



**Intermediary Network  
Making and Measuring  
a Difference:  
Meeting the Challenge  
to Collect Meaningful Data**

**Third Annual Report**

**San Francisco, California  
April 2005**

**Data & Evaluation Workgroup**

**Co-Chairs:**

**Melissa Orner, Philadelphia Youth Network  
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**with appreciation to  
New Ways to Work (support)  
Public Works, Inc. (report format)**

## Introduction

The Intermediary Network (INet) is a 23-member strong peer-led and member-supported organization that resulted from the federally-funded National School-to-Work Intermediary Project, which began in 1998.<sup>1</sup> Intermediaries are organizations (usually non-profit organizations affiliated with business or education entities) that connect employers to schools and local communities. Intermediaries provide opportunities to young people, both in and out of school, to gain the knowledge and skills critical for success in college and careers.

The Intermediary Project brought together school-to-work partnerships throughout the country to support the work of intermediaries by convening a collegial network of professionals who were engaged in meeting similar types of challenges and for organizational leaders who were interested in pursuing peer to peer professional development activities. New Ways to Work has facilitated both the initial Intermediary Project and its transition to the membership organization embodied in INet.

The INet-developed Data Collection Survey was revised in September 2004, following the Fall Leadership meeting in Minneapolis, MN. Information in this report was collected between December 2004 and March 2005 from 12 members. The Data & Evaluation Workgroup recommended, for this 2003-04 report, that the synthesizing of the data collection efforts and reporting of the progress of the network in building Intermediary systems be undertaken by the Workgroup's co-chairs. Previously, this responsibility was delegated to *Public Works, Inc.* under the direction of Patty O'Driscoll. This current report was prepared for dissemination at the April 27-29, 2005 INet Institute in San Francisco, California by the Data & Evaluation Workgroup co-chairs with the support of the New Ways to Work staff and utilizing a modification of the *Public Works, Inc.* general format.

The Evaluation Workgroup has been working since the inception of the Intermediary Project to devise strategies to collect common information across participating Intermediaries that can demonstrate their impact as a collective group.<sup>2</sup> This current data collection effort is intended to demonstrate that it is possible to collect common quantitative elements and demonstrate impact, despite the different strategies, approaches and contexts within which Intermediaries work. The purposes of data collection outlined by the Data & Evaluation Workgroup are three-fold:

- To provide evidence of the collective, national impact of participating Intermediary work;
- To explain the work of Intermediaries, in quantifiable terms, to build public understanding and support; and
- To provide consistent measures across INet member sites.

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<sup>1</sup> More information about INet can be found at [www.intermediarynetwork.org](http://www.intermediarynetwork.org)

<sup>2</sup> A summary of previous data collection efforts can be found in the May 2002 School-to-Work Intermediary Project Issue Brief prepared by Hilary Kopp entitled *Data and Evidence Gathering: Strategies and Challenges*, which is available on the INet Web site, as are the previous *Public Works, Inc.* reports.

The survey is based on the four functions of an intermediary, which include: (1) convening local leadership, (2) promoting policies to sustain effective practice, (3) ensuring quality and measuring impact, and (4) brokering and providing services. In addition, data includes the number of staff engaged in the Intermediary function as well as an estimate of the private sector cash and in-kind contribution to the work of Intermediaries.

The numerical data can be found in Appendix A.

The narrative data can be found in Appendix B.

The survey instrument can be found in Appendix C.

A list of responding Intermediaries is contained in Appendix D.

## Summary of Results

As neither co-chair has the professional, technical expertise of *Public Works, Inc.* to prepare as detailed and skilled an analysis of the data as has been previously provided, the numerical data and a compilation of the narrative responses are included. The goal is to meet the initial purposes of the Data & Evaluation Workgroup and to provide information for use in your own measures and continuous quality improvement, such as,

- Accessing other INet members providing like activities and/or services
- Gaining ideas for implementing each of the strategic and operational functions, i.e. strategies for sustainability, evaluation, or legislative initiatives
- Sharing stories that put a face on the intermediary work

## Implications of Survey Results for INet

- ✓ **Convening:** groups and government bodies continues to be an important aspect of INet members' work, with 35 groups or categories of like groups, i.e. local boards of education, various advisory councils, etc. convened by Intermediaries, without whose support the leadership forums would not happen.
- ✓ **Connecting:** With relatively small numbers of staff (189 FTEs), INet members collectively are reaching over 177,407 students in the experiences they are arranging and brokering both directly and indirectly. This is approximately a 60% increase over the last report utilizing approximately 10% fewer FTE's. They are also bringing many educators to industry and introducing many employers to the classroom.
- ✓ **Measuring:** 83% of responding INet members collect and use data measures and have shared specific and varied examples in the data section of this report.
- ✓ **Sustaining:** INet members can demonstrate a high level of support from the private sector, both in direct cash contributions (\$3.3 million) and leveraged additional contributions of employer time, in-kind resources, and other matching funds to support student and educator workplace and classroom experiences.

