

Baseline

Regional Report



Region 8
School-To-Work

BACKGROUND

The Ohio Department of Education describes School-To-Work (STW) not as a program, but as an approach to education. School-To-Work “is an effort to build public and private partnerships that offer pathways to more challenging, better paying careers for individuals and avenues to increased productivity and competitiveness for business and industry.” In Ohio, School-To-Work was structured around the Governor’s twelve economic development regions. Region 8 serves the following infrastructure areas:

◆ **Cleveland/East Cleveland** ◆ **Cuyahoga County** ◆
◆ **Geauga County** ◆ **Lake County** ◆ **Lorain County** ◆

Region 8 has worked diligently for more than two years to develop strong infrastructures that advance the STW approach to education. Among its accomplishments are more than one hundred linkages with community initiatives that are dedicated to building and advancing a series of promising STW activities and programs. These local partnerships are critical to the region’s ability to create and sustain a School-To-Work system. For the vision of STW to be fully realized, local partnerships must include a variety of key stakeholder groups. Region 8 has defined these groups as:

◆ **Business/Industry** ◆ **Community-Based Organizations** ◆
◆ **Economic Development Organizations** ◆ **Higher Education** ◆
◆ **K-12 F Organized Labor** ◆ **Parents** ◆ **Students/Learners** ◆
◆ **Workforce Development Organizations/Initiatives** ◆

Not only are local partnerships comprised of an array of key stakeholders, they are primarily responsible for the delivery of STW programs and activities at the local level. Essential components include:

School-Based Learning is instruction that involves career related curriculum and activities with emphasis on real world applications throughout all disciplines.

Work-Based Learning transforms the work place into an active learning environment and can include apprenticeships, career exploration visits, field trips, co-ops, internships, job shadowing, and job mentoring, to mention a few.

Connecting Activities lead to active partnerships among educational/entities and employers, as well as other STW stakeholders. Teacher externships are a good example of connecting activities.

SCHOOL-TO-WORK...

Promotes the formation of local partnerships dedicated to linking the worlds of school and work.

Builds on and advances a series of promising STW activities, programs, and initiatives.

Uses workplaces as active learning environments in the education process by making employers joint partners in providing opportunities for all students to participate in high-quality, work-based learning experiences.

Helps all students attain high academic and occupational standards.

Integrates school-based and work-based learning.

Exposes students to an array of career opportunities and facilitates the development and implementation of Individual Career Plans and Career Passports.

Facilitates the creation of a regional, high-quality STW system.

Furtheres the goals of comprehensive educational and workforce development reform.

BASELINE ACTIVITY SURVEY

Goals and Objectives: In the spring of 1998, Region 8 School-To-Work (STW) conducted a Baseline Activity Survey to identify and describe existing and emerging STW partnerships across infrastructure areas. The survey was an attempt to gauge Region 8's progress in developing a seamless and sustainable system. The data and information is being used to determine what Region 8 can do to support partnership work, how greater linkages among partnership initiatives can be achieved, and to maximize efficiency in resources for all. This information will serve as the basis for ongoing planning to move the region away from fragmentation to a system of connected infrastructures.

Project objectives were as follows:

- Identify and describe levels of system work, existing partnerships, emerging partnerships, and activities not yet classified as partnership level work.
- Assess probable sustainability of community partnerships that are host to STW activities and efforts (i.e., formal structure, funding sources, anticipated life expectancy, challenges to sustaining efforts to date, future plans).
- Determine what key stakeholder groups are involved (or not involved) in community partnerships that are host to STW efforts.
- Determine what populations are served (or under served) by community initiatives engaged in STW.
- Understand levels of school-based learning, work-based learning, and connecting activities in the region and the specific applications that are most and least common among partnership activities.
- Identify opportunities to creating a more seamless system of delivery for Region 8 STW.
- Determine what linkages can and should be made to create a more connected infrastructure for STW.

Research Methods: A total of 101 site visits were made to partnerships throughout Region 8. The partnerships were identified and selected on the basis of their known engagement in STW activities with each of the liaison offices throughout the five infrastructure areas. This survey was not an attempt to inventory all education/training providers, community-based organizations, business/industry or other stakeholders. The intent was to describe existing and emerging partnerships so that system opportunities and barriers could be determined. In addition to the partnership visits, 12 site visits were conducted by the Northeast Ohio Council on Higher Education with all institutions of higher education in Region 8.

The Joint Center for Policy Research of the Public Services Institute at Lorain County Community College was commissioned by Region 8 to assist with survey design and analysis. Site visits were conducted by the Joint Center's team of professional interviewers for the infrastructure areas of Cleveland/East Cleveland, Cuyahoga County, and Lorain County. Other consultants were hired to assist with data collection in Lake County and Geauga County. This report summarizes findings of the Baseline Activity Survey for Region 8. Highlights within infrastructure areas are included.

BASELINE ACTIVITY SURVEY...

Was conducted to gauge Region 8's progress in developing a seamless and sustainable system of STW.

Was intended to identify and describe local initiatives through more than 100 site visits to known partnerships (plus the 12 institutions of higher education) throughout the region.

Findings will be used to determine what Region 8 can do to support partnership work, how greater linkages among partnerships can be achieved, and to maximize efficiency in resources for all.

The results will serve as the basis for ongoing planning to move the region away from fragmentation to a system of connected infrastructures.

FRAMEWORK & ANALYSIS OF PARTNERSHIP LEVELS

One of the primary objectives of the Baseline Activity Survey was to identify and describe levels of system work, existing partnerships, emerging partnerships, and activities not yet classified as partnership level work. In doing so, Region 8 will be better able to determine how much progress has been made in developing local partnerships and how far it still has to go in creating a community-based culture of STW that is sustainable over time.

Before the survey could be designed, a framework for what constitutes system level work, existing partnerships, and emerging partnerships had to be established. The framework for the analysis is as follows:

STW SYSTEMS:

- At least 7 of the 9 key stakeholder groups are actively involved in the partnership.
- STW philosophy and activities are incorporated and evident in mission and/or partnership activities.
- Multiple levels of work-based learning, school-based learning, and connecting activities are apparent in partnership work.
- Partnerships serve all learners, both K-12 and adult learners.
- All systems can demonstrate sustainability (historically and projected).

