WORK-BASED LEARNING INTERMEDIARIES

An overview of regional roles, structures, and examples
WHO MAKES IT HAPPEN?
A REGIONAL PATHWAYS ECOSYSTEM

Convening Intermediary

Employers: Business & Industry
K-12 Schools
Colleges & Universities
Local and regional government agencies
Community Based Organizations

WBL Intermediaries
KEYS TO BUILDING A REGIONAL ECOSYSTEM

Convening functions + Work-based learning functions = Necessary “glue” in a Pathways region
WHAT DOES A CONVENING INTERMEDIARY DO?

- Convenes key players
- Builds support
- Forms sub groups
- Develops accountability systems
- Operationalizes the work
CONVENING ORGANIZATIONS: BASIC STAFF FUNCTIONS

Strategic thinking and guidance
- Shape the strategic direction of the work
- Oversee operations to ensure they are aligned with strategic direction

Community and stakeholder engagement
- Interface with community, stakeholders, public
- Build new relationships

Facilitation
- Manages partner relationships on a day-to-day basis
- Guides meetings and planning to move stakeholders to consensus and action

Research and data analysis
- Develops metrics and evaluates outcomes
- Monitors policy relevant to the work and helps identify opportunities to influence policy

Communications and Development
- Manage external communications to ensure unified messaging
- Develops and maintains relationships with funders

Note: A staff position may combine more than one of these functions, or a function may be divided among staff positions.
WHAT DOES A WORK-BASED LEARNING INTERMEDIARY DO?

- Knows the labor market
- Develops WBL sequences (with educational institutions)
- Identifies and reaches out to key employers and sector organizations
- Brokers and aggregates opportunities for sequenced WBL
- Recruits high-level, visible business champions
- Reaches out to and partners with community-based organizations
## Considerations for Determining Configuration

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<tr>
<th>CHOICES</th>
<th>PROS</th>
<th>CONS</th>
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<tbody>
<tr>
<td>Build a new organization</td>
<td>Supports perception as honest broker</td>
<td>Costs to incorporate and maintain</td>
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<td>Built for purpose and mission</td>
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<tr>
<td>Use existing entity to house intermediary staff or parts of the staff (e.g., WIB, Chamber of Commerce, CBO)</td>
<td>Do not need to build a new organization</td>
<td>May negatively affect perception as honest broker</td>
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<td>Builds on existing capital and relationships</td>
<td>May be marginalized if unaligned with mission</td>
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<tr>
<td>Distribute Intermediary functions to several organizations in Phase I; build out functions over time either as new or in existing organization</td>
<td>Builds on existing capital and relationships</td>
<td>Diffusion of efforts and common approach</td>
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<td>Provides time to evolve and enhance services</td>
<td>May be marginalized in other organizations if unaligned with mission</td>
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<td>Costs of coordination across organizations</td>
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*Whatever the design, the intermediary functions should be housed at entities with a regional reach and mission*
FRAMING/NOTES:

> The following slides contain examples of WBL intermediary organizations.

> These may provide some avenues for thinking about how to organize the functions of a similar organization, but it is important to bear in mind that regional needs will inevitably vary, and there is no one-size-fits-all solution.

> Budget figures have been provided where available, but these should be viewed as extremely rough guidelines, as costs vary widely across the country and may have changed since this information was collected.
WORK-BASED LEARNING INTERMEDIARIES

EXAMPLE 1
EDUCATION MATTERS IN CATAWBA VALLEY (NORTH CAROLINA)
Education Matters (EM) provides work-based learning and career exploration and awareness opportunities to over 5,000 middle- and high-school students annually:

- Tours of local employers in STEM industries for 8th graders
- WorkKeys assessments
- Career and College Ready Portfolio process for high-school juniors
- Career Prep Conference for 150 high-school seniors
- Business leader forum to familiarize high school seniors with career areas

EM works to connect and strengthen partnerships among local schools and employers, Catawba Valley Community College, and state agencies.

Housed at Catawba Valley Community College; 1 FTE; annual budget of $116,404

EDUCATION MATTERS: STRUCTURE AND STAFFING

*The community college houses Education Matters and pays the director’s salary. College faculty, staff, and administration contribute to career exploration events.

** School-based career development coordinators (salaries are part of district budgets) with EM director to develop events and place students.
WORK-BASED LEARNING INTERMEDIARIES

EXAMPLE 2
THE BOSTON PRIVATE INDUSTRY COUNCIL (THE PIC)
• The **Boston Private Industry Council** (PIC) serves as both a WBL intermediary for Boston and as the city’s WIB. Its school-to-career programs and activities include:
  - Brokering students into summer jobs and school-year internships – over 3,000 students placed in summer jobs and 345 employers participating in job and internship programs
  - Career specialists in 29 local high schools that connect students to WBL opportunities
  - Dropout prevention and recovery

• The PIC is a public-private partnership with Council members, who include prominent business, labor, higher education, government, and community leaders, appointed by the city’s mayor. The Board of Directors, is elected by the Council members and guides the PIC’s strategic direction.