- ✓ **Sustaining:** 72% of the responding Intermediaries “sit at policy or decision-making tables” that promote policies to sustain effective practices, such as school collaboratives, education committees, regional and local workforce boards, and WIA Youth Councils, high school redesign teams, etc.
- ✓ To fully reflect the work of INet, regular and complete data collection will be critical to building a track record of success but data collection efforts and the results to date provide a great start.

# **Appendix A**

## **INet Survey Numerical Data**

INET 03-04 Survey Results

Name of Intermediary	Employer Time (Cash Equivalent)	Other Cash Equivalent Contributions (Not captured in a or b)	Cash Contributions	In-kind Contributions (Not captured in a d)	Core intermediary function budget
Achieve! Minneapolis	\$115,052	\$4,200	\$2,993,582	\$40,671	\$3,220,188
Boston PIC					
Career Builders					
Community Education Coalition, Inc.					
CERT					
The Education Fdn.					
The EdVenture Group					\$150,000
Kentuckiana-Works					
LEED-Sacramento	\$32,200	\$100,000	\$48,000	\$18,000	
Linking Learning to Life, Inc.	\$126,000		\$3,000	\$108,000	
Los Angeles County Youth Development Partnership					
The Merced County School-to-Career Partnership					
MY TURN, Inc.	\$25,000	\$15,000	\$32,000	\$115,000	\$2,200,000
New York Citywide School to Work Alliance	\$20,000		\$66,000	\$40,000	\$435,000
Northeast Indiana Workforce Investment Board					\$8,000
Orange County Coalition/Vision 2020					
Philadelphia Youth Network, Inc.	\$1,258,050	\$0	\$55,000	\$0	\$15,498,111
San Diego WF Partnership					
School-to-Career Inc.					
Shasta County (PIC)					
Skillpoint Alliance					
The Workplace Learning Connection	\$1,238,500	\$0	\$10,000	\$311,350	\$311,350
UNITE-LA					\$1,000,000
<b>Totals</b>	<b>\$2,814,802</b>	<b>\$119,200</b>	<b>\$3,207,582</b>	<b>\$633,021</b>	<b>\$22,822,649</b>

INET 03-04 Survey Results

Name of Intermediary	Media campaigns for college awareness	Organizing employers by industry	Parent involvement / parent partnerships	Principal For A Day	Professional development	Recruiting/leveraging community volunteers	Student engagement	Symposia on educ. trends and research	Voter registration	Youth leadership	# Youth served (directly) WBL progs	# Youth served (indirectly) WBL progs
Achieve! Minneapolis		X		X	X	X	X		X	X	193	
Boston PIC												
Career Builders												
Community Education Coalition, Inc.			X		X	X	X			X	356	3
CERT												
The Education Fdn.												
The EdVenture Group		X			X		X			X		
Kentuckiana-Works												
LEED-Sacramento		X	X		X	X	X			X	74	
Linking Learning to Life, Inc.	X		X		X	X	X			X	150	1,000
Los Angeles County Youth Development Partnership												
The Merced County School-to-Career Partnership		X			X	X	X			X	1,100	750
MY TURN, Inc.	X	X				X	X		X	X	800	400
New York Citywide School to Work Alliance		X			X	X		X			NA	
Northeast Indiana Workforce Investment Board					X					X		
Orange County Coalition/Vision 2020												
Philadelphia Youth Network, Inc.											658	6,195
San Diego WF Partnership												
School-to-Career Inc.												
Shasta County (PIC)												
Skillpoint Alliance												
The Workplace Learning Connection			X		X	X	X			X	219	3
UNITE-LA	X	X	X	X	X	X	X	X		X	10,228	14,600
<b>Totals</b>											13,778	22,951

INET 03-04 Survey Results

Name of Intermediary	Location	Year Founded	Convene local leadership	Promote policies to sustain effective practice	Ensure quality and measure impact	Broker and/or provide services	Adult WFD	Career and College centers	Funder/ fund-raiser for school improvement	Job shadow
Achieve! Minneapolis	Minneapolis, MN	2002	Yes	Yes	Yes	Yes		X	X	
Boston PIC	Boston, MA									
Career Builders	Baton Rouge, LA									
Community Education Coalition, Inc.	Connersville, IN	2000	Yes	No	Yes	Yes	X			X
CERT	Shreveport, LA									
The Education Fdn.	Charleston, SC									
The EdVenture Group	Morgantown, WV	2003	Yes	No	No	Yes	X			
Kentuckiana-Works	Louisville, KY									
LEED-Sacramento	Sacramento, CA	1992	Yes	Yes	Yes	Yes			X	X
Linking Learning to Life, Inc.	Burlington, VT	1997	Yes	Yes	Yes	Yes		X		X
Los Angeles County Youth Development Partnership	Los Angeles CA									
The Merced County School-to-Career Partnership	Merced, CA	1998	Yes	No	No	Yes	X	X		X
MY TURN, Inc.	Brockton, MA	1984	No	No	Yes	Yes		X		X
New York Citywide School to Work Alliance	New York, NY	1996	Yes	Yes	Yes	Yes				
Northeast Indiana Workforce Investment Board	Fort Wayne, IN	unsure	Yes	Yes	Yes	Yes				
Orange County Coalition/Vision 2020	Costa Mesa, CA									
Philadelphia Youth Network, Inc.	Philadelphia, PA	1999	Yes	Yes	Yes	Yes				
San Diego WF Partnership	San Diego, CA									
School-to-Career Inc.	New Orleans, LA									
Shasta County (PIC)	Redding, CA									
Skillpoint Alliance	Austin, TX									
The Workplace Learning Connection	Cedar Rapids, IA	1998	Yes	Yes	Yes	Yes				X
UNITE-LA	Los Angeles, CA	1995	Yes	Yes	Yes	Yes	X	X	X	X