EXISTING PARTNERSHIPS:

- At least 5 of the 9 key stakeholder groups are actively involved in the partnership.
- Like systems work, they have established multiple levels of activities in school-based learning, work-based learning, and connecting activities.
- While not necessarily targeting all learners, they are exploring opportunities to broaden their work with all students.

EMERGING PARTNERSHIPS:

- Are local partnerships which are just beginning their STW efforts (within the last year).
- Will have a minimum of 3 key stakeholder groups involved in their partnership but will be looking for ways to involve a more diverse group of local stakeholders.
- Will have engaged in some initial level of STW activity and will be expanding their efforts to include all three key components of school-based learning, work-based learning and connecting activities.

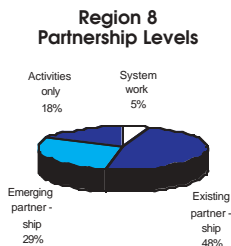
Other STW efforts that did not meet any of the systems work or partnership requirements have been classified as activities. This often includes one school building or other group who is engaged in STW applications but has not yet made other stakeholder groups formal partners in the delivery of STW.

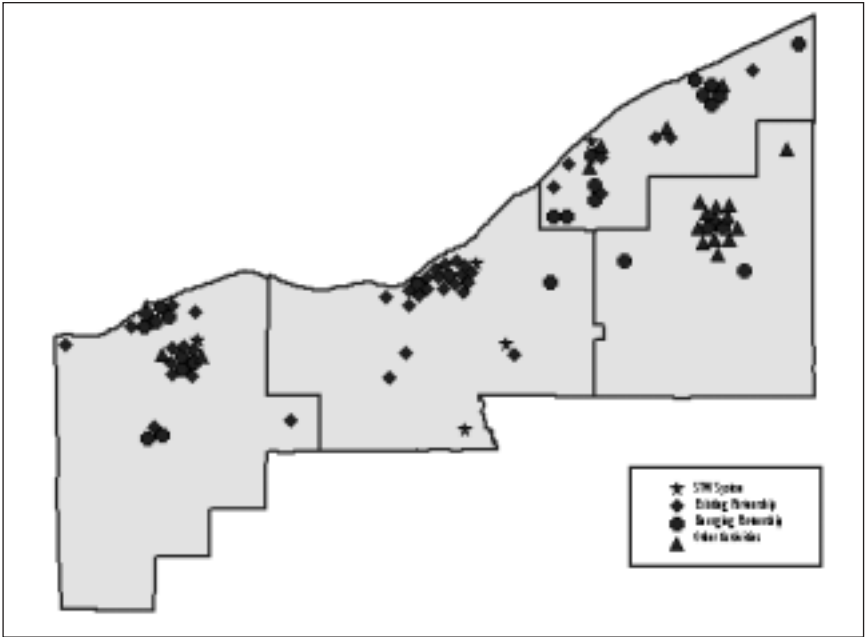
Approximately 5% of all partnerships throughout Region 8 are engaged in systems level work.

A plurality of local partnerships (49%) can be classified as existing partnerships. It is these partnerships (and those that are engaged in systems level work) that are likely to sustain STW efforts over time.

Another 29% of all partnerships are just beginning STW programs and activities, but are looking for ways to engage a broader spectrum of key stakeholders as partners, and build upon school-based and work-based learning activities.

Approximately 20% of all initiatives are engaged in some form of STW activity, but have not engaged community partners in their efforts.





- The above map reflects geographic location of key contacts representing each of the 101 partnerships throughout Region 8. It does not represent the geographic location of all organizations that are in partnership with each key contact, only the host organization.
- Based on this information, it appears as if the key contacts for each of the liaison offices throughout Region 8 are somewhat more concentrated within urban areas. For example, many of the key contacts for Cuyahoga County are clustered within the City of Cleveland. The remainder seem to be on the west and southwest sides of the county (which are the Career Centers). Similarly, Geauga County key contacts seem to be clustered within Chardon and Lorain County key contacts are clustered primarily within the cities of Lorain and Elyria. There are no or few key contacts within the northwest or northeast suburban areas or the southern townships.
- Lake County appears to have achieved wider geographic representation among it's key contacts.

SUSTAINABILITY OF SCHOOL-TO-WORK INFRASTRUCTURE & ACTIVITIES

A variety of measures were used to determine the level of sustainability in School-To-Work efforts across the region. These measures were developed to gauge progress in developing School-To-Work infrastructure and systems. To determine levels of sustainability, the Baseline Activity Survey addressed the following:

- Formal structure of partnerships.
- Funding sources used to sustain partnership efforts and future plans to leverage additional resources.
- Anticipated life expectancy of partnership.
- Challenges to sustaining efforts to date.
- Future plans to expand partners, populations served, or School-to-Work activities.

To what extent is there formal structure around community partnerships engaged in School-to-Work?

- Mission/vision statements and governing bodies are most common among the structure of community partnerships that host STW activities.
- Interorganizational agreements and organizational charts are least common among the structure of community partnerships.
- Regionally, a plurality of community partnerships (48%) have 4 or more structural components in place, comprising formal infrastructure for School-to-Work efforts. Another 38% have 1 to 3 of these structures in place to guide and sustain STW activities.
- Approximately 14% of all initiatives have no formal structure at all, suggesting vulnerability to sustaining partnership efforts over time.

For purposes of the Baseline Activity Survey, components of formal structure were defined as:

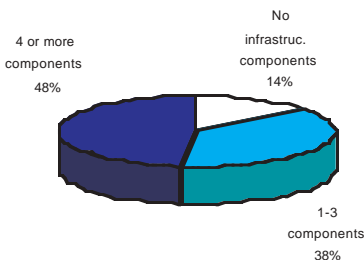
- Governing body
- Mission/vision statement
- Organizational chart
- Documented goals and objectives
- Long range plans
- Formal interorganizational agreements

A plurality of regional partnerships have 4 or more of these components in place comprising formal infrastructure for STW efforts.

