teachers and track completion data directly. Additionally, students could complete trainings during the school year even prior to having their employee numbers. This would also allow for more students to receive these trainings, which could be helpful to their future employment, even if the trainings are required only of those participating in LAUSD-funded opportunities.

Student Experience Recommendations

- Have students prepare early for internships by completing their resumes and general cover letters. This could happen as early as the fall semester but no later than February.

- Offer the Intern Ready badge as a benchmark for students preparing to seek internships, especially CTE-funded internships.

- Establish expectations for professional communications, including timely responses to emails and phone calls and support for professionalism in messaging.

- Provide accurate information about internship duties, next steps, and locations as soon as possible, and help students plan public transportation to internship locations if direct transportation support is not an option.

- Share required trainings with students in the spring semester, before they are hired for CTE-funded internships, and allow them to complete training during the school day as part of their Linked Learning or CTE coursework.

- Host trainings in Schoology instead of MyPLN to simplify student access and enable school and district staff to track training progress.

- Provide students with a digital walk-through to help them understand all requirements, processes, and expectations.

School Experience

Schools are a key driver of internships because they have the most direct contact with and understanding of their students. School staff in Linked Learning and CTE pathways support students' development in the classroom and can help them reflect on their out-of-classroom experiences as well. Nonetheless, it's important to remember that a school's focus, and that of its staff, is primarily on supporting students in their academics, regardless of whether that coursework is career-related or not.

Work-based learning coordinator support. In-class teachers are a valuable resource to students, but they may be limited in the support they can provide to the pursuit of internships. Work-based learning coordinators situated within a school are typically the most well-suited to provide this support because they can push into classrooms and make themselves available during the school day as well as after school.

Internship supporter strengths. School staff who provide the most effective support to students in the internship process tended to have a certain disposition and aptitude. They need to be able to both motivate and push students—effectively communicating the benefits of internships or the necessity of trainings. They must also help students navigate and persist through a search and application process with terminology, steps, and expectations entirely new to these young people. Students often need regular reminders to complete tasks or to respond to updates from employers. During the summer, staff who were supporting students used a variety of ways to check in with students. Some created a class in Schoology that allowed them to centralize announcements and enable for students to send them messages. Others used Google Voice for texting students or apps like GroupMe to provide similar support over the summer.

Effective internship support staff help students persist through a process that includes terminology, steps, and expectations entirely new to these young people.

Don't save it all for spring. Spring is often one of the busiest times for schools due to testing, college applications, end-of-year activities, and the closeout of the school year. The steps leading up to a summer internship—preparing students, supporting the creation of application materials, and responding to application-specific requirements—can be time consuming. Spreading these activities out during the school year can alleviate pressure in the spring months leading up to summer break. Resume and cover letter prep for example, can be completed during the fall semester, anticipating the spring crunch.

Document supply and management. The school's administrative office can support internship-seekers by collecting or providing documents from students that they may need for applications. These can include a student's permanent record, transcripts, and schedules that may be required for work permits or by employers. Some campuses also have health clinics, which can be a more convenient and affordable option for students to handle common requirements like a TB test. Schools often have a "college application" file; having a similar student career file can help keep key documents at hand so students can share information when necessary.

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Guaranteed and competitive internships. School staff in the pilot noted that a mix of guaranteed and competitive internship spots allows them to attract and motivate a larger base of students. Often students and schools alike view internships as the domain of high-achieving students. However, research shows that students who may not be excelling in school show increased academic performance as they discover new motivation and relevance through participation in an internship. Building on their knowledge of students, teachers can direct high-achieving students toward competitive internship opportunities while offering guaranteed spots as a fallback option open to everyone with interest.

Centralized opportunity tracking. Schools are busy places, with countless activities that demand attention and support. This includes clubs, sports, academic groups, summer bridge—and internships. Students often face an abundance of opportunities and may turn to multiple school staff members for guidance in these choices. Choosing wisely is important, as opting for one opportunity may rule out another. During the pilot, schools often struggled without a centralized system to track available opportunities and students' choices in the leadup to graduation. A tracking system can be as simple as a shared Google sheet or more sophisticated tools hosted by Schoology or Xello. These trackers can also help identify which students may have summer school and need a more flexible schedule for any additional summer commitment.