Totals

INET 03-04 Survey Results

Name of Intermediary	# Youth served (directly) in other progs	# Youth served (indirectly) in other progs	Estimated % youth at-risk (direct service)	Estimated % Youth at-risk (indirect service)	Collect demogr. data	# School districts served (directly)	# School districts served (indirectly)	# elemen. schools served (directly)	# elemen. schools served (indirectly)	# middle/junior high schools served (directly)	# middle/junior high schools served (indirectly)	# high schools served (directly)
Achieve! Minneapolis	1,093	35,853	73%	73%	Yes	1	0	12	59	11	30	7
Boston PIC												
Career Builders												
Community Education Coalition, Inc.	225	950	26%		No	3		10		2		2
CERT												
The Education Fdn.												
The EdVenture Group		125		30%	No		55		508		135	
Kentuckiana-Works												
LEED-Sacramento	3,184	13,649	60%	60%	No	61		88		17	60	
Linking Learning to Life, Inc.	2,600	2,000	70%	?	Yes	8	25	6	20	6	8	8
Los Angeles County Youth Development Partnership												
The Merced County School-to-Career Partnership		12,000	NA		No	8	12					12
MY TURN, Inc.	1,200		75%	25%	Yes	10	0	0	0	0	0	10
New York Citywide School to Work Alliance	NA		NA		No		1					
Northeast Indiana Workforce Investment Board		400		95%	Yes		28					
Orange County Coalition/Vision 2020												
Philadelphia Youth Network, Inc.		1,523	100%	100%	Yes	1	1		54		43	5
San Diego WF Partnership												
School-to-Career Inc.												
Shasta County (PIC)												
Skillpoint Alliance												
The Workplace Learning Connection	2,023	5,053	NA		No	33	0	4	8	3	12	39
UNITE-LA	23,800	35,000	90%	90%	No	1	80	450		80		55
<b>Totals</b>	<b>34,125</b>	<b>106,553</b>				<b>126</b>	<b>202</b>	<b>570</b>	<b>649</b>	<b>119</b>	<b>288</b>	<b>138</b>

INET 03-04 Survey Results

Name of Intermediary	# high schools served (indirectly)	# higher eds served (directly)	# higher eds served (indirectly)	Educators in the Workplace (directly)	Educators in the Workplace (indirectly)	Employers in the classroom (directly)	Employers in the classroom (indirectly)	Educators trained (directly)	Educators trained (indirectly)	Staff FTE's	Student Wages
Achieve! Minneapolis	7	0	0	0	0	1200	0	45	0	8	\$420,000
Boston PIC											
Career Builders											
Community Education Coalition, Inc.		3		15		N/A		N/A		1	
CERT											
The Education Fdn.											
The EdVenture Group	123		3						325	8	
Kentuckiana-Works											
LEED-Sacramento										12	\$103,950
Linking Learning to Life, Inc.	25	6	2	2		135	100	10		8	\$90,000
Los Angeles County Youth Development Partnership											
The Merced County School-to-Career Partnership				25		200		65		12	
MY TURN, Inc.	0	1	0	0	0	25	15	0	0	31	N/A
New York Citywide School to Work Alliance	93				22	114		188		3.6	\$0
Northeast Indiana Workforce Investment Board										0	
Orange County Coalition/Vision 2020											
Philadelphia Youth Network, Inc.	64	4	9					200		69	\$435,194
San Diego WF Partnership											
School-to-Career Inc.											
Shasta County (PIC)											
Skillpoint Alliance											
The Workplace Learning Connection	2	1	4	46		207		NA		6	\$0
UNITE-LA	100	110	150	550	1000	250	500	125		10	see spreadsheet
<b>Totals</b>	<b>414</b>	<b>125</b>	<b>168</b>	<b>638</b>	<b>1,022</b>	<b>2,131</b>	<b>615</b>	<b>633</b>	<b>325</b>	<b>169</b>	<b>\$1,049,144</b>