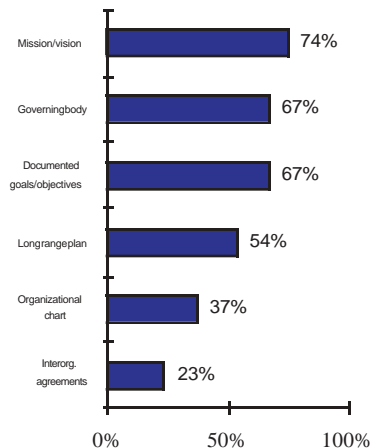
REGIONAL HIGHLIGHT:

Some of the most formal partnerships in the region are found within the Cuyahoga County infrastructure (including Cleveland/East Cleveland) where mission/vision statements, documented goals and objectives, and long range plans are most common.

% Partnerships with no infrastructure components, 1-3 components, or 4 or more components



% Partnerships with each infrastructure component

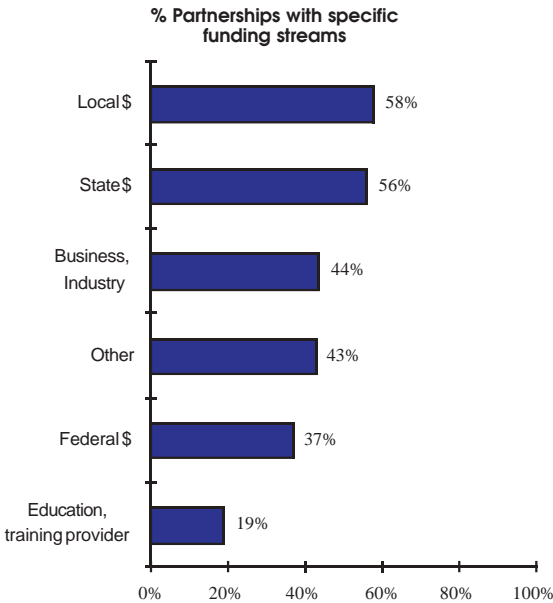


What kind of funding sources are used to sustain partnership efforts?

- As might be expected, community partnerships are dependant upon multiple streams of funding. One half of all partnerships rely on 3 or more sources of income to support their work.
- Important to overall sustainability of STW efforts is the extent to which local dollars are leveraged to support community partnerships. A little more than half of all partnerships (58%) have leveraged dollars from local sources other than business/industry and education/training providers.
- The second most common funding stream is state grants which 56% of all partnerships rely on. Local business/ industry also provide financial support to 44% of all community initiatives.
- Only 19% of all community initiatives have leveraged funds from education/training organizations, of which many of these providers are host to partnership activities. If leveraging of funds from within initiatives are an indication of commitment to partnership activities, then this could be a potential disadvantage to long term sustainability for Region 8.
- When federal and state funding are combined, it is evident that a strong majority of partnerships are dependant upon either or both sources of government funding(71%).

Community initiatives that are host to STW activities are dependent upon multiple streams of funding to support their work.

Important to overall sustainability of STW is the extent to which local dollars are leveraged to support community partnerships. More than half of all partnerships (58%) have leveraged dollars from local sources other than business/industry and education/training providers.



REGIONAL HIGHLIGHT:

Both Lake and Cuyahoga Counties (including Cleveland/East Cleveland) are leveraging business/ industry dollars and education/training provider dollars at levels higher than the region as a whole.

Funding for Lorain County partnerships is the most diversified overall. Another significant strength for Lorain County is that 81% of all partnerships have leveraged local dollars to support their work (compared to 58% for the region). This represents a local investment in STW.

What is the anticipated life expectancy of community partnerships that are host to STW activities?

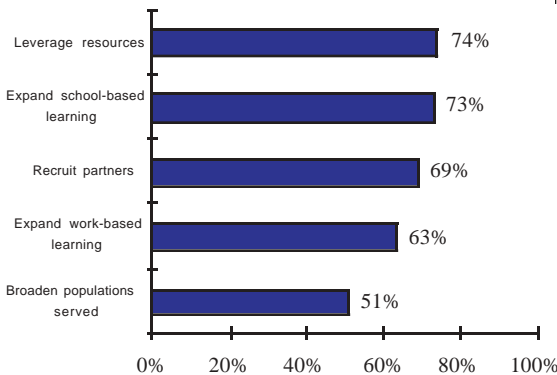
- A variety of comments surfaced relative to the open-end question of anticipated life expectancy. A majority of partnerships view their work as ongoing and indefinite. The following comments were typical:
 - “Ongoing”
 - “Long lasting”
 - “Long-term commitment”
 - “Indefinite”
- The minimum life expectancy was described as two to three years by only a few partnerships. A couple of key contacts reported they would continue their efforts until “funding runs out.”

What kind of plans do community initiatives have to expand STW efforts and activities?

Equally important to anticipated life expectancy, are the plans community initiatives have to recruit additional partners (stakeholder groups), broaden target populations currently served, expand work-based and school-based learning activities, and to leverage additional resources.

- Leveraging additional resources is among future plans for 74% of all community initiatives.
- Expanding school-based learning applications (73%) and recruiting additional partners/stakeholders (69%) are also among future plans for a majority of partnerships.
- Interestingly, broadening target populations served through STW activities is not among future plans for almost half of all initiatives.

Future plans of community partnerships engaged in STW



A majority of regional partnerships view their work as “ongoing” and “indefinite.”

Leveraging resources, expanding school-based learning applications, and recruiting additional partners are among the future plans for more than two-thirds of all regional partnerships.

REGIONAL HIGHLIGHT:

Both Geauga County and Cuyahoga County partnerships (including Cleveland/East Cleveland) are more likely to recruit additional partners than other infrastructure areas.

Cuyahoga County partnerships (including Cleveland/East Cleveland) are more likely to expand school-based learning and work-based learning, and broaden populations served than any other infrastructure area in Region 8.

Lorain County partnerships have much stronger plans to leverage additional resources than anywhere else in the region.

What do key contacts within community partnerships describe as the challenges or barriers to sustaining STW efforts?

- When asked about the challenges and barriers to sustaining STW activities and efforts, a variety of comments surfaced. There was dramatic consistency in these comments across the entire region. They can be summarized as follows:
 - Resistance to change (primarily within public schools)
 - Developing and maintaining ongoing business partnerships
 - Community and school related turf issues
 - Volunteer recruitment
 - Engaging parents
 - Misperceptions surrounding STW (is a “movement”, perceived as not applicable within specific settings like higher education)
 - Enormous time and effort to develop and implement work-based learning, connecting activities (logistics, transportation, etc)
 - Incremental change (requires professional development, etc)

KEY FINDINGS RELATED TO SUSTAINABILITY

Quality Assumption:

Local partnerships are critical to the region’s ability to create and sustain a STW system. Formal structures, diversified funding sources, and future plans to expand upon existing activities and accomplishments are necessary to sustain efforts over time.

