

SCHOOL-TO-WORK INTERMEDIARY PROJECT and THE INTERMEDIARY NETWORK

ACCOMPLISHMENTS

1999-2001

Across the country, schools, employers, and their community partners have come together to promote young people's self-confidence about their own abilities, increase their connections to adults and opportunities outside the classroom, and foster the academic and work-related competencies young people need to succeed. Effective education-community relationships do not develop automatically, however; nor can they be sustained without significant commitments of time and resources. To do so requires organizations prepared to play an *intermediary* role—with the commitment, structure, and staffing to create and support effective, efficient collaborations.

For the past three years, the School-to-Work Intermediary Project has worked to strengthen and raise the profile of local organizations that connect schools, workplaces, and other community resources to improve pathways for youth into postsecondary learning and careers. It has done so through research on promising practices, the creation of a 50-member Intermediary Network, peer learning and technical assistance to strengthen leadership and practice among the organizations in the Network, and public information and outreach on intermediaries, their importance, and their successes.

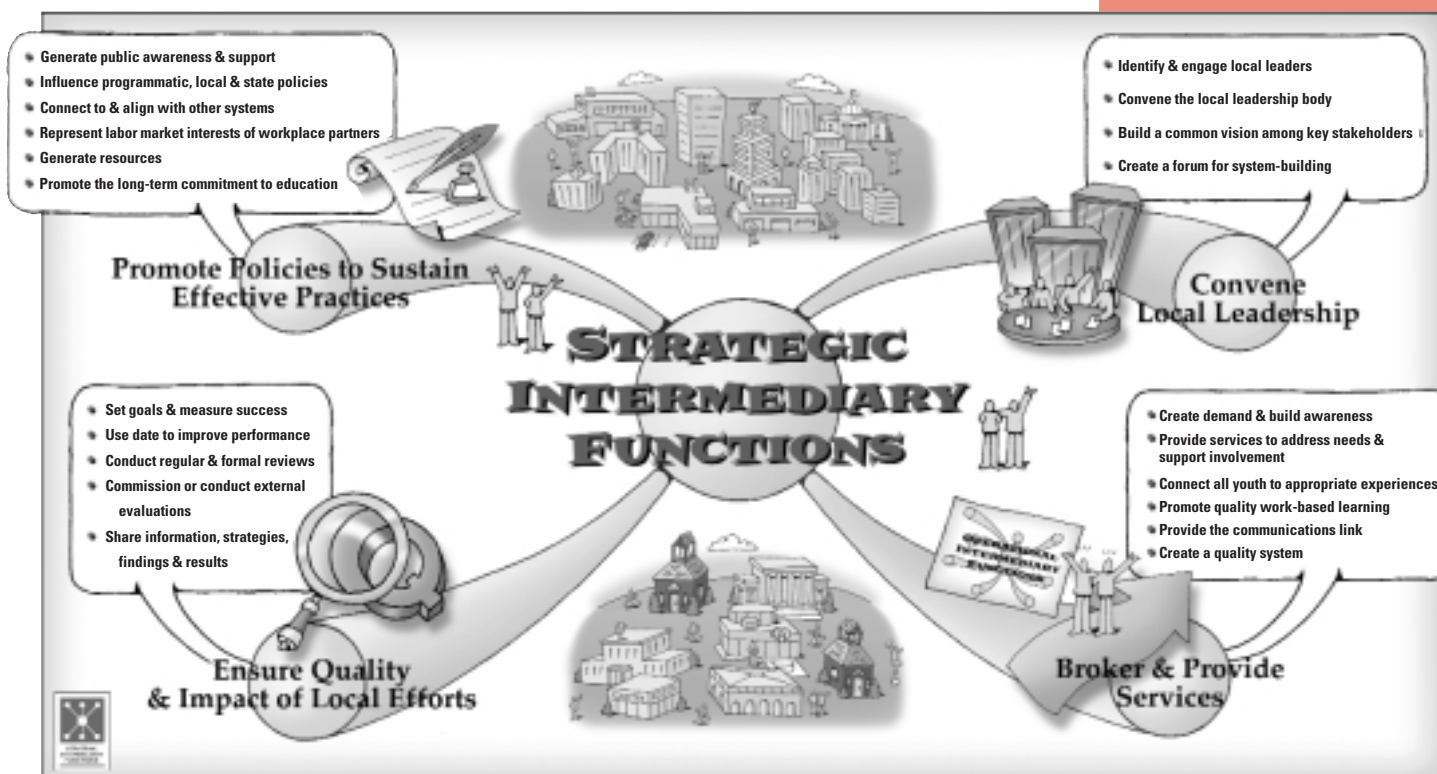
NOVEMBER 2001

JOBS FOR THE
FUTURE

NEW WAYS TO WORK

FUNDED BY

The National School-to-Work
Office, a Joint Initiative of the
U.S. Departments of Labor
and Education



WHAT INTERMEDIARIES DO: THE STRATEGIC FUNCTIONS

The School-to-Work Intermediary Project has identified four strategic functions that are essential to the success and sustainability of community-wide efforts to connect youth to workplaces—and to connect employers and their workforces to the classroom. One or more local institutions can take on these roles, but all four are needed to build sustainable local systems for connecting schools and community resources. These functions are:

- Convening key stakeholders;
- Brokering or providing services to employers, educational institutions, young people, and the youth-serving system;
- Measuring outcomes to ensure the quality and impact of these efforts; and
- Promoting policies that can sustain effective practices.

