



**National
Urban League**

*Empowering Communities.
Changing Lives.*

MEMORANDUM

To:

From:

Date:

Re: Cristo Rey New York High School Corporate Work Study Program Partnership

Background:

Cristo Rey New York High School (CRNY) is a Jesuit college preparatory school part of the Cristo Rey Network that provides an affordable education to students who do not have the educational background or financial means to attend another private, college-prep school. CRNY has a unique school model where students work once a week at a corporate job throughout their four years which helps offset tuition costs. The student workers not only gain valuable skills and work experience to compete in today's job market but get an early start to developing their professional network.

Given the work of the National Urban League in empowering disadvantaged communities, partnering with Cristo Rey New York High School would supplement NUL's work in the youth and career development space. Cristo Rey students will benefit greatly from being exposed to the direct services, programs and initiatives NUL provides because it can inform them on diverse careers and help make connections with real world issues that impact them directly. This is a unique relationship that can also generate talent and potential summer advisors for the movement. As students gain experience at NUL, the movement would also benefit from having the presence of young talent to keep a pulse on what interests the youth.

Model:

Cristo Rey New York High School can provide up to a team of 5 students where each student can work once a week to fulfill one role. In Spring 2024 and early 2025 there have been 4 students working the days we are in the office (Tuesday-Thursday). The student workers have primarily been sophomores and juniors.

Point of Contact at CRNY:

- Daniel Doherty, President
 - o Provides signature for contract.
- Angela Acevedo, Vice President, Corporate Work Study (aacevedo@crestoreyny.org)
 - o Angela was present in the initial conversation to start the partnership. She oversees all new and current partnerships.

- Dishawn Carcamo, Associate Director of Partnership Success (dcarcamo@cristoreyny.org)
 - o Dishawn oversees all corporate partnerships at CRNY and provides student placements and bios to NUL.
- Mya Edmund, Partnership Associate (medmund@cristoreyny.org)
 - o Mya is the liaison who manages the relationship directly with NUL and provides any additional support for the student workers. The Partnership Associates also coordinate a site visit to NUL to evaluate the performance of the student workers and develop ways to improve the partnership. PAs share all calendar information for the school year with the onsite supervisor at NUL and any necessary updates regarding student attendance.

Contract

There is an affiliation agreement that is submitted annually to the Office of General Counsel (OGC). For the agreement there is no funding or financial commitment tied to the partnership, so it only requires review from OGC. The chart below, which can be found on the last page of the agreement, has to be filled out by NUL staff. Formerly Dale Johnson was the Program Manager and moving forward Ayanna Hall would be the Supervisor.

| | |
|--|--|
| A.1 Program Manger Information - Employee of the Partner who should be contacted regarding student placement, student worker information, onboarding, and start-of-program information. | |
| Contact Name: | Dale Johnson |
| Title: | Senior Director, Operations and Talent Acquisition |
| Address: | 80 Pine Street New York, NY 10005 |
| Work Phone: | (212) 558-5403 |
| Email Address: | djohnson@nul.org |
| A.2 Supervisor - Employee of the Partner who will oversee student responsibility, complete student timecard and student performance evaluation | |
| Contact Name: | Ayanna Hall |
| Title: | Director, Strategic Initiatives and Economic Justice |
| Address: | 80 Pine Street New York, NY 10005 |
| Work Phone: | Work Phone: |
| Email Address: | ahall@nul.org |

Time sheets: At the end of the student workday there will be an automated email sent to the supervisor at NUL prompting you to approve a timesheet for each student. You can rate the student's performance throughout the day, add any additional comments and

even request follow up from the school if necessary. Below is a sample email for the timesheet.

Time Card Feedback for Nafisa Chowdhury on 2/26/2025



Cristo Rey Work Studyforce <notifications@workstudyforce.org>

To ● Lorenzo Vicente



Thu 2/27/2025 8:01 AM

[If there are problems with how this message is displayed, click here to view it in a web browser.](#)



CRISTO REY
NEW YORK HIGH SCHOOL

Time Card Feedback for Nafisa Chowdhury on 2/26/2025

Dear Lorenzo Vicente,

Please provide performance feedback for Nafisa Chowdhury for 2/26/2025.
If you like, you can adjust hours, request a follow-up or add a comment after providing a rating.

Cristo Rey Site Visit: The Partnership Associate will reach out to the NUL student supervisor to coordinate a site visit to the NUL office. The purpose of the site visit is to see where and how the student workers are while at work. This is also a Department of Labor requirement for the school program.

End of Year Performance Review: Towards the end of the school year the Partnership Associate will share a link to the performance review which is in the form of a survey. It provides student workers with valuable feedback and allows Cristo Rey to further support NUL and student workers. The performance review also satisfies a Department of Labor requirement.

Time Commitment for Managing Student Workers: The estimated daily time commitment for the student interns is about 2 hours per workday. The time commitment will be greater on the first day for onboarding, the site visit from Cristo Rey and maybe their last day. The time commitment will also shift depending on if the assignments are long term projects or smaller tasks which need review.