Long-term partnership and storytelling. A school's accumulated knowledge of internship partners can promote—or diminish—internship opportunities into the future. For example, when a student has a good experience at an internship or with specific employer partner, not only can that student serve as an ambassador to others, but staff may remember and recommend this experience as well. Likewise, negative experiences can linger and discourage students and staff from promoting them. For this reason, its important to view participating employers as long-term partners that need cultivation and clear communication. In handling the relationship with care, schools can improve the experience for both student and employer—and potentially expand the opportunity to more students. Collecting stories about what works well and what doesn't is a good way to sharpen the approach over time and build interest and engagement in the program.

School Experience Recommendations

- Evaluate which resources your school can realistically deploy and create an action plan for internship support with school and district staff.

- Ensure internship support staff have enough time to dedicate to students both in and out of the classroom—and that they can bring organizational and motivational strengths to helping students meet deadlines and expectations.

- Use communications tools to reach and support students during their internships, centralize important announcements, and provide a venue for students to ask questions.

- Consider building time into the school day to connect a student's internship experience back to the classroom, which can improve students' career skills, academic performance, and understanding of how these aims are linked.

- Use a centralized system to track the various opportunities available to students and which ones they are engaged in to support informed decision-making and guidance provided by multiple staff members.

- Cultivate internship-providing employers as long-term partners, collecting stories about student experiences with them that drive improvements and inspire additional student participants.

District Experience

District support is both welcome and needed to scale internships across multiple schools. Districts can cultivate long-term partnerships and may have staff who can assist schools and students throughout the process. A district may also have access to funds to help pay students doing internships with employers, like nonprofits and small businesses, that may be willing to host and mentor students but not have the budget to pay them.

CTE-funding and early MOU completion. The district's ability to leverage Career and Technical Education (CTE) funds to pay for student wages is a huge asset for scaling internships. Of the 200 internships involved in this pilot, 41.8% of the internships were paid for via CTE funds. In order to access those funds, the employer must first complete a memorandum of understanding (MOU) with the district. The process of completing an MOU is time-consuming, and those preparing this documentation should take special care in identifying an implementation date. While the students may not be starting their internship until the summer, the employer will need the MOU approved in order to evaluate eligible students for the internship. Therefore, it is important that the implementation date for a summer internship be entered as early in the second semester as possible, ideally in January or February. This allows for the MOU process to conclude in time for students to learn more about an internship of interest and participate in the selection and hiring process.

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Compliance with district rules and regulations. The onboarding process for employers, once their MOU is approved, is an important time to share applicable district rules and regulations. Because employers may not be aware of these requirements, official resources and instructions for each of the following would be helpful:

- Implications of LAUSD as employer of record for students
- Timesheet process and timelines
- Student schedule regulations
- Required trainings for students

Companies and organizations employing students for the first time may need informational resources and support for understanding regulations around shift schedules and lunch breaks. Several employers involved in the pilot were also confused with the process and documentation needed for students to clock in and out on their timesheets. Employers who worked with students from several schools also engaged with different district coordinators, which can lead to confusion, as each coordinator has their own interpretation of district rules and communication style.

→ **Key Resource:** 2025–2026 LAUSD Work Experience Office Internship Program Expectations is a great example of how to address frequently asked questions with a reference sheet for employer partners.

The potential of districtwide tracking. As noted in the school experience section, digital and online tools to streamline and centralize the process at all stages would be of great benefit to all stakeholders. A centralized, districtwide system that tracks students interested or eligible for multiple opportunities would keep school and district staff informed of their progress, highlight needs for support along the way, and offer a full, shared picture that multiple staff could access to improve the consistency and quality of support they provide.

CTE paperwork and work permits. Another use for online tools would be for required CTE paperwork and work permits. LAUSD already uses MiSiS for entering student information; allowing for this information to populate across CTE paperwork and work permits would decrease the amount of time students, parents, and teachers, as well as district staff spend completing and checking paperwork. The CTE paperwork, in particular, is already mostly completed on the computer with the exception for a few sections where a wet signature is required—and it seems feasible to remove this requirement to further streamline the process.

> LAUSD already uses MiSiS for entering student information; allowing for this information to populate across CTE paperwork and work permits would decrease the amount of time everyone spends on paperwork.