The members of the Intermediary Network engage in this important work in their communities—growing and evolving, while

The Intermediary Network: A Collective Profile

The School-to-Work Intermediary Project has created and supported—and learned from—a network of 50 organizations that link schools, employers, and other community resources. These organizations are a diverse group, yet all are committed to sustaining and increasing their roles in helping schools, workplace partners, and other community resources collaborate more effectively for the long-term learning and career benefits of local youth.

Organizational Type: Network members span a wide range of organizational types, and some fit into more than one category. The Network includes: non-profit business-school partnerships (22), Chambers of Commerce or non-profits affiliated with them (7), Workforce Investment Boards/Youth Councils (7), local and regional school-to-work partnerships (6), school districts (3), industry associations (2), and a labor organization.

School-to-Work Staffing (*full-time equivalents*):
Range: 1–43; Mean: 7; Median: 6

Annual Organizational Budget:
Range: \$50,000–\$15 million; Mean: \$1.9 million;
Median: \$800,000

Annual Budget for School-to-Work Intermediary Efforts:
Range: \$50,000–\$15 million; Mean: \$1.1 million;
Median: \$525,000

Schools Involved:
Range: 4–280; Mean: 94; Median: 55.
Most Network members report that they will serve the same number of schools or significantly more schools in FY 2002 compared to FY 2001.

School Districts:
Range: 1–86; Mean: 16; Median: 8.
Most Network members report that they will serve the same number of school districts or more districts in FY 2002 compared to FY 2001.

Workplaces:
Range: 29–2,000; Mean: 545; Median: 450.

Most Network members report that they will serve the same number of workplaces or significantly more workplaces in FY 2002 compared to FY 2001.

Employer Organizations:
Range: 1–10; Mean: 5; Median: 3.
Most Network members report that they will serve the same number of employer organizations or slightly more employer organizations in FY 2002 compared to FY 2001.

Unions:
Range: 1–10; Mean: 3; Median: 2.
Most Network members report that they will serve the same number of unions or slightly more unions in FY 2002 compared to FY 2001.

Community-Based Organizations:
Range: 3–300; Mean: 30; Median: 10.
Most Network members report that they will serve the same number of community-based organizations or more in FY 2002 compared to FY 2001.

Organizations Serving Special Populations:
Range: 1–20; Mean: 4; Median: 3.
Most Network members report that they will serve the same number of organizations serving special populations in FY 2002 compared to FY 2001.

Funding Sources: Most Network members receive federal School to Work funding, but only about 15 percent rely solely upon federal resources. Other sources include private corporations, foundations, school districts, state budgets, events, and fee-for-service activities. Even as federal funding declines, when the Network members predict changes in their budgets, roughly equal numbers say their budgets will rise, fall, or remain the same in the coming year.

also adapting to new economic, political, and funding realities. What follows are selected highlights reflecting the breadth of experience and the depth of accomplishment among Network members.

CONVENING LOCAL LEADERSHIP



Intermediary Network members orchestrate, plan, and convene connecting activities in their communities. As they have evolved, many have developed effective ways to routinely bring key employer, government, education, and other players to the table to plan, oversee, and assess the effectiveness of local youth-serving efforts.

In recent years, many intermediaries have expanded these convening efforts. However, depending upon the funding base and success, Network members report some leveling off, and even some contraction.

One noticeable trend is the move of some Network members to organize partnerships along industry or sectoral lines: in this approach, employer partners work and talk with others in their industry and derive multiple benefits from their involvement. Sectoral approaches also enable intermediaries to “specialize,” serving those industries best organized and most ready to benefit from involvement in youth-serving efforts.

Another important development has been the transition from school-to-work partnerships to Workforce Investment Act Youth Councils as the mechanism for planning local youth services. Network members have had to adjust to this change, which has important implications for funding and sustainability, the balance between serving in-school and out-of-school youth, and relations between the intermediary and the new planning bodies.