Timeline for Onboarding Student Workers in September 2025:

Contract, IT Needs, HR Docs & Credentials

1. **July 2025:** Get approval from Human Resources & Talent Management before submitting the CRNY Work Study Program contract to the Office of General Counsel (OGC). Once approved by SVP Wanda Jackson and HR reach out to Mya Edmund (Partnership Associate) and cc Dishawn Carcamo (Associate Director of Partnership Success) stating your interest in having the student workers back in the office. Make sure to provide the total number of student workers you would like as well.
2. **August 2025:** Submit contract to OGC. There is no financial agreement tied to the contract so there is only a need for legal review. The following link is for the last executed affiliation agreement: [Cristo Rey Contract 2025](#). Once the contract is signed by President Marc Morial send it to Mya Edmund (Partnership Associate) for signature from Daniel Doherty (President of Cristo Rey New York High School).
 - a. **Building IDs (Depending on new building security):** Reach out to Fred Evans 3-4 weeks prior to the students starting to ensure they have IDs on their first days. Reach out to Mya for student pictures.
 - b. **IT Needs:** Ensure students have a laptop, desktop username and password, Outlook email and access to EJSI's shared drive. (Note: two laptops were reserved for 4 students)
 - c. **Supplies:** Provide a notebook, pen and NUL folder with information on the movement. Feel free to include any relevant information from the department in the folder as well. (ie. 21 Pillars or Towards a New Age of Community Safety)
 - d. **Working Papers:** Reach out to Mya Edmond and Dishawn Carcamo for the student working papers. Send to Dale Johnson once received for filing.
 - e. **Student Interest Profiles:** Prior to the student workers starting Dishawn or Mya will share interest profiles which provides additional information on the student intern. This is important information to get to know the student worker. I encourage you to share this with the department in which the student will be working in.
 - f. **School Calendar:** Mya Edmond or Dishawn Carcamo will share the calendar for the academic year highlighting the days students will not be working and the days school is closed.

First Day, Onboarding & Student Worker Assignments

3. **September 2025:** The first day in the office for students is usually dedicated to onboarding and completing any necessary HR paperwork and training. Apart from introducing the student workers to the team I suggest setting up 1:1s with other members

of the department so they can familiarize themselves with the different responsibilities and functions of the department. Below is a sample run of show for the first day for students.

Cristo Rey Interns First Day in the Office

Location: Trustee Room (9am-4pm)

9:30am Students arrive

- Meet students in lobby to give them IDs and show them how to enter and scan into the elevators. If there are no IDs please have them print out a pass at the front desk.

9:30am-10:30am Orientation and Light Breakfast (Vernon Jordan)

10:30-11:30 Paperwork and Office Tour (Dale)

11:30-12:30 EJSI Division Video Reflection

- Students should have a worksheet completed after watching the EJSI flagship video. Students can share the answers and ask any questions regarding the division and NUL.

12:30-1pm IT Computer Password Set Up

1-2pm LUNCH (Trustees Conference Room)

2-3pm Sexual Harassment Training + Employee Office 365 Test

3-4pm Debrief, Expectations and Questions

4-5pm Assign first task

Student Assignments and Tasks: The tasks I have been providing the students with have been a mix of administrative support and research. Below are sample assignments.

1. Assist with compiling content and curating EJSI's newsletter
2. Please watch all four Justice Now episodes. For each video, please write a paragraph stating two things you learned. What significance does the city have to Black history? What social issue is the episode highlighting and why does it matter? (For example, the Harlem episode mentions food insecurity as a social issue)
3. Please find 2-3 articles related to the current topics below (Topics can change). I provided some questions below for guidance when it comes to researching. Provide a summary of the main points for each article. If there is a law or legislation mentioned please provide background on the law. Once I review the summaries, I'll have you both share the articles and summaries with the team.
 - a. Federal Budget Cuts: Farming and Education
 - i. How have the current federal budget cuts affected farming in the US?
 - ii. How have the current federal budget cuts affected education in the US?
 - iii. What options do schools and farmers have given the budget cuts?
 - iv. Who does budget cuts primarily affect?
 - b. Correctional Officers' strike in New York State
 - i. Why are correctional officers on strike?

- ii. Which law are they opposed?
 - iii. How does this affect the current conditions of jails?
 - iv. Is there a proposed solution?
4. Create a memo that focuses on your assigned court case and dive into the historical context, legal arguments, and societal implications of the court's decision. You need to thoroughly examine the case details, including the parties involved, the legal arguments presented, and the eventual decision rendered by the court.
- a. Historical context: What was happening at the time? What brought this case up?
 - b. Legal arguments: Who were the plaintiffs and defendants?
 - c. Societal implications: What happened after the court case? How did it impact society? How is it relevant today? Are NYC schools segregated today?

Furthermore, you will analyze how the court's ruling influenced precedent, shaping subsequent civil rights decisions and the broader landscape of education policy. You will explore the ripple effects of the case, both in terms of immediate societal changes and long-term impacts on educational equity and integration. (Topics other than education equity can be researched)

The assignments for court cases are below: (You can assign one court case per student)

- d. Westminister V. Mendez (1947)
- e. Brown V. Board (1954)
- f. San Antonio Independent School District V. Rodriguez (1973)
- g. Milliken v. Bradley (1974) and Milliken v. Bradley (1977)

Suggested: NUL Department Rotational Program

In order for the students to get a better understanding of the National Urban League and the work of the movement I suggest implementing a rotational program. This is optional for departments. I have not reached out to departments regarding the rotational program but I have had preliminary conversations regarding intern tasks with at least one Associate or Manager in every department. Those who would like to participate will require the following:

- Manager or Associate from the respective department will give the students a short (5-10min) presentation on the work and responsibilities of the department
- Assign students an assignment within your department that will assist in understanding the function of the team
- Since students are in the office once a week their time with the department can shift between 2 – 4 student work days which is 2 weeks to a month depending on the need from the department.
- After a year doing this program students would have been exposed to work in a variety of departments showing the many ways NUL addresses the needs of marginalized communities and the different career paths which exists within the nonprofit sector.