- ★ Build upon current levels of systems work through increased linkages and connectivity among emerging and existing partnerships throughout Region 8.
- ★ Identify and establish relationships with key contacts beyond the urban areas of each infrastructure area.
- ★ Encourage partnerships to explore opportunities for leveraging funds from within their organization and through community partners.
- ★ Encourage partnerships to further diversify their funding sources.
- ★ Help partnerships to establish a comfort level with incremental change by focusing on and highlighting accomplishments and outcomes throughout Region 8.

One of the primary objectives of the Baseline Activity Survey was to identify gaps and opportunities for developing a more seamless system of delivery throughout Region 8. To better understand the progress that has been made in establishing a seamless system of delivery, it was important to determine which of the nine key stakeholder groups are actively involved (or not involved) in partnership activities and what populations are currently served (or under-served) through STW activities. The latter is important since STW is intended to impact learners and workers at all levels, not just K-12.

What key stakeholder groups are involved (or not involved) in community partnerships that are host to STW efforts?

- Business /Industry and K-12 constitute the greatest share of stakeholder involvement in community initiatives. The private sector is a formal partner in 88% of all initiatives while K-12 is a formal partner in 77% of all initiatives.
- At the most detailed level of analysis, three overall tiers of involvement are evident:

Tier 1: more than two-thirds (67%) of all initiatives involve these partners: Business/Industry, Students/learners, K-12 (public schools), Community-based organizations

Tier 2: anywhere from 50% to 64% of all initiatives involve these partners: Parents, Government, Community Colleges, JVS/Career Center: High Schools, Economic development organizations

Tier 3: Less than 45% of all initiatives involve these partners: Universities (4-year), Workforce Development, JVS/Career Center, Organized Labor Adult Divisions

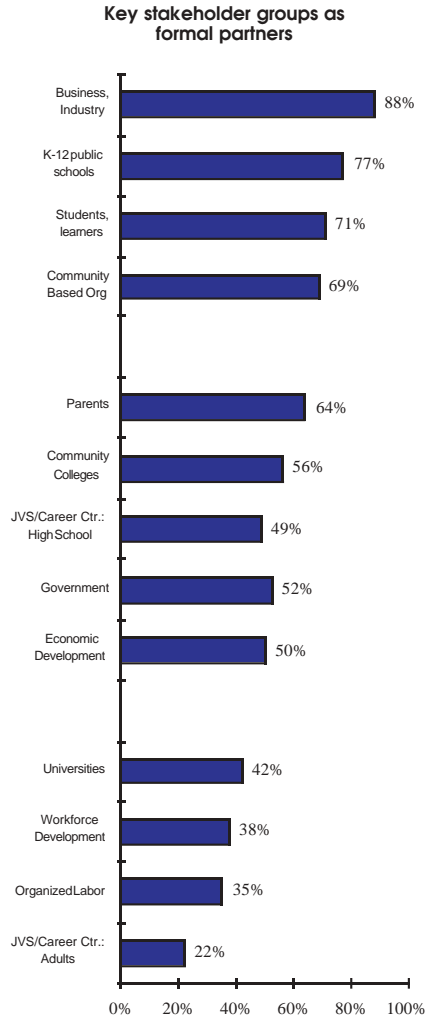
REGIONAL HIGHLIGHT:

A greater percentage of business/industry, students/learners, parents, and JVS/Career Center (high school level) are more active partners in Geauga County than the region as a whole.

Workforce development organizations are more active in Lake County than the region as a whole.

The greatest percentage of K-12, and community-based organizations as active partners are found within Lorain County.

Business/industry, K-12, students, economic development organizations, community colleges, universities, and organized labor are more active within the Cuyahoga County infrastructure area (including Cleveland/East Cleveland) than the region as a whole.



To what extent are community initiatives that are host to STW engaged in activities that are linked to state Welfare-to-Work and other workforce/economic development efforts?

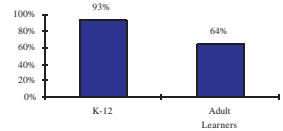
In addition to key constituent involvement as active partners in STW, all community initiatives were probed as to whether or not they are engaged in activities with state Welfare-to-Work efforts, One-Stop-Shops, and other workforce and economic development efforts.

- Almost half (47%) of all community initiatives are engaged in some form of collaborative activity with state Welfare-to-Work efforts.
- More than one-third (37%) of all community initiatives are working in partnership with One-Stop-Shops.
- Fifty-six percent of all initiatives report some other type of work with workforce development efforts and 37% with other forms of economic development.

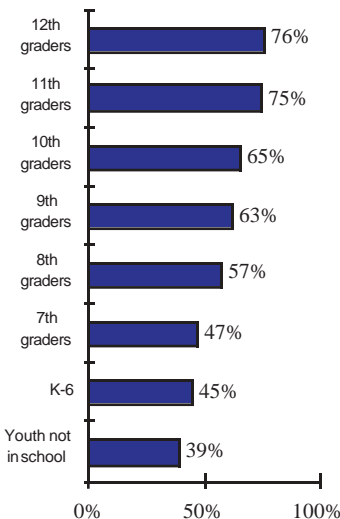
What populations are currently served (or under-served) by community initiatives engaged in STW?

- A strong majority of community initiatives (93%) target K-12 students. Within this group, however, most often targeted are 11th (75%) and 12th graders (76%). Ninth and tenth graders are also frequent targets as 65% of all initiatives serve tenth graders and 63% serve ninth graders. Fewer initiatives target K-6 (45%) and 7th (47%) and 8th graders (57%).
- Few partnerships serve youth that are not in school (39%).
- In comparison to K-12, fewer initiatives target adult learners (approximately 66%). Teacher and parent education are most common within this group as 46% of all initiatives focus on teacher education and 40% place an emphasis on parent education. In most cases, college students, first time entry into the workforce, workers, and the unemployed are targeted by less than one-quarter of all community initiatives.