Here are examples of convening efforts of selected Network members:

Bay Area School-to-Career Action Network, Fremont, California: With the Intermediary Project providing a model for organ-

izing education-employer-labor partnerships on a statewide level, BaySCAN staffs and acts as fiscal agent for CalSCAN—the California School-to-Career Action Network. Through CalSCAN, BaySCAN works with all statewide school-to-career partnerships and other youth organizations to expand state investment in STC. The statewide network promotes partnering with Workforce Investment Boards, Youth Councils, and local youth investment and school reform strategies. BaySCAN’s statewide activity has also led to a strong media partnership across California, with the potential to both inform the public about, and raise support for, partnership efforts.

Career Partners, Inc./Tulsa Chamber of Commerce, Tulsa, Oklahoma: CPI was an integral part of revitalizing Tulsa’s public schools through convening a research and planning committee (New Choices), assisting in the selection of a new school superintendent, and coordinating education and business efforts to create the new model high school for the state. In fall 2001, McLain High School opened as Tulsa Science High: a neighborhood school emphasizing technology, “hands-on” academics, and student/family commitment. Business funding and program development through CPI’s Technology 20/20 program created three freshmen Technology Laboratories (energy, telecommunications, and materials). Students learn through hands-on exper-

Convening Local Leadership



Members of the Intermediary Network bring key leaders together and provide a forum for ongoing dialogue and decision-making about joint efforts. They convene leaders of educational and other youth-serving institutions, businesses, and other community resources to improve young people’s pathways into postsecondary learning and careers. To accomplish this function, they engage in such activities as:

- Identifying and engaging local leaders;
- Convening the local leadership body around issues of common concern;
- Building a common vision among key stakeholders; and
- Creating a forum for building a system that connects schools and other youth-serving institutions with workplaces and other community resources.

mentation and business-led classroom experiences with real-world issues. New laboratories will be added as the sophomore through senior classes are incorporated.

Greater El Paso Chamber of Commerce, El Paso, Texas: In 2000, the Chamber convened an Education Summit to develop community consensus surrounding education goals. As a result, 1,000 employers that had not been involved in school-to-work signed agreements to participate at varying levels. The Chamber also conducted an employer forum to solicit employers' priorities for school-to-work activities. Among other things, employers recommended making the One Stop System (which the Chamber managed for nine months during 2000) accessible to secondary and postsecondary teachers and students. In addition, the Chamber advocated for, and helped bring about, the creation of the Tech Prep Youth Advisory Consortium, which combines the advisory functions related to tech prep, school-to-work, and the youth activities of the local Workforce Development Board. The Chamber identifies and engages private-sector leaders to serve on the consortium, and it also partnered in the preparation of the memorandum of understanding that describes a common vision among and mutual responsibilities of all consortium partners.

MetroVision School-to-Career Partnership, New Orleans, Louisiana: To facilitate business participation in school-to-career, MetroVision has organized industry consortia that support academies in culinary arts; law-related careers; petrochemicals; financial services; hospitality, travel, and tourism; information technology; and architecture, design, engineering, and construction. It has also established a Consortium on Out-of-School Youth and is developing consortia for information technologies and healthcare. In addition, it has identified 13 whole school change sites that are integrating into their school improvement plans the skills and knowledge that over 1,500 participants in more than 80

forums have identified as the most important things they expect students to know and be able to do upon graduation from high school.

MYTURN (Massachusetts Youth Teenage Unemployment Reduction Network), Brockton, Massachusetts: MY TURN convenes workplace partners who employ or interface with in-school and out-of school youth for the purpose of integrating successful and comprehensive school-to-career initiatives for youth living in Southeastern Massachusetts. As a result, it has fostered new opportunities for youth, including the creation of the Champion Charter School of Brockton and the New Bedford Youth Center, both of which serve at-risk young people. MY TURN was also instrumental in the successful development and design of Brockton's Youth Opportunity Grant.

Partnerships North, Duluth, Minnesota: With a "Best Practices" grant from the Minnesota Department of Children, Families and Learning, Partnerships North has helped implement a strategic vision for serving young people. It began by conducting sessions across the state to talk about effective school-to-work practices. It also cosponsored a local "summit," bringing together representatives from business, labor, government, community organizations, and K-16 education to develop a strategic plan around what an effective community partnership for workforce development would look like. The results of that summit continue to guide local school-to-work efforts.

Pittsburgh Technology Council/Southwestern Pennsylvania Industrial Resource Center, Pittsburgh, Pennsylvania: The Pittsburgh Technology Council coordinates workforce development for the region's information technology sector. As the first step in this role, the Council coordinated a regional workforce summit that brought together approximately 500 key stakeholders in workforce development. It convened these business, education, government, and community leaders in order to initiate actions

that will prepare, recruit, and retain a technologically literate workforce that is qualified for the specific needs of the IT industry. Following up as cluster coordinator, the Council has begun to: establish, convene, and sustain an employer advisory panel and a coalition of stakeholders; maintain data on industry trends and workforce needs; develop a marketing message for IT workforce needs; and work with employers to identify, design, fund, and implement priority initiatives.