Handling required online trainings. Students participating in CTE-funded opportunity must complete several required online trainings to be eligible for work. This process can be cumbersome, both for the students and district staff supporting them. Currently, students are unable to complete the trainings until they are assigned an official employee number with the district and a corresponding employee email address that is separate from their student account. These trainings are currently provided using LAUSD's professional learning platform, MyPLN, which is known to be confusing even for long-term employees as well as for high school students using it for the first time, and which does not allow district staff to view or track training completion data. See the student experience section of this document for details on these challenges and suggestions to mitigate them.

District Experience Recommendations

- Provide documentation and guidelines for employers utilizing CTE funding to streamline the MOU approval process, as well as for applicable rules and regulations.

- Utilize digital tools to streamline the internship process at several stages:

  - Tracking students' opportunities and applications, especially for district opportunities which allow for school involvement

  - Pre-filling student information in CTE-required paperwork

  - Allowing digital signatures for CTE paperwork and work permits

- Utilize Schoology for required trainings.

Employer Experience

Employers play a valuable role in the internship process. Nearly 40 employers hosted interns during the 2025 summer as part of the GPSN pilot. Several have hosted interns before or returned after the first year of the pilot, and many new employer partners were added.

Several employer partners distinguished themselves with their helpful processes or structures for internships, and others needed additional support. In general, employers provided valuable experiences for students and were most successful when they were flexible.

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The importance of early recruiting. A key learning from the internship pilot was the need for the recruitment process to start early in the second semester. Students were more likely to apply if there was concrete and detailed information on the internship, including where it would take place. As the majority of students would use public transportation or walk to their internships, location was often a strong determining factor in whether they would pursue a given opportunity. Starting the recruitment process earlier also allowed for a more in-depth application process, which could include interviews, essay questions as well as time for applicants to complete tasks such as a TB test or LiveScan background check.

Mentorship and support. The employers participating in the pilot ranged from small businesses to larger summer work programs. Generally, smaller businesses were able to offer a more tailored experience for students, and these employers tended to be more motivated and successful in providing sufficient mentorship. However, several larger employers were able to put additional staff in place to support students. These heightened levels of mentorship and student support align closely with the High Quality Internship Framework of the Linked Learning Alliance.

Source of intern wages. Internship wages were funded in a variety of ways. Employers should enlist their human resources or legal departments to determine which options are the best for them. Employers that plan to use external funds to cover intern wages, such as those through district CTE or Hire LA, should familiarize themselves with how this affects their standing as the employer of record. This arrangement can make things easier for employers, as students may be classified as volunteers because the district or city becomes the official employer of record. Fewer requirements may apply to the employer, simplifying the hiring process. Employers paying student wages themselves may also explore the potential of stipends, which require less paperwork for both students and the employer.

Employer-paid internships accounted for just over half of the internships in year two; the majority of these were internships students found for themselves and obtained using the resumes, cover letters, and mock interview support they received from school site-based mentors. In these cases, the employers generally preferred to create their own application process that included at least one interview for candidates before making hiring decisions.

Consistent communication and process support. In cases where internships were not directly found by students, employers had the most success in placing students if they were deliberately matched with support from GPSN and the Linked Learning Alliance. These employers enjoyed a high-touch experience featuring consistent communication with students and Alliance staff. In general, strong and consistent communication with support staff, whether from the Alliance or school site-based mentors, led to more placements and a more intensive application and hiring process. Students were also more likely to be motivated and pursue an internship where they received communication

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from the employer with updates on their progress. Regardless of size, employers who communicated clearly and often were more likely to have spots filled or a higher number of placements. Some of the larger programs, which were recruiting students from a larger districtwide or citywide pool, were more difficult for students to access. These employers or programs often had existing recruitment practices that operated at a high volume and communicated far less with applicants. In these cases, it was not uncommon for applicants to wait weeks and months for updates; many secured another position in the meantime. For

such high-volume recruitment programs, it is recommended that employers or programs coordinate more deliberately with schools or staff supporting students. Some employers that recruited in larger volumes created trackers, which helped inform Alliance and school staff on where students were in the process and what steps were remaining. Students were much more likely to be placed at these employers.