# **Appendix B**

## **INet Survey Narrative Data**

Intermediary	(1) Convene local leadership		
	Who do you convene?	Noteworthy example of convening function	
<b>Achieve! Minneapolis</b> (Minneapolis, MN)	Yes	<ul style="list-style-type: none"> <li>• School/business partnerships</li> <li>• Principal For A Day</li> </ul>	Annual Business Partnership Luncheon to introduce the new Superintendent to the Twin Cities business community.
<b>Community Education Coalition, Inc.</b> (Connersville, IN)	Yes	<ul style="list-style-type: none"> <li>• Science Advisory group (includes business representatives)</li> <li>• Business and Education Forum</li> <li>• Community Education Coalition monthly networking meeting</li> </ul>	2004 Business and Education Forum had over 200 in attendance with a focus on "Survival of the Fittest through Health, Education and Faith". This forum brought together education representatives from the K-12 schools and the postsecondary institutions, the faith community, and the business community.
<b>The EdVenture Group</b> (Morgantown, WV)	Yes	<ul style="list-style-type: none"> <li>• Chamber of commerce</li> <li>• Colleges, business leaders</li> <li>• State government</li> <li>• Local boards of education</li> </ul>	Putting together a program to coordinate after school program with providers, the public schools, and private foundations.
<b>LEED-Sacramento</b> (Sacramento, CA)	Yes	<ul style="list-style-type: none"> <li>• Industry Consortia (Construction, Healthcare, Telecommunications, and High Tech)</li> <li>• Youth Service Providers Network</li> <li>• Workforce Investment Boards/Youth Councils</li> <li>• Pathway/Academy Advisory Councils</li> <li>• Charter School Advisory Boards</li> <li>• e21 Students First Coalition</li> <li>• California STC Region 3</li> <li>• CalSCAN</li> <li>• Student and Youth Advisory Committees</li> <li>• Parent and Community Advisory Groups</li> </ul>	Through the Construction and Design Consortium, LEED has been able to create an industry "Business Plan" that brings industry employers, associations, training specialist, related government entities, and educators together to focus on marketing, career exploration events, website development, recruitment, assessment and placement, career/job training, curriculum development, staff training, fund development, and data collection. By working off of one regional plan, the consortium has been able to leverage existing resources to implement the plan. So far, consortium members have pledged \$60,000 and several staff members to support the collaboration efforts.
<b>Linking Learning to Life, Inc.</b> (Burlington, VT)	Yes	<ul style="list-style-type: none"> <li>• Linking Learning to Life, Inc. Board,</li> <li>• College Connections Advisory Board</li> <li>• Lake Champlain Region Career Start Team</li> <li>• Employer Information forums</li> </ul>	We convened a resource mapping session regarding the transition to employment & post-secondary education needs of youth with disabilities. This led to successfully securing 1 of 4 demonstration grants in the state and our on-going leadership role with implementing this project among 18 partner organizations.

Intermediary	(1) Convene local leadership		
		Who do you convene?	Noteworthy example of convening function
<b>The Merced County School-to-Career Partnership</b> (Merced, CA)	Yes	<ul style="list-style-type: none"> <li>Industry Sector Advisory Groups</li> </ul>	We facilitated six Career Industry Days for high school 10th graders and doubled our numbers from 580 to 1100. Each of these days is designed by Pathway and we have usually at least 20+ employers who participate.
<b>MY TURN, Inc.</b> (Brockton, MA)	No		
<b>New York Citywide School to Work Alliance</b> (New York, NY)	Yes	<ul style="list-style-type: none"> <li>Coalition for Career Readiness of New York</li> </ul>	Sustained a working coalition (started February, 2003) of organizations and programs that recruit business partners in NYC to support career readiness activities including PENCIL (Principal for a Day), Junior Achievement, Mentoring Partnership, Explorers, etc. and we have developed a common web site and are moving toward further collaboration.
<b>Northeast Indiana WIB</b> (Fort Wayne, IN)	Yes	<ul style="list-style-type: none"> <li>Youth Council, Industry Advisor Groups</li> <li>Business-School Partnerships</li> </ul>	Through a school-business partnership we launched a school based work ethic certification program. This is being adopted system wide for high school seniors and is recognized by businesses, giving youth an opportunity to document the skills and attributes they possess thus giving them a competitive edge in the job market.
<b>Philadelphia Youth Network, Inc.</b> (Philadelphia, PA)	Yes	<ul style="list-style-type: none"> <li>Philadelphia Youth Council</li> <li>Youth Council Subcommittees on Out-of-School Youth, In-School Youth, and Employer Engagement</li> <li>Philadelphia Youth Transition Funders Group Planning Team</li> <li>Cross-systems MOU planning on vulnerable youth (School District, Dept. of Human Services, Family Court)</li> <li>Networks of In-school youth and out-of-school youth providers (youth-serving organizations)</li> </ul>	PYN was invited by the Youth Transition Funders Group to convene a local team to apply for a year-long Strategic Assessment grant. We successfully coordinated a planning process among the major stakeholders (including School District, Dept. of Human Services, Family Court, community organizing groups, literacy organizations, local public education fund, etc.). PYN coordinated the proposal development and site-visit planning and Philadelphia was one of 5 cities awarded a grant.
<b>The Workplace Learning Connection</b> (Cedar Rapids, IA)	Yes	<ul style="list-style-type: none"> <li>County career fair groups</li> </ul>	
<b>UNITE-LA</b> (Los Angeles, CA)	Yes	<ul style="list-style-type: none"> <li>Educational and Business leaders</li> <li>Small School / HS reform</li> <li>Youth Employment Council</li> </ul>	Helped fuel HS reform with mobilizing and pressuring positively LAUSD leadership to embrace it Increased civic focus on youth employment needs