BROKERING AND/OR PROVIDING SERVICES TO WORKPLACE PARTNERS, EDUCATIONAL INSTITUTIONS, YOUNG PEOPLE, AND THE YOUTH-SERVING SYSTEM



The day-to-day work of intermediaries typically involves working with key partners to formalize and regularize connections among schools, employers, and other community institutions. Intermediary Network members vary in the intensity and reach of their efforts to manage school-community relations. As these organizations evolve, many have looked for ways to streamline this function and find less costly ways to do the work. Some have invested in designing training and orientation programs that can be delivered repeatedly once developed. Others have turned to electronic methods of tracking young people and placements or of informing partners of placement opportunities or new program activities.

In general, though, the brokering and connecting function is labor-intensive and relationship-intensive. Those organizations that can build and sustain significant work-based learning for students, teacher externships, and career exploration activities rely on staff who can move effectively back and forth across the worlds of school and work—and young people.

Examples of Network members' brokering and service provision include the following:


Capital Area Training Foundation, Austin, Texas: CATF has generated \$1.5 million for a regional Accelerated Careers in Elec-

tronics education/workforce development/school-to-career initiative with semiconductor firms; a privately funded, automotive technology workforce development effort; and a regional health care workforce development alliance. The Intermediary Project has helped CATF focus on college and careers and on building a growing base of \$100,000 in scholarships for students through new community/industry partnerships. CATF also implemented a regional summer internship and job initiative, "Hire the Future": CATF facilitated 2,300+ jobs and internships for area youth in collaboration with the city of Austin, Travis County, the Workforce Investment Board, 11 school districts, and over 500 employers.

Fox Cities Alliance for Education, Appleton, Wisconsin: The Alliance recruits TANF-eligible students for state-certified youth apprenticeships with grant support from the State of Wisconsin. The Alliance works through the area Workforce Development Board, which contracts with an agency that teaches teens employability skills. Alliance personnel then work with young people for admission to the Youth Apprenticeship Program. The Alliance offers in-house mentor training for the Youth Apprenticeship Program and will run a Safety Training Day for Youth Apprentices, hosted by business.

LEED Sacramento (*Linking Education and Economic Development*), Sacramento, California: LEED has recruited over 135 employ-

Brokering and Providing Services



The organizations in the Intermediary Network perform key, day-to-day, operational functions in their communities. They work:

- With employers/workplace partners to create demand for working with youth and provide services to address the needs of the partners;
- With schools and youth-serving organizations to build staff awareness and buy-in and provide services to support school involvement;
- With youth to connect them to appropriate quality experiences and improve the quality of work-based learning; and
- With all partners to provide the communications link among partners and create a system focused on quality and continuous improvement.

ers to participate on industry consortia related to industry skills standards. For students in the career academies and career pathways, over 500 employers provide work-based learning opportunities that are tied directly to skills standards. LEED has trained over 60 worksite supervisors to manage and expand these work-based learning opportunities and placed over 6,000 learners in learning opportunities, significantly increasing their number each year. LEED has also involved employers in working with educators on integrating school curricula and courses with skills standards.

Minnesota Independent School Forum, St. Paul, Minnesota: MISF provides the state's private schools with regular information about how to become involved in lifework development and school-to-work opportunities. It also hosts a Webmaster Forum to expose students to careers in Web design while they learn practical skills that they can apply in projects at their individual schools. Students attend an intensive, day-long training, then develop web pages for their schools that incorporate these skills with the mentoring of a college intern.

Somerset/Hunterdon Business and Education Partnership, Bridgewater, New Jersey: The Partnership's mission is to create relationships between businesses and schools, and that mission drives its programs. One example is its Mark of Distinction Teaching Grants, a two-year program that supports teachers' efforts to incorporate workplace skills into classroom lessons. First-year awards range from \$250 to \$2,500. Second-year

awards are half the first year's, contingent upon the school district's making up the difference. Since 1997, the Partnership's MOD grants have totaled \$100,000. MOD grants are made possible by support from Johnson & Johnson Somerset County Companies.

Tulare County Office of Education/ Workforce Investment Board, Visalia, California: Through the Tulare County Workforce Coalition, the County Office of Education and local Workforce Investment Board have teamed to support intermediary efforts that provide structure and focus for connecting activities linking business and education partners and to provide technical assistance that meets the needs of a growing rural community. In the last year, linkages between coalition school-to-career activities and the Youth Council's development have helped to identify common needs. The coalition continues to host an annual Business, Education and Community partner-recognition event, supports countywide student events related to careers and college transition, and is the project lead for demonstration and start-up school and work-based activity serving multiple school districts and community agencies. With the assistance of Intermediary Network tools and materials, the coalition has increased alliances with local and county economic development offices and Chambers of Commerce in developing viable education agendas and activities.