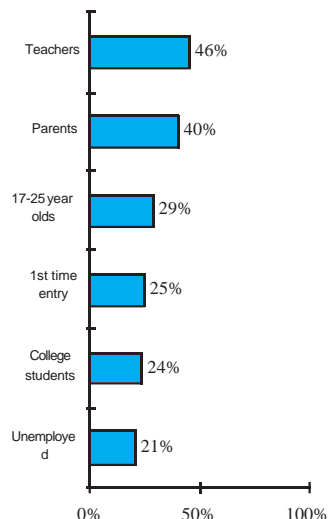
Populations formally targeted & served by community partnerships



% Partnerships serving K-12



% Partnerships serving adult populations



Do community initiatives attempt to serve special populations through targeted STW efforts?

In addition to K-12 and adult populations, STW is intended to identify and create more productive and rewarding roles for special populations in the workplace. Throughout Region 8 there is very little emphasis or formal targeting of STW efforts for these populations.

Special Populations	% Community Initiatives Formally Targeting through STW Activities
African Americans	7%
Hispanic population	6%
Asian population	5%
Females	5%
Economically Disadvantaged	30%
Disabled	21%
Persons with Limited English Proficiency	11%

REGIONAL HIGHLIGHT:

Lorain County partnerships display a more comprehensive focus on K-12. Within this infrastructure area, STW efforts are more evenly distributed across all levels of K-12, not just high school students which is evident throughout the region as a whole.

KEY FINDINGS RELATED TO THE DEVELOPMENT OF A SEAMLESS SYSTEM

Quality Assumption:

In order to build a comprehensive regional system, effort should be made to include all key stakeholders as partners and to serve the broadest spectrum of students/learners possible.

- ★ Efforts should be made to actively recruit organized labor for local partnerships.
- ★ Higher education (4-year institutions) need to be actively engaged in STW with greater understanding of how they are integral to the development of a seamless system and how STW impacts them.
- ★ Out-of-school youth should be targeted in a more systemic and intentional manner through Region 8 STW efforts.
- ★ Emphasis should be given to expanding STW for adult learners.
- ★ Attention should be given to serving special populations through the STW approach to education.

SERVICE DELIVERY among Community Partnerships Engaged in School-To-Work

To assess service delivery within Region 8, the Baseline Activity Survey measured the extent to which community partnerships are engaged in work-based and school-based learning activities. The overall intent was to determine which applications appear to be more rooted in community initiatives and where additional efforts or resources should be channeled to improve STW efforts in these areas.

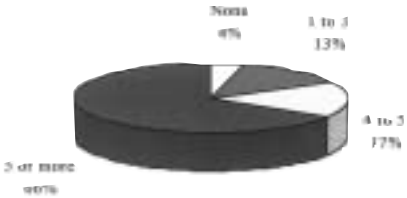
DEFINITIONS OF WORK-BASED LEARNING:

Career Speakers:	is when employers volunteer to speak to students within the education setting or at the workplace.
Workplace Tours:	involves employers hosting tours for students/learners.
Job Shadowing:	is an activity where students work for an employer for a specific period of time to learn about an industry or occupation, it does not usually lead to a craft or trade.
Career Days/Fairs:	are activities designed to help students think about their interest and abilities in relation to potential careers, and to meet people who can assist them in getting the necessary skills and experience for workforce success.
Program/Curricula Design:	is intended to engage the private sector in the design of curricula and educational programs to ensure consistency with private sector needs, changing technologies, and other workplace changes.
Job Mentoring:	is pairing a student with a trained, skilled, knowledgeable adult who either at the school site or work site, instructs and supports the student, critiques the performance of the student, challenges the student to perform well, and consults with teachers and the employer of the student.
Interships:	are situations where students work for an employer for a specific period of time to learn about an industry or occupation, it does not usually lead to a craft or trade.
Cooperative Education:	is a structured method whereby students alternate high school or college studies with a job in a field related to their academic or occupational objectives.
Apprenticeships:	are a multi-year program that combines school- and work-based learning in a specific occupation and is designed to lead into post secondary education, entry-level jobs or registered apprenticeship programs.

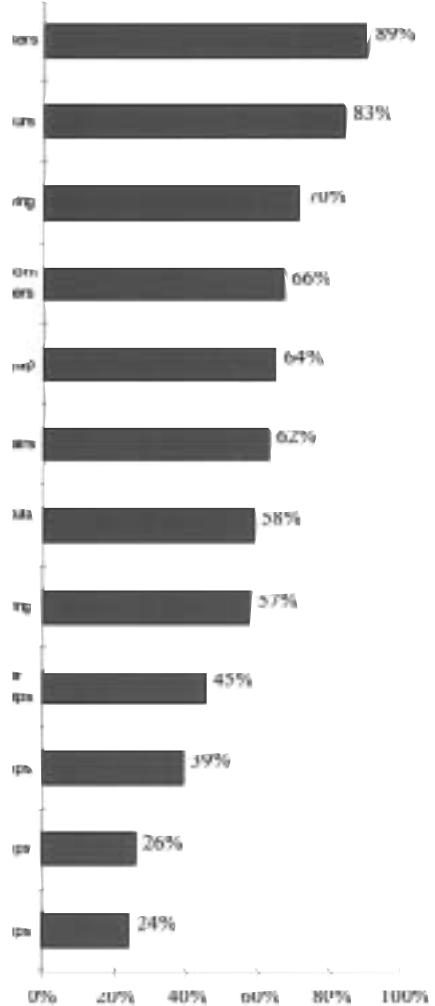
To what extent are community initiatives engaged in work-based learning and/or connecting activities?

- A strong majority of partnerships (96%) engage in at least one type of work-based learning application.
- The partnerships work with employers in a variety of ways. Career speakers, workplace tours, job shadowing, and classroom volunteers are among the most common ways in which employers participate in STW.
- Apprenticeships, co-ops, and internships are the least common methods of work-based learning used across Region 8. These findings are consistent with the lack of involvement of universities and organized labor as formal partners who often use these applications.

% Partnerships engaged in no work-based learning, 1-3 applications, 4-5 applications, or 5 or more applications



% Partnerships working with employers in following ways:



REGIONAL HIGHLIGHTS:

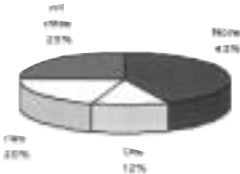
Cuyahoga County reports the highest levels of work-based learning applications throughout the entire region. Even apprenticeships, cooperative education, and internships are utilized more in Cuyahoga County (including Cleveland/East Cleveland) than any other infrastructure area.