Intermediary	(2) Promote policies to sustain effective practice		
		Policy and decision-making “tables” at which you have a seat.	Examples of direct influence on policy
<b>Achieve! Minneapolis</b> (Minneapolis, MN)	Yes	Minneapolis Public Schools and St. Paul Public Schools collaborative fund raising activities	Persuaded Minneapolis & St. Paul school districts to cooperate on joint fund raising efforts to take advantage of TV & radio sponsorships.
<b>Community Education Coalition, Inc.</b> (Connersville, IN)	No		
<b>The EdVenture Group</b> (Morgantown, WV)	No		
<b>LEED-Sacramento</b> (Sacramento, CA)	Yes	<ul style="list-style-type: none"> <li>• BaySCAN • BITREC / Los Rios Community College District • California School-to-Career Region III • Capital Region Youth Service Collaborative • CalSCAN • COSMOS / UC Davis • CSUS North American World Trade Center • Healthcare Workforce Collaborative • Junior Achievement, Inc. • Sacramento Area Human Resources Association (SAHRA) • Sacramento Area Trade &amp; Commerce Organization • Sacramento Employment and Training Agency (SETA) • Sacramento Metropolitan Chamber of Commerce • Sacramento Regional STC Alliance • Sacramento Urban League • Sacramento Advocates for Girl Empowerment (SAGE) • SETRC / Los Rios Community College District • Youth Service Providers Network • Career Exploration Program / CSUS &amp; MESA</li> </ul>	As a result of the Youth Development Institute, a fifty hour training for youth service providers, the following organizations introduced significant changes to their organizational structure. The Child Protective Services created a foster youth advisory board to provide input on child welfare redesign, • The San Joaquin County Office of Education Workstart YES program created a youth advisory board to advise youth on employment issues, and The City of Sacramento Park developed a Recreation Master Plan around Youth Development Principles, as well as a Human Development Framework to guide the work of the Department. The City of Sacramento also created a structure and common language for City/School/Community Partnerships.
<b>Linking Learning to Life, Inc.</b> (Burlington, VT)	Yes	<ul style="list-style-type: none"> <li>• Executive Committee, VT Council on Youth (state Youth Council) • Youth Leadership and Civic Engagement Group • Vermont Transition Counselors Group • Vermont Chamber Business/Education Partnership Board • Community Economic Development Strategy initiative, Education and Workforce Working Group • Chittenden County Mentoring Network • Vermont Career Planning Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• The University of Vermont has adopted a policy to enroll high school students in their Continuing Education courses only through Linking Learning to Life’s College Connections program (avoiding separate agreements with various school districts).</li> </ul>
<b>The Merced County STC Partnership</b> (Merced, CA)	No		

Intermediary	<b>(2) Promote policies to sustain effective practice</b>		
		<b>Policy and decision-making “tables” at which you have a seat.</b>	<b>Examples of direct influence on policy</b>
<b>MY TURN, Inc.</b> (Brockton, MA)	No		
<b>New York Citywide School to Work Alliance</b> (New York, NY)	Yes	Youth Council--through Board of Directors Chair; Department of Education Career & Technical Education Executive Committee	Although we have worked with a state coalition on introducing legislation to fund school-business partnerships, we have not been successful.
<b>Northeast Indiana WIB</b> (Fort Wayne, IN)	Yes	Youth Council, Workforce Investment Board, Chambers of Commerce, Economic Development organizations.	
<b>Philadelphia Youth Network, Inc.</b> (Philadelphia, PA)	Yes	City's Children's Investment Strategy steering committee, Philadelphia Education Fund's Public School Advocacy Committee, School District's Secondary School Movement Community Advisory Committee	Sustaining the Philadelphia's Youth Opportunity Centers (called E <sup>3</sup> Power Centers) via a new strategy that coordinates the City's efforts to serve youth returning from court placement with a larger out-of-school youth one-stop system approach. Also, ensuring that the City's effort to reform its services for youth returning from court placement contains an employment preparation component.
<b>The Workplace Learning Connection</b> (Cedar Rapids, IA)	Yes	Regional Workforce Investment Board, WIA Youth Advisory Council, Iowa City Area Chamber of Commerce Education Taskforce, Cedar County Business Education Focus Group, Career Edge Career Academy Coordinating Council, Iowa High School Redesign leadership Team	In process!
<b>UNITE-LA</b> (Los Angeles, CA)	Yes	Drove and supported Small School policies at local and state level Provided special advice to State Secretary of Education and Superintendent re a new policy on CTE Influenced state preservation on state financial aid entitlement - Cal Grants through using LA Chamber advocacy voice	Drove and supported Small School policies at local and state level. Provided special advice to State Secretary of Education and Superintendent re a new policy on CTE. Influenced state preservation on state financial aid entitlement - Cal Grants through using LA Chamber advocacy voice.