Your Future Is Our Business, Aptos, California: Your Future Is Our Business serves high schools, continuation and alternative schools, adult schools, the community college, and the Workforce Investment Board as an intermediary for work-based learning for students and teachers. It also provides all county high schools with support in developing school-to-work strategies within school and accreditation plans. Of note are partnerships to support the mentoring program for at-risk youth, working with agencies such as the Watsonville Fire Department, the National Oceanic and Atmospheric Administration, the Experimental Aircraft Association, and the

Effective education-community relationships do not develop automatically, nor can they be sustained without significant commitments of time and resources.

Panetta Institute. In the past two years, the organization has expanded services. For example, teacher job shadowing (Educators in Industry) now features Cabrillo College teachers as team leaders. Based on their content expertise, the teachers lead multidisciplinary teams on industry visits. The model has been institutionalized as part of Cabrillo College's twice-yearly staff development activities.

Youth Opportunities in Retailing, Des Moines, Iowa: YOR supplies curricula for learning tools that Iowa students need to succeed in retail and other careers. It establishes contacts with educators and invites students to orientation sessions to increase awareness of career opportunities in the retailing industry. Students that express interest in participating in the program receive pre-employment training and are referred to retailers with available job openings. YOR is also committed to post-placement support for both employers and students, conducting post-employment assessments on job and academic performance. It conducts evaluations to gauge both ongoing student academic performance and employer satisfaction and has facilitated the development and deepening of partnerships among Iowa educators, students, and employers.

ENSURING THE QUALITY AND IMPACT OF LOCAL EFFORTS

Since creation of the Intermediary Network, member organizations have placed a high priority on strengthening their ability to report positive outcomes—for students, employers, teachers, and schools. Members have commissioned or conducted assessments and evaluations, improved their ability to track their accomplishments and contributions, and worked with school districts and employers on issues of standards, quality assurance, and continuous improvement.

This work is difficult. Intermediaries have a hard time demonstrating their direct impacts on student outcomes—and because they are con-

necting organizations and partnerships, they typically have limited influence over school districts' data collection and analysis systems, which tend to be driven by state and federal requirements and regulations. However, it is fair to say that the Intermediary Network members have become far more sophisticated and strategic in their understanding and use of evidence and data in the past three years.

Examples of Network members' activities to ensure the quality and impact of local efforts include the following:

Business/Education Expectations (BE²) at The Learning Exchange, Kansas City, Missouri: BE² works with school-to-work partners to develop and articulate a common language that effectively links schools and community resources throughout the region. By developing easy-to-use tools for employers (for example, a CD-ROM for employer training) and educators (professional development videos on project-based learning), BE² translates concepts into action. It also conducts a regional evaluation of school-to-work activities and continuously collects data to inform and improve practice. A 30-month evaluation, released in February 2001, looked at the status of school-to-career in the region and its impact on students. It documented the value of school-to-career activities in elementary, middle, and high schools, as well as the various benefits of the work of The BE²: School-to-Career Partnership.

Ensuring Quality and Impact

A number of Intermediary Network members evaluate the operations and impact of local efforts to connect schools and workplaces. They review program performance, promote continuous improvement, and encourage adjustments in strategies and activities based on their assessments of performance. To accomplish this function, they engage in such activities as:

- Setting goals and measuring success;
- Using data to improve performance;
- Conducting regular and formal reviews;
- Commissioning or conducting external evaluations; and
- Sharing information, strategies, findings, and results.



Middle Rio Grande Business and Education Collaborative, Albuquerque, New Mexico: The MRGBEC board of directors commissioned a *Regional STW Assessment*, which was reported to the board in October 2001. While the assessment did not secure quantifiable statistics, it was a first step in evaluating the impact of school-to-work on New Mexico's Middle Rio Grande Region. The assessment will be studied over the coming months by board committees and culminate in the development of a strategic plan of action to be inaugurated in January 2002. In anticipation of the *Regional STW Assessment* and utilizing other research and progress measures, MRGBEC is aggressively restructuring its organization around the development of several Industry Alliances and Career Clusters. This is a substantial collaborative effort with business, economic and workforce development organizations, secondary and postsecondary schools, and universities.

Philadelphia Youth Network, Inc., Philadelphia Pennsylvania: The Philadelphia Youth Council, staffed by the Philadelphia Youth Network, is designing and promoting a broad youth development system for the city. To align efforts citywide, the Youth Council decided to develop a clear set of standards for youth programming, to apply them first to WIA funds under the Youth Council's control, and then to work with other youth-serving institutions to expand their application. The Core Standards for Philadelphia's Youth Programs, developed by PYN and the Youth Council in collaboration with the United Way and the City of Philadelphia, emphasize a

range of priorities that apply to all youth-service providers they support. The Philadelphia Youth Network has also created satisfaction surveys and organized professional development sessions, and it is developing implementation guides for youth providers and incentives to meet the standards.