To what extent are approved curricula and/or standards integrated into instruction?

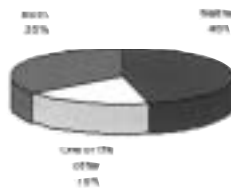
- A little more than half of all partnerships (57%) use at least one of these three applications to guide instruction for learners.
- In addition, 54% use either SCANS or Core Abilities for instructional purposes.
- Among those initiatives who do use one or more of these materials, SCANS skills are used most often.
- Use of Core Abilities by 43% of all community initiatives demonstrates real progress given that this study was released and disseminated by Region 8 within the last year only.

Partnerships were probed as to whether or not the Secretary's Commission on Achieving National Standards (SCANS) skills, the Region 8 Core Abilities Study, and National Skills Standards (developed by Industry Associations) are used to guide instruction.

% Partnerships using none, 1, 2, or all types of instructional materials



Use of SCANS or CORE ABILITIES

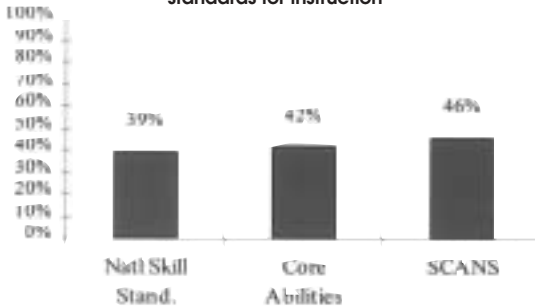


REGIONAL HIGHLIGHT:

Both Geauga County and Cuyahoga County (including Cleveland/East Cleveland) are using the Core Abilities study more so than any other infrastructure area.

There is greater use of SCANS and National Skill Standards in Cuyahoga County (including Cleveland/East Cleveland) than any other infrastructure area.

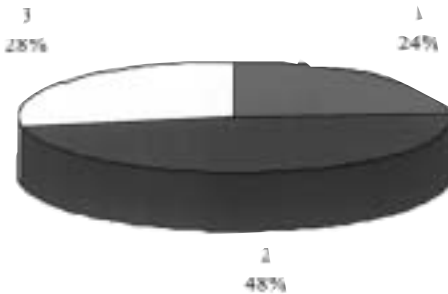
% Partnership using each type of curricula or approved standards for instruction



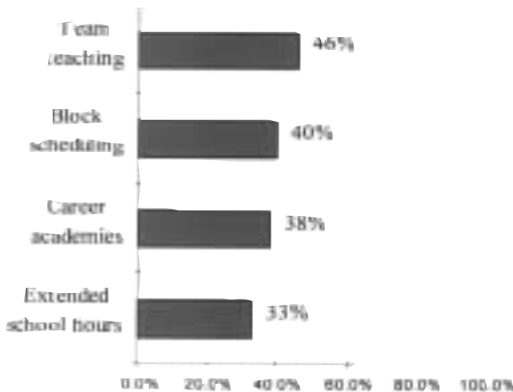
To what extent are innovative organization and structures used to enhance learning?

- Three quarters of all partnerships have engaged in at least one of the four innovative structures to enhance learning that were probed through the Baseline Activity Survey.
- Team teaching is the most frequently applied innovation (46% of all partnerships).
- Extended school hours or classrooms are the least common innovation applied (33%) in the region.

% Partnerships engaged in no innovative organization of learning, 1-2, or 3 or more



% Partnerships engaged in specific types of innovative organization



For purposes of the Baseline Activity Survey, innovative organizations and structures were defined as team teaching, block scheduling, extended school hours or classrooms, and links to career academies. All four applications are intended to enhance learning.

A career academy is typically a school within a school that offers students academic programs organized around broad career themes like The Academy for Law, Criminal Justice, and Public Administration in Philadelphia. Often integrating classroom instruction with work-based learning, academies try to equip students with the necessary skills for both workforce entry and postsecondary admission. Staffed by a team of teachers, academy classes are usually block scheduled and smaller than those in the typical high school to build students' sense of membership in the academy community.

REGIONAL HIGHLIGHT:

Extended school hours or classrooms are most common among Geauga County partnerships.

Team teaching, block scheduling and links to career academies are utilized most often in both Cuyahoga and Lorain Counties.

Block scheduling is a means for re-configuring the school day. Blocked courses may be scheduled for two or more continuous class periods or days to allow students greater time for laboratory or project-centered work, field trips, or work-based learning applications.

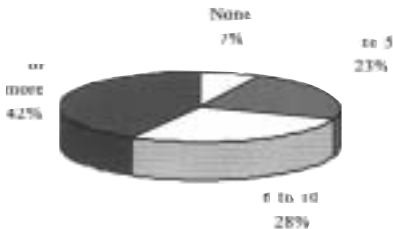
DEFINITIONS OF SCHOOL-BASED LEARNING

Team Exercises/ Cooperative Learning:	Actively engaging students/learners in interactive group learning experiences, which model real-life exchanges and/or workplace communications and interactions.
Computer-Based Learning:	Integrates computer applications into the classroom allowing students/learners to interact with computer media as a visual, audible and tactile learning tool. Computer-based learning also allows learners to experience a higher form of technology, which often directly translates to a work environment.
Problem-Based Learning:	Use of real-life problems or simulations (either work-related or social in nature) to provide a more true-to-life learning experience for the learner.
Project-Based Learning:	Involves use of real or simulated projects or activities to put learning in its true contextual state. Often businesses provide real projects for students to give them first hand experience in relating the various school-related subject matters to real-life situations.
Role Playing:	Acting out various situations with students taking each of the roles or parts to simulate real interactions. This allows students/learners to experiment with response alternatives prior to placing them in an actual situation.
Games/Simulations:	Utilizes a variety of hands-on tools to better understand educationally oriented concepts. Provides a tactile and visual approach to addressing a topic or subject area.
Contextual Learning:	Contextual knowledge is learning that occurs in close relationship with actual experience. Contextual learning enables students to test academic theories via tangible, real world applications. Stressing the development of "authentic" problem-solving skills, contextual learning is designed to blend teaching methods, content, situation and timing.
Service Learning:	Is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Student's benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.
Applied Academics Curricula:	Is the instruction of courses such as mathematics, English, science, and other disciplines so that the curriculum relates to real life applications or uses.
Constructionist Learning:	Constructivism supports students in using their own experiences to actively develop conceptual understandings that link "bits" of information into patterns. Some constructivist approaches include cooperative learning integrated and interdisciplinary approaches and performance based or portfolio assessments.
Video Playback:	Provides an opportunity for students to self-critique as they "playback" learning segments. Best-used in conjunction with role-playing, project and problem-based learning and team exercises.
Multiple Intelligences:	Multiple intelligences recognize that there are a variety of sources and styles that individuals use to acquire and process information in order to learn beyond traditional IQ scores. The following categories of intelligence have been identified: linguistic, logical, spatial, kinesthetic, music, interpersonal, intra-personal and naturalist.
Distance learning:	Integrates high technological audio/visual tools to connect to outside environments thus providing students/learners with real time and direct lessons. Also used to offset costs of brining in subject matter experts. Lastly, distance learning can also be used within a community to help share important programs and or educational processes.