Intermediary	<b>(3) Ensure quality and measure impact</b>	
		<b>Measurable indicators of positive affective impact or attitude changes</b>
<b>Achieve! Minneapolis</b> (Minneapolis, MN)	Yes	Step-Up Summer Jobs program: 87% of employers reported that they were satisfied with the student placement/hiring process, Employer Survey, 2004; 55% of students were somewhat/very confident of their interviewing skills prior to the training, compared to 94% after the training, Youth Work Readiness Training Evaluation, 2004; 84% of students agreed/strongly agreed that they were satisfied with the job placement process, Youth Summer Evaluation, 2004; 93% of students agreed/strongly agreed that the work they did was a valuable contribution to their workplace, Youth Summer Evaluation, 2004.
<b>Community Education Coalition, Inc.</b> (Connersville, IN)	Yes	Teacher Internship program called BEST (Business and Educators Sharing Together). Participant evaluations rated the program impact a 3.9 out of 4 (very good) in the areas of new appreciation of the business world, developing useful lesson plans and the ability to share information and lesson ideas with other educators.
<b>The EdVenture Group</b> (Morgantown, WV)	No	
<b>LEED-Sacramento</b> (Sacramento, CA)	Yes	100% of the Summer Healthcare Curriculum and Planning Institute attendees said they would implement their self-created lesson plans tying state standards to industry relevance, and all would recommend the Institute to colleagues. • Prior to the construction presentation at the Industry Symposium for Counselors, 26% of the participants said they would not encourage their students to consider a career in construction. After the event, 100% of the counselors said they would start encouraging their students to pursue a career in construction. • 90% of attendees at the YSPN Convening, Working Towards Success-How We All Can Help Teach Skills, responded that the information surrounding employability skills will be useful and easy to use within their organizations.
<b>Linking Learning to Life, Inc.</b> (Burlington, VT)	Yes	• Employers responded positively (between 4.0 and 5.0 on a 5-point Likert scale) to 7 of 8 questions related to the quality and impact of Linking Learning to Life services, and neutrally to the eighth area - program marketing; Linking Learning to Life Final Evaluation Report, University of Vermont, 2003
<b>The Merced County STC Partnership</b> (Merced, CA)	No	

Intermediary	<b>(3) Ensure quality and measure impact</b>	
		<b>Measurable indicators of positive affective impact or attitude changes</b>
<b>MY TURN, Inc.</b> (Brockton, MA)	Yes	Our program measures the impact of our organization's services to program participants. We work with over 1,500 14-21 year old isy & osy youth each year. We have an elaborate data collection system that ensures quality and measures program impact.
<b>New York Citywide School to Work Alliance</b> (New York, NY)	Yes	85% of the 45 educators who completed the facilitator training on building effective school business partnerships said they were now able to return to their school and begin building effective partnerships. (Workshop feedback forms.)
<b>Northeast Indiana WIB</b> (Fort Wayne, IN)	Yes	We are developing a logic model and measurement framework for evaluation of all efforts of our intermediary. We have not yet collected data.
<b>Philadelphia Youth Network, Inc.</b> (Philadelphia, PA)	Yes	90% of employers participating in the enhanced summer internship program through WorkReady "agreed" or "strongly agreed" that their interns were a valuable asset to their company (PYN administered employer survey, 34% response rate, August 2004) 83% of employers participating in the enhanced summer internship program through WorkReady said they would recommend the program to a business partner or colleague (PYN administered employer survey, 34% response rate, August 2004)
<b>The Workplace Learning Connection</b> (Cedar Rapids, IA)	Yes	TWLC annual survey: disaggregated AY04 data for job shadows and internships demonstrated substantial differentiation in several key areas (influenced choice of HS classes 41%/83%;formed connection between HS & world of work 48%/72%; influenced election of career field 75%/97%; influenced selection of college major 52%/74%; increased awareness of local career opportunities 58%/80%).
<b>UNITE-LA</b> (Los Angeles, CA)	Yes	Publicized previous studies supporting academies / stc / and other related impacts referenced in earlier report in a brief marketing oriented set of brochures. Cash For College activity was evaluate with average favorable rating by student participants at College and Career Fair of 4.3 (1-5 scale - 5 being highest rating)Also, received average score of excellent by participant in January FAFSA workshops - (more data available on these activities).