The Workplace Learning Connection, Cedar Rapids, Iowa: Participation in the Intermediary Project's peer learning has helped the Workplace Learning Connection expand its vision from predominantly brokering services to encompassing the other functions. As a result, the Workplace Learning Connection revamped the memoranda of understanding it uses with business and education partners in order to improve the quality and impact of its efforts. The new MOUs include reciprocal expectations, a listing of services, and an opportunity/expectation to help sustain the intermediary financially. The organization is also revamping all its follow-up evaluations, making them more quantitative while still allowing for some qualitative input.

worksystems, inc., Portland, Oregon: Each year, worksystems conducts a performance analysis of the Multnomah Strategic Investment Program, reporting to the Multnomah County Board of Commissioners. The widely distributed report is distilled from a detailed analysis of performance outcomes against the contractual goals and specifications of a 1995 SIP partnership Agreement negotiated among the county, the city of Gresham, and LSI Logic. The agreement established an "exemplary corporate citizen" standard that ensures responsibility, accountability, and community involvement by SIP corporate participants. It reflects a commitment to measurable achievement of specific public priorities, such as: clearly defined wage and benefit standards, entry-level job opportunities for disadvantaged populations, additional employee benefits such as transportation and childcare, and clearly defined standards for employee retention and promotion, among other criteria.

The School-to-Work Intermediary Project has created and supported—and learned from—a network of 50 organizations that link schools, employers, and other community resources.

PROMOTING POLICIES TO SUSTAIN EFFECTIVE PRACTICES



Intermediary Network members recognize that effective programming is only one part of their task. To succeed in institutionalizing career and youth development approaches in schools and other youth-serving organizations, they must also influence policy—at the local, state, and even national levels.

Network members have taken the lead or played supporting roles in state legislative efforts designed to allocate resources to connecting activities and intermediary functions. In the wake of the sunset of the School To Work Opportunities Act of 1994 and the development of new Youth Councils, Network members have frequently become involved in deliberations on how best to use local WIA youth dollars, how to structure and select strategies for emerging Youth Councils, and how to merge the best of school-to-work governance and engagement with the new structures and systems.

Examples of Network members' activities to promote policies that sustain effective practices include the following:

Boston Private Industry Council, Boston, Massachusetts: The Boston PIC plays a leadership role in supporting a major restructuring of all 15 comprehensive high schools in the city along school-to-career principles. Also, three summer programs jointly sponsored by Boston Public Schools and the PIC forge partnerships between businesses and schools and show significant success in engaging students, including those who are most at risk of not passing state standards. In addition, the Boston PIC and other partnerships worked with the Massachusetts Office of School-to-Work to petition the legislature to fund connecting activities that create work-based learning for students. First funded by the legislature in FY 1997, the 2001 appropriation provided \$5 million for partnerships across the state.

Charleston Metro Chamber of Commerce Education Foundation, Charleston

South Carolina: In 2001, the Education Foundation and the North Charleston High School secured a multi-million-dollar U.S. Department of Education grant, the largest ever awarded to a single school in their region. They will use the money to allow students throughout the Charleston County School District to take advantage of North Charleston High School's College and Career Pathways and the Ninth Grade Academy programs. Previously, the Education Foundation and North Charleston High had received a \$418,843 grant from the U.S. Department of Education's Smaller Learning Community program, which was used to help restructure the school into a ninth-grade academy and a series of career pathways.

Greater Louisville, Inc./Louisville Chamber of Commerce, Louisville, Kentucky:

As Greater Louisville, Inc., has established working connections with the emerging Youth Council and the Workforce Investment Board, the Intermediary Project has informed its plans for shaping the work of the council. These connections have had tremendous impact on the Youth Opportunity Grant (Louisville Youth Opportunity Network) and a UPS Foundation Grant awarded to Metro

CONTINUED ON PAGE 11 ►

Promoting Effective Policies



Intermediary Network members frequently develop, promote, and influence policies that strengthen the ongoing connections of schools and other youth-serving institutions with workplaces and other community resources. To accomplish this function, they engage in such activities as:

- Generating public awareness and support;
- Influencing programmatic, local, and state policies;
- Connecting to and aligning with other systems;
- Promoting the labor market interests of workplace partners;
- Generating resources; and
- Promoting the long-term public commitment to education.