What kind of innovative teaching methods are most and least common among partnership activities?

- Like work-based learning, a strong majority of partnerships (93%) are engaged in innovative teaching methods or school-based learning applications.
- There are however, certain methods that are much more common than others like team exercises/cooperative learning, computer-based learning, problem-based learning, and project-based learning.
- Distance learning, multiple intelligences, video playback, and constructionist learning are among the least used school-based learning applications in the region.

% Partnerships engaged in no school-based learning applications, 1-5 different types, 6-10 types, or 11 or more



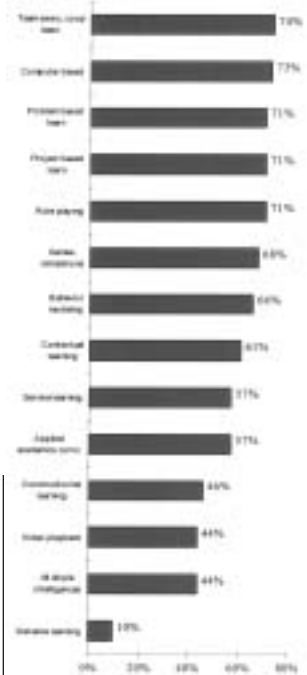
REGIONAL HIGHLIGHT:

Project-based learning, computer-based learning, games/simulations, role playing, contextual learning, and service learning are more common practice in Cuyahoga County (including Cleveland/East Cleveland).

Team exercises/cooperative learning, and problem-based learning are more common in Lorain County than any other infrastructure area.

All school-based learning applications are utilized more frequently among the partnerships that exist within Geauga County.

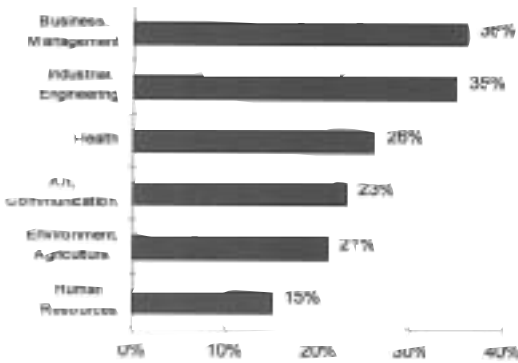
% Partnerships engaged in each type of school-based learning



To what extent is career education tailored to Ohio's Career Clusters?

- A little less than half (46%) of all community initiatives throughout the region tailor instruction and other activities to Career Clusters.
- Business and Management and Industrial and Engineering are the two Clusters most often targeted for career education.
- The Environment and Agricultural Cluster and Human Resources Cluster are targeted least often throughout the region.

% Partnerships Tailoring Career Education to Ohio's Career Clusters



REGIONAL HIGHLIGHTS:

Lake County emphasizes the Business and Management Cluster most often within the region.

The greater Cuyahoga County infrastructure emphasizes the Industrial and Engineering Cluster and Health Services Cluster for career education most often with the region.

Arts and Communication are emphasized more often within Lorain County than any other infrastructure area.

Arts & Communication Cluster: study related to humanities and performing, visual, and media arts like architecture, creative writing, film and cinema studies, fine arts, graphic design, production, journalism, foreign languages, radio/television and public relations.

Business & Management Cluster: study related to the business environment like entrepreneurship, sales, marketing, culinary arts, hospitality/tourism, computer/information systems, finance/accounting, and economics.

Environmental & Agricultural Systems: study related to the environment and agriculture.

Health Services: study related to promotion of health as well as treatments.

Human Resources Cluster: study related to economic, political, and social systems like education, law/legal studies, public administration, and social services.

Industrial & Engineering Cluster: focuses on technologies necessary to design, develop, install, or maintain physical systems like engineering/manufacturing technologies, mechanics/repair, transportation, precision production, and construction.

To what extent are parent-career coaching and parent awareness activities a part of partnership work?

Career awareness refers to a process whereby activities are designed to make parents aware of the broad range of careers and occupations in the world of work that may not be traditional for their gender, race, or ethnicity.

- Nearly three-quarters of all partnerships have engaged in either one or both types of work with parents.
- Parent awareness activities are more common than parent-career coaching.

REGIONAL HIGHLIGHTS:

Geauga County has engaged most heavily in parent-career coaching throughout the region.

The Lorain County infrastructure engages more frequently in parent awareness activities than any other infrastructure area.

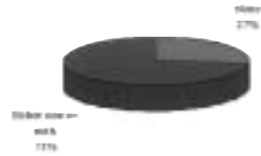
To what extent is guidance given to students/learners in developing Individual Career Plans (ICP) or Career Passports?

- Nearly three-quarters of all partnerships offer guidance to students in at least one of these two areas.
- Individual Career Plans are more common practice than are Career Passports.

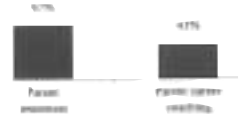
REGIONAL HIGHLIGHT:

The Cuyahoga County Infrastructure (including Cleveland/East Cleveland) is more involved in the development of Individual Career Plans and Career Passports than any other infrastructure area in Region 8.