<b>(3) Ensure quality and measure impact</b> <i>(continued)</i>			
<b>Intermediary</b>		<b>Measurable impact on youth outcomes</b>	<b>Example of data used to improve performance</b>
<b>Achieve! Minneapolis</b> (Minneapolis, MN)	Yes	Workplace Tutoring Program: Among students not expected to pass the Minnesota Basic Standards(MBST) math test, 26% passed as compared to just 7% in the control group. This difference is significant, indicating that low performing math students do appear to have increased chances of passing the MBST after participation in the Workplace Tutoring program.	Step Up Summer Jobs Program: Employer survey results factored in instituting youth computer skills proficiency testing; Youth demographic survey findings resulted in the recruitment of more males for the upcoming summer program.
<b>Community Education Coalition, Inc.</b> (Connersville, IN)	Yes	Percent of students earning academic honors diplomas raised from 16% in 98-99 to 25% in 02-03.	N/A
<b>The EdVenture Group</b> (Morgantown, WV)	No		
<b>LEED-Sacramento</b> (Sacramento, CA)	Yes	National Student Clearinghouse 2001. 60% of all Classroom at the Workplace summer participants showed a 1.5 grade level improvement in reading or mathematics, Youth-delivered survey 2000.	Evaluations from all events (teacher trainings, job shadows, speaker engagement, youth service provider events, etc.) are used to improve future events. Industry data is what drives industry consortia efforts within the workforce development practice. Youth surveys promoted a reorganization of the California Internship Program. To prepare students for their summer internships, LEED is developing a boot camp training, which utilizes youth development principles. We are also developing a training to prepare supervisors to work with youth through coaching and establishment of effective guidelines.
<b>Linking Learning to Life, Inc.</b> (Burlington, VT)	Yes	- At Burlington High School, where the College Connections program has been in place the longest, senior plans to attend college has increased. For the class of 2001, 63% of graduating seniors planned to enroll in post secondary programs (4-year college).	During the summers of 2002 and 2003 we operated our summer Ready, Set, Work! program as an integrated offering with another Burlington School District program called Transitions. We had an unsatisfactory program completion rate for students each year and had a difficult time agreeing to youth guidelines and expectations with the Transitions staff. We separated our program models for the summer of 2004 and had a 100% successful program completion rate for the first time.
<b>The Merced County STC Partnership</b> (Merced, CA)	No		

Intermediary	<b>(3) Ensure quality and measure impact</b> <i>(continued)</i>		
		<b>Measurable impact on youth outcomes</b>	<b>Example of data used to improve performance</b>
<b>MY TURN, Inc.</b> (Brockton, MA)	Yes	In-school youth saw an increase in attendance rates through program participation of 25%; ISY saw an increase in graduation rates of 15% while 80% of last year's graduating seniors are still employed; 94% of MY TURN's pre-collegiate preparatory graduates go on to college with 91% of them enrolling in 4 year schools; 85% of OSY participants with employment as a goal are placed in employment with nearly the same rate returning to school or securing a GED.	Our co-location model with our OSY programs in local One-Stops has been encouraged and replicated in several Workforce Development communities in order to increase the number of youth (16-21) entering career centers.
<b>New York Citywide School to Work Alliance</b> (New York, NY)	Yes	N/A	We closely monitored feedback forms for our partnership building workshops and revised curriculum based on feedback.
<b>Northeast Indiana WIB</b> (Fort Wayne, IN)	Yes		
<b>Philadelphia Youth Network, Inc.</b> (Philadelphia, PA)	Yes		The results of a youth-designed and administered customer satisfaction survey are factored into the Youth Council's proposal review process and technical assistance to youth-serving organizations based on performance indicators.
<b>The Workplace Learning Connection</b> (Cedar Rapids, IA)	Yes	Surveys completed in conjunction with Career Edge Career Academy programs demonstrated higher numbers of students (as compared with % of enrollees directly from HS) beginning at community college, many with less remediation than general students enrollees, and higher rate of persistence in college major or career field related to academy.	
<b>UNITE-LA</b> (Los Angeles, CA)	Yes	majority of participants attending Cash For College workshops received CalGrants. For example, 9 of 10 Crenshaw HS students applying received Cal Grants.	Data from past evaluations of Academies helped drive HS reform for all HS's Date from Cash For College Events has improved design of events and built support for them.

Intermediary	(4) Broker and/or provide services	Other evidence of success or measures of impact used
<b>Achieve! Minneapolis</b> (Minneapolis, MN)	Yes	High School Reform, 9th grade truancy prevention, High School Library revitalization, Arts for Academic Achievement, On-line giving tool for individual schools, \$750,000 for basic needs in 16 schools.
<b>Community Education Coalition, Inc.</b> (Connersville, IN)	Yes	I have not entered totals as our organization does so much more than just intermediary work around youth/careers. Since Oct. 2002 the CEC has served over 42,000 participants in educational programming in the arts, sciences, technology and literacy. Over 900 children ages 0-5 receive a book by mail once per month.
<b>The EdVenture Group</b> (Morgantown, WV)	Yes	We are consistently bringing together private foundations, other non-profits, education institutions and business to partner on projects.
<b>LEED-Sacramento</b> (Sacramento, CA)	Yes	LEED's excellent relationships with funders and ability to provide results with high school redesign has led to additional school reform efforts through the Sacramento region.
<b>Linking Learning to Life, Inc.</b> (Burlington, VT)	Yes	Helped raise funds to support local school system (\$290,000).
<b>The Merced County STC Partnership</b> (Merced, CA)	Yes	
<b>MY TURN, Inc.</b> (Brockton, MA)	Yes	
<b>New York Citywide School to Work Alliance</b> (New York, NY)	Yes	We facilitated a high school's development of an integrated language arts and career and technical education curriculum for students who needed remedial support to pass the language arts portion of the high school graduation exit exam. Students in the course passed at a higher rate than students at the school who were in traditional remedial classes.
<b>Northeast Indiana WIB</b> (Fort Wayne, IN)	Yes	
<b>Philadelphia Youth Network, Inc.</b> (Philadelphia, PA)	Yes	
<b>The Workplace Learning Connection</b> (Cedar Rapids, IA)	Yes	
<b>UNITE-LA</b> (Los Angeles, CA)	Yes	