Peer Learning in the School-to-Work-Intermediary Project

Intermediary Network members learn from one another about effective practices, strategies, and policies on such issues as funding and implementation. Network membership has helped them articulate clear messages, raise the quality of efforts to convene local partners, and market school-to-career to workplace partners and schools. For example:

The Berkshire County Regional Employment Board, in Pittsfield, Massachusetts, reports that the project helps connect it to a strong network of communities facing similar challenges. For example, a North Berkshire School has utilized the career pathway model that Intermediary Network member BaySCAN had developed, even though this school is not yet a partner of the REB. Without the BCREB's involvement in the Intermediary Network, the school would have lacked a model to work from.

The Boston Private Industry Council has drawn on the Intermediary Network in reinventing its approaches to engaging employers. The project has informed efforts to create and staff a new "employer organizing" department that supports these partners as they try to meet workforce needs through the PIC's work-based learning initiatives. The PIC is now advancing its employer-organizing strategy in the context of the Workforce Investment Act and Youth Councils as well as school-to-career.

The Charleston Metro Chamber of Commerce Education Foundation, in South Carolina, considers that its connection with the Boston PIC through the Intermediary Network has led to whole-school restructuring and a renewed focus on the need to fund connecting activities. The Intermediary Project gave opportunities to see and understand what a true intermediary structure looks like in Boston. In addition, Charleston staff members learned of the Smaller Learning Communities grants through project meetings and used Boston as the model in its application. The project's intersite meetings provided opportunities for leaders to focus and organize thoughts.

Career Partners, Inc./Tulsa Chamber of Commerce, in Oklahoma, reports that the Intermediary Project's peer-learning opportunities have helped CPI set its future direction and given the expectation to the board that CPI would take the lead in workforce development. The project framework continues to be used, despite an 80 percent turnover in staff. Intermediary Project meetings have had a great impact on CPI staff, creating contacts and alliances for sharing ideas and brainstorming solutions.

LEED Sacramento (Linking Education and Economic Development), in California, built upon a workplan developed by Business/Education Expectations, a Network Member, in developing priorities to support the goal of engaging and growing employer participation. The result has been increased buy-in from strategic stakeholders and greater regional awareness of LEED's role as an intermediary and in connecting activities.

The New York Citywide School-to-Work Alliance believes that peer learning through Intermediary Project site visits and working conferences has increased knowledge of effective models. It has distributed the project's issue briefs and resource materials to local partners, using this as part of its strategies for improving program models.

The Pittsburgh Technology Council/Southwestern Pennsylvania Industrial Resource Center has found the Intermediary Project, the intermediary concept, and, in particular, project tools very helpful in bringing "order out of chaos." It reports that its first meeting with the Intermediary Network was an energizing experience for newly appointed steering committee members, making it possible to build on that energy and that learning experience in the months that followed. The Council came to define itself as an intermediary, and the result was the creation of a permanent joint committee of the SPIRC and Council Boards of Directors to oversee and guide this intermediary role.

The Sonoma County School-to-Career Partnership, in Santa Rosa, California, brings together members of the education community, employers, and other community organizations to meet the changing needs of employers and students entering the workplace. Participation in the Intermediary Network has informed partnership strategies on how to help policymakers improve their understanding of school-to-career and move the initiative forward. One such peer learning opportunity led to the drafting and adoption of school-to-career funding legislation for California.

The School-to-Work Intermediary Project has fostered and coordinated a wide variety of peer learning opportunities for Intermediary Network members. These have included: convenings of the leaders from each site, intersite meetings and project institutes that bring together practitioner teams from each site, peer learning site visits, a policy forum/leadership meeting, content conference calls on issues of broad interest, regional meetings, new member orientations, and Intermediary Network work groups.

CONTINUED FROM PAGE 9 ▼

United Way to support workplace mentoring for students. The project also informed the development of a Supply Chain Management Career Pathway that supports the emerging logistics and transportation industry in Greater Louisville. In addition, the Information Technology Career Pathway has been expanded to include Geographic Information Systems, with strong links to employer and post-secondary partners. All the career pathway programs are linked with the Business Networks at GLI to support their development and enhance student/employer interactions.

San Diego Workforce Partnership,

San Diego, California: The Workforce Partnership is the fiscal agent for a Youth Opportunity Grant, WIA youth formula funds, and school-to-career grants. Key staff meet weekly to promote consistency and continuity across programs. All service providers funded through the Workforce Partnership must use a common, on-line reporting system that collects individual enrollment data and interim indicators related to the various WIA program elements.

Sonoma County School-to-Career Partnership,

Santa Rosa, California: The Sonoma County School-to-Career Partnership brings together members of the education community, employers, and other community organizations to meet the changing needs of employers and students entering the workplace. It leverages resources from multiple sources (government, foundations, private) for school-to-career programs. In addition, the Youth Council model crafted by the partnership and local Workforce Investment Board has been validated as a leading model in the country, helping Sonoma get the necessary support and approval to build a youth development system countywide. The partnership has also created a communication infrastructure that links educator and regional intermediary groups to collaborate, share best practices, and provide and receive technical assistance.