• 49 staff and a budget of $4.3 million (excluding pass-through funds to Career Centers and Summer Jobs)

http://www.bostonpic.org/sites/default/files/2013_PIC_Annual_Report_0.pdf; http://www.bostonpic.org/about/leadership
THE PIC: KEY STAFF ROLES FOR SCHOOL-TO-CAREER PROGRAMS

**Executive Director**
- Interface with community and stakeholders, public engagement, partnerships, development

**Researcher**
- Metrics, labor market analyses and surveys, goal setting, evaluation

**Work-Based Learning Director**
- Direct all school-based Career Specialists and sector-specific Account Managers of employer relationships

**Career Specialists and Account Managers**
- Manage employer relationships and work-based learning placements
EXAMPLE 3
THE WISCONSIN TRAINING REGIONAL PARTNERSHIP (WRTP)/BIG STEP

WORK-BASED LEARNING INTERMEDIARIES
The **Wisconsin Regional Training Partnership** (WRTP) is a workforce intermediary, established in the 1990s, that provides training, certification, apprenticeship, and career services to adults and youth in Milwaukee.

**WRTP** works with the Milwaukee Public Schools to develop career pathways for youth that are aligned with WRTP’s intermediary work. A major area of focus is getting youth into apprenticeship programs. Programs include career pathways development at a local high school, after-school programs that emphasize job-readiness training, and an out-of-school program.

Working with **Bradley Technical High School** (total enrollment of 1,063) and area employers to develop pathways that incorporate WBL opportunities in construction and architecture, manufacturing and engineering, and communications

- Cross-sectoral advisory board meets monthly and has provided input on curriculum and development of WBL opportunities

**WRTP** works with a consortium of 45 school districts in the Milwaukee area and is putting together a catalog of WBL services that they can offer to small districts that lack the capacity to develop in-house WBL programs

**WRTP** has an annual budget of approximately $3 million with a mix of public and private funding.
WRTP: KEY STAFF
ROLES FOR YOUTH PROGRAM

Director

Interface with community and stakeholders, public engagement, partnerships; based at partner high school

Youth Case Manager & Outreach

Oversees after-school program and program for out-of-school youth

Public Ally

Responsible for community outreach and middle-school recruitment; works with after-school program
WORK-BASED LEARNING INTERMEDIARIES

EXAMPLE 4
STEP-UP ACHIEVE (MINNEAPOLIS, MN)
• **STEP-UP Achieve** is a summer jobs program that works in partnership with **AchieveMpls** and the **Minneapolis WorkForce Centers** to place youth (ages 16-21) in paid internships. Participants have opportunities to explore career interests, develop professional connections, receive work readiness training certified by the Minneapolis Chamber of Commerce, and receive on-the-job training.

• The program places 800 youth in internships with 150 area employers annually. Each year, program participants earn a total of over $1 million in wages.

• The program includes 5 career pipelines: financial services, healthcare careers, legal careers, outdoor/recreation/environmental, and STEM careers. The pipelines provide year-round career development opportunities through targeted trainings, career exposure events, and industry-recognized certification programs.

• In 2013, 93% of program participants were youth of color, 20% were born outside of the United States, and 15% were youth with disabilities.

STEP-UP ACHIEVE: KEY STAFF ROLES

**Director**
- Interface with community and stakeholders, public engagement, partnerships

**Manager of Training and Data**
- Oversees data reporting and analysis; manages work readiness training program

**Senior Program Associate**
- Organizes the STEP-UP Achieve health careers pipeline, manages many business relationships, and recruits and trains youth

**3 Program Associates**
- Youth and employer outreach and recruitment; coordination of work readiness training

**Training and Events Coordinator**
- Organizes events and provides logistical support to training program

Source: http://www.achievempls.org/step-achieve-summer-jobs/step-achieve-staff
SUSTAINABLE FUNDING
Developing multiple funding sources, including both public and private investments, helps ensure the long-term viability of an organization.

Develop strategic partnerships
  • Resources and in-kind contributions, such as staff time, from partner organizations, can add capacity to a linking organization.

Develop messaging that highlights the value of the organization
  • Comprehensive data collection and outcomes measurement plans are key to crafting a compelling message about the value of the work.

Offer fee-for-service training and technical assistance to non-partner organizations.

Make sure that funders understand the long-term strategy behind the work.

1. Identify the result needed by stakeholders.
2. Design the work and evaluation around those results.
3. Market the results to partners and stakeholders to secure longer-term funding.

These activities should be carried out in coordination with a sustainability work group, the functions of which include:

- Developing a complete picture of available resources, gaps, needed outcomes, and potential funding mechanisms
- Tracking, understanding, and acting on public and private funding opportunities
- Reviewing and revising MOUs with partners

ADDITIONAL REFERENCES AND RESOURCES

• Workforce Partnership Guidance Tool, National Fund for Workforce Solutions

• Mobilizing a Cross-Sector Collaborative for Systemic Change: Lessons from Project U-Turn, Philadelphia’s Campaign to Reduce the Dropout Rate, Lili Allen, Jobs for the Future

• Needle-Moving Collective Impact Guide: Capacity and Structure, The Bridgespan Group
  • Case studies, organizational structure, funding models

• Intermediary Development: Frameworks for Success
  A Quick Guide for Practitioners, Intermediary Network (INet)
  • http://www.intermediarynetwork.org/tools.html

• Collaborative Funding for Greater Impact: A Case Study of the Cincinnati Experience, Grantmakers for Effective Organizations
  • http://gosw.org/files/misc/sww_collab_funding_2012-1.pdf

• Community School Partnerships Toolkit, UC Davis School of Education
  • http://education.ucdavis.edu/post/community-school-partnerships-toolkit
  • Sample site coordinator job description, sample list of people and organizations, step-by-step model for sustainability planning