Onboarding meetings and hiring days. At the beginning of the spring semester, some schools held onboarding meetings with prospective employers. These are highly recommended and allowed for support staff to better understand the internship, its requirements, and the profile of an intern that the employer was seeking. These meetings also offered an opportunity for support staff to share information about students, coordinate recruitment events, and suggest additional ways employers could be supported in the internship process. Some employers also invited students to hiring days, although many were unable to attend due to the large geographic spread of locations. Hiring days can be effective, as long as students and families are aware of both the time commitment and potential hiring documents they should have ready to streamline the process.

Work permit travel and disruption. Student work permits presented barriers for both students and employers. A one-pager for both stakeholder groups might be created to help provide clarity on the rules and process. Often employers were not used to the student work permitting process, particularly that used by LAUSD. It often fell to Linked Learning Alliance staff to communicate the full work permit process and accompanying rules. The need for wet signatures, and the printing and travel that involves, also makes the work permitting process particularly onerous for all parties. For example, summer camps were often attractive to students because they were spread across the city and likely have a site near their homes, making transportation to an internship much easier. Unfortunately, these sites would not be open until the summer, meaning that students would need to travel to the organization's headquarters during the school year in order to complete their work permit in on time for the internship. One such headquarters was in Torrance, and interested students in Boyle Heights, downtown Los Angeles, and Sylmar weren't able to travel such a distance. In this instance, Linked Learning Alliance staff were able to deliver signed documents to the schools making it easier for students to get their parents signatures, but this would not be a sustainable long-term option for all students.

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For employers hiring multiple interns, it was also an inconvenience to have a large number students arriving to process work permits at different times, especially for the supervisor responsible for signing the form. For all of these reasons, employers were interested in being able to digitally sign work permits and other documents.

See the student experience section ([page 7](#)) for more details on these challenges as well as mitigation suggestions.

Student-friendly recruitment and hiring materials. Employers who created job descriptions and recruitment materials that were more student-friendly increased student applicants and motivation for students to apply. Having examples from year one of the pilot also helped students in year two to better understand internship opportunities. The hiring paperwork for some employers also can be lengthy and confusing for students. Employers who created guides for students were more successful in getting students through hiring processes, especially those with multiple steps. Paperwork related to TB testing and Livescan can be particularly confusing to students, especially those under 18 who may need parental permission or other documents to prove their identity.

→ **Effective Practice: Dispel Safety Concerns.** Employers are encouraged to be clear about workplace safety measures, including safeguards against abuse. Students and families, for example, may be more comfortable knowing that young people will be working in a public place or in a busy office setting where they will not be alone with a supervisor.

Employer Experience Recommendations

- Use student-friendly language and clear instructions and guidance for:
  - Recruitment materials
  - Eligibility requirements or guidelines for applicants
  - Application and hiring process
- Communicate clearly and consistently with student candidates as they move through the application and hiring process.
- Coordinate directly with school or support staff to track student progress on applications.
- Educate yourselves about the work permitting process.
- Consult with HR and legal departments or personnel on rules and regulations on the following:
  - Impact of employer of record designation
  - Classification of students as volunteers
  - Use of stipends to pay students

Bringing Quality Internships to Scale

Paid internships play a powerful, career-preparative role within the continuum of work-based learning experiences school communities offer their students. By undertaking this two-year effort to make quality internships accessible to hundreds of their students, the eight LAUSD schools that participated in this pilot surfaced important lessons that may inform any effort to make internships available at scale. Schools and districts everywhere are invited to build on these insights to reduce common barriers, simplify steps, and provide a more rewarding experience for everyone involved.

The Linked Learning Alliance leads a movement to help every young person determine their own future through a proven approach to education called Linked Learning. The approach integrates rigorous academics with real-world learning and strong support services to prepare students for success in college, career, and life. The Alliance helps build public will for equity and excellence in education, advance policies that support and sustain high-quality college and career-based learning for all youth, and create resources and connections that elevate the practice of Linked Learning. Learn more at **linkedlearning.org**

Great Public Schools Now (GPSN) is a nonprofit intermediary organization that brings together the Los Angeles community to catalyze the transformation of the public education system so that students of color and students living in poverty gain the knowledge, skills, and experiences to lead thriving adult lives. Learn more at **gpsnla.org**