UNITE-LA, *Los Angeles, California:*

UNITE-LA conducts five major school-to-career campaigns, together reaching about 20,000 students and educators: College Is Yours, Educators in the Workplace, Groundhog Job Shadowing, Principal/Executive for a Day, and California Intern Summer. To heighten awareness of these campaigns and school-to-career in general, UNITE-LA conducts a broad media campaign, with prominent spokespeople and strong corporate support. Pat Benatar is the campaign's newest spokesperson, and State Farm Insurance Companies the newest corporate media sponsor for TV and radio. As measured in surveys of parents of school-aged youth, UNITE-LA's media efforts have raised local awareness of school-to-career from 5 percent to 65 percent.

For more information on Network members, see the site profiles available on the Intermediary Project Web site: www.intermediarynetwork.org.

**For More Information:
The School-to-Work Intermediary Project**

The School-to-Work Intermediary Project is designed to strengthen and raise the public profile of local, state, regional, and national organizations that connect schools, workplaces, and other community resources. For more information, including how to contact all the organizations described here, consult the project Web site:

www.intermediarynetwork.org

<p>Jobs for the Future 88 Broad Street, 8th Floor Boston, MA 02110 (617)728-4446 www.jff.org</p>	<p>New Ways to Work 785 Market Street, Suite 950 San Francisco, CA 94103 (415)995-9860 www.nww.org</p>
---	---

The Intermediary Guidebook: Making and Managing Community Connections brings together the project's experience, tools, and research materials. It is available at no charge from the Web site, New Ways to Work (single-copy orders), and Jobs for the Future (bulk orders).

The Intermediary Network

For more information on Network members, see the site profiles available on the Intermediary Project Web site: www.intermediarynetwork.org.

Bay Area School-to-Career Action Network (Bay SCAN), Fremont, CA

Berkshire County Regional Employment Board, Pittsfield, MA

Boston Private Industry Council, Boston, MA

Business/Education Expectations (BE²), Kansas City, MO

Capital Area Training Foundation, Austin, TX

Career Builders STC Regional Partnership, Baton Rouge, LA

Career Partners, Inc./Tulsa Chamber of Commerce, Tulsa, OK

Center for Workforce Leadership, Boise, ID

Charleston Metro Chamber of Commerce Education Foundation, Charleston, SC

Community Education Coalition, Inc., Connersville, IN

Durham Workforce Partnership, Durham, NC

EASTBAY Learns, Hayward, CA

Entertainment Industry Development Corporation, Hollywood, CA

Fox Cities Alliance for Education, Appleton, WI

Greater El Paso Chamber of Commerce, El Paso, TX

Greater Louisville, Inc./Louisville Chamber of Commerce, Louisville, KY

Illinois Federation of Labor, AFL-CIO, Springfield, IL

Indianapolis Private Industry Council, Inc., Indianapolis, IN

LEED Sacramento, Sacramento, CA

Lincoln University Cooperative Extension, Jefferson City, MO

Linking Learning to Life, Burlington, VT

MetroVision School-to-Career Partnership, New Orleans, LA

Middle Rio Grande Business and Education Collaborative, Albuquerque, NM

Minnesota Independent School Forum, St. Paul, MN

MY TURN, Inc., Brockton, MA

New Bedford Public Schools, New Bedford, MA

New Hampshire Career Alliance, Concord, NH

New York Citywide STW Alliance, New York City, NY

Northeast Indiana Partnerships/Youth Council, Ft. Wayne, IN

Northern Indiana Workforce Investment Board, South Bend, IN

Northern Rhode Island Business/Education Alliance, Lincoln, RI

Partners in Public Education (inactive), Grand Rapids, MI

Partnerships North, Inc., Duluth, MN

Philadelphia Youth Network, Philadelphia, PA

Pittsburgh Technology Council, Pittsburgh, PA

Potomac Regional Education Partnership (inactive), Washington, DC

Rhode Island Seafood Council (inactive), Wakefield, RI

Rochester Area Career Education Collaborative, Rochester, NY

San Diego Workforce Partnership, San Diego, CA

Santa Fe Regional Partnership for School-to-Careers, Santa Fe, NM

Seattle-King County Intermediary Consortium, Seattle, WA

Somerset/Hunterdon Business and Education Partnership, Bridgewater, NJ

Sonoma County STC Partnership, Santa Rosa, CA

Tulare County Office of Education/Workforce Investment Board, Visalia, CA

UNITE-LA, Los Angeles, CA

Workplace Learning Connection, Cedar Rapids, IA

worksystems, inc., Portland, OR

Your Future Is Our Business, Aptos, CA

Youth Opportunities in Retailing, Des Moines, IO

The Youth Trust (inactive), Minneapolis, Minnesota