# **Appendix C**

# **INet Survey Instrument**



## **INet Data Collection Survey 2003-2004**

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This survey is designed to collect data across INet member sites for three main purposes:

- 1) To provide evidence of the collective, national impact of Intermediary work.
  - 2) To explain the work of intermediaries, in quantifiable terms, in order to build public understanding and support.
  - 3) To provide consistent measures across INet member sites.
- 

The questions are divided into five sections: the four Strategic Intermediary Functions plus a cross-cutting category. Each question is designed to collect specific information from each INet member which will then be aggregated in order to communicate the scope and impact of Intermediary work nationally. The following lists the categories under which the questions are grouped along with some examples of how this data may be aggregated and reported for INet as a whole:

**A. Convene local leadership**

- Total # of intermediaries that staff youth councils
- Total # of intermediaries that convene industry sector groups

**B. Promote policies to sustain effective practice**

- Total # of new state laws or funding streams opened as a result of Intermediary work
- Total # of new local business-school compacts signed
- Total # of intermediaries with a seat on Youth Councils, Chamber of Commerce committees, local school/business partnerships, etc.

**C. Ensure quality and measure impact**

- Compilation, summary or highlights (nature of report-out to be determined, based on types and quantity of data received)

**D. Broker and provide services**

- Total # of intermediaries providing or supporting "student in the workplace" programs
- Total # of intermediaries providing or supporting "educator in the workplace" programs
- Total # of intermediaries providing or supporting "employer in the school" programs
- Total # youth, educators and employers served, directly and indirectly

E. Across all 4 functions

- Total # of staff (full-time equivalent staff) devoted to Intermediary work
- Average staffing size (# of FTE's) of intermediaries
- Total \$ amounts of leveraged resources as a result of Intermediary work

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### Survey Questions

Please respond to each of the numbered questions, in the spaces provided below, as they pertain to the time period of September 1, 2003 to August 30, 2004.

Note:

For questions that ask you to "briefly describe," anywhere from one sentence to a paragraph is sufficient.

For any question which is not applicable to your organization or for which information is not available at this time, please indicate "NA" in the box provided.

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### Section A. Convene local leadership

Explanation: A "convening" function means that staff time is allocated to meetings or events. This is staffing work, per se. i.e. without your organization's work, this leadership forum wouldn't take place.

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1

Do you convene local leadership? Note: If you check "NO" please skip to section B.

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2

List all groups, events, government bodies, etc. that are convened by your organization: Examples: Youth Council; Industry Sector advisory groups; Neighborhood-based business-school partnerships.

3

Briefly describe an example of your organization's convening function over the past year which was noteworthy (i.e. had a significant impact on local practice, was groundbreaking, makes you particularly proud)



Section B. Promote policies to sustain effective practice

Explanation: The work of your intermediary has directly influenced the adoption or revision of policies to align systems and sustain effective practices. The term "policy" is used here to include laws, regulations, compacts, MOU's, funding streams, funding guidelines, etc.



4

Do you promote policies to sustain effective practice? Note: If you check "NO" please skip to Section C

 

5

List the policy and decision-making "tables" at which your Intermediary has a seat. Examples: Youth Council, Chamber of Commerce committee on work-force development, School-to-Work leadership council.

# **Appendix D**

## **INet Members Responding to the Survey**

## **APPENDIX D**

### **INet Members Responding to the Survey**

- Achieve! Minneapolis (MN)
- Community Education Coalition (Connersville, IN)
- The EdVenture Group (Morgantown, WV)
- LEED-Sacramento (Linking Education and Economic Development) (CA)
- Linking Learning to Life, Inc. (Burlington, VT)
- The Merced County School-to-Career Partnership (Merced, CA)
- MY TURN, Inc. (Brockton, MA)
- New York Citywide School-to-Work Alliance (NY)
- Northeast Indiana Workforce Investment Board (Fort Wayne, IN)
- Philadelphia Youth Network (PA)
- The Workplace Learning Connection (Cedar Rapids, IA)
- UNITE-LA, Inc. (Los Angeles, CA)