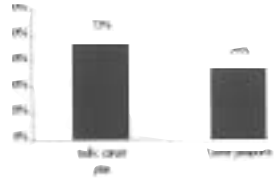
% Partnerships with no parental activities versus one or both of the parental activities



% Partnerships engaged in each type of parental activity



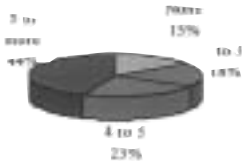
% Partnerships offering career guidance to students/learners



What innovative methods of assessing learning achievement and ways of conveying abilities and accomplishments are most and least common among partnership work?

- Approximately 85% of all community initiatives engage in at least one type of innovative method for assessing learning achievement.
- Student logs/journals, self evaluations, and student developed portfolios are among the more common applications in Region 8.
- Student developed video portfolios and student defined standards (or rubrics) are among the least used methods of assessing learning achievement.

% Partnerships using each type of assessment method



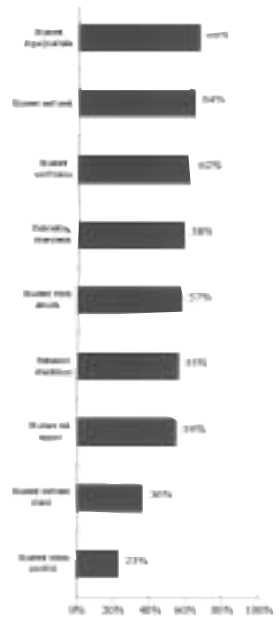
REGIONAL HIGHLIGHT:

Student self evaluations are among the most common in Geauga County.

The Lorain County infrastructure has a strong emphasis on student lead exhibitions (70% of all partnerships) that surpasses the region and other infrastructure areas.

Student logs/journals, student think alouds, debriefing interviews, student portfolios, and student self evaluations are most common within the Cuyahoga County infrastructure including Cleveland and East Cleveland.

% Partnerships using each type of assessment method



For purposes of the Baseline Activity Survey, employment services were defined as interview preparation, career counseling and advising, job referral and placement, and job profiling.

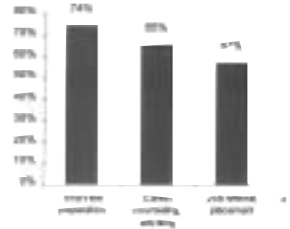
Job profiling is a tool for closing the gap between what curriculum teaches and what workers do. It is a systematic process for collecting information about the highly specific and distinct tasks and skills required for particular jobs. The level of each skill needed to perform the job is also assessed. Job profiling is used to match prospective or existing worker skills to a job.

To what extent are employment-related services a part of partnership activities?

STW is intended to expose students to an array of career opportunities. As a result, all community initiatives were asked whether or not employment services are a part of partnership work. Findings reveal that most partnerships do offer guidance and support relative to employment services.

- Interview preparation is among the most common type of employment service offered by community initiatives throughout the region (74%)
- Career counseling and advising is offered by almost two-thirds (65%) of all initiatives.
- Job referral and placement, and job profiling services are offered by more than half of all partnerships throughout the region (57% and 56% respectively).

% Community Initiatives Providing Employment Services



REGIONAL HIGHLIGHT:

Interview preparation is offered more frequently among Geauga County partnerships than any other area in the region.

All other types of employment-related services (career counseling, job referral/placement, and job profiling) are offered most often within the Cuyahoga County infrastructure area (including Cleveland/East Cleveland).

PRELIMINARY FINDINGS OF SITE VISITS WITH INSTITUTIONS OF HIGHER EDUCATION

The Northeast Ohio Council on Higher Education conducted 10 site visits with each of the institutions of higher education in Region 8. Knowing that higher education is among the key stakeholder groups least involved in STW partnerships, the intent was to assess awareness/familiarity with the STW approach to education, to learn more about STW applications that are currently a part of the higher education system of delivery, and to determine likelihood of greater participation among higher education in regional partnerships. All interviews were conducted with the Career Education and/or Service Centers of community colleges and universities. The following is indicative of key findings resulting from this effort:

- There is familiarity with STW among community colleges. Most universities have heard of STW but generally have little knowledge about this approach to education and its key components.
- When presented with STW literature and materials, most career staff observed that the language is grounded in K-12 concepts.
- In describing the activities of Career Service offices, it is apparent that colleges and universities have much to offer to STW:
 - Many are delivering various forms of career education (including work-based learning applications) within their institutions.
 - Career Service offices are often called upon as consultants or community partners to deliver career education programming to K-12, community based organizations, and government agencies.
- Most of the networks with the community, however, are very fragmented and loosely structured. Formal partnerships (as defined by Region 8 STW) are limited. Very few of these networks have any kind of financial support.
- In essence, higher education is engaged in various levels of STW activities (which they don't always realize) that could be brought to the formal partnership level within Region 8.
- Some key informants expressed concerns:
 - Their institutions (or offices within the institution) had not been invited to stakeholder meetings or STW planning sessions supposing that the emphasis has always been on K-12 or the larger, more well-known institutions of higher education.
 - Existing STW activities within higher education are often overlooked because they aren't STW funded or formal in nature.
- Opportunities exist to link Career Education/Service centers within higher education with existing or emerging partnerships throughout the region. There appears to be a willingness to participate on behalf of these offices.
- Building stronger, more formal linkages with higher education would help to close some of the existing gaps in creating a STW system for Region 8. Specifically, it would:
 - Help close the gap in colleges/universities as formal partners in STW efforts.
 - Broaden the STW approach to education to adult learners.
 - Better connect internships, co-ops, and other forms of work-based learning with existing and emerging partnerships.
 - Help to encourage distance learning throughout the region.
 - Help to emphasize career education in the context of career clusters.
- Colleges/universities could benefit dramatically by learning more about the STW approach to education and particularly, the school-based learning approaches that are applicable for adult learners as well.

KEY FINDINGS RELATED TO SERVICE DELIVERY

Quality Partnership Assumption:

For STW to fully succeed, School-To-Work needs to become the method in which education is delivered, thus realizing its vision of being a system of educational delivery.

- ★ Consider apprenticeships, co-ops, and internships as additional forms of work-based learning in Region 8.
- ★ Continue to build upon the existing base of teacher externships offered throughout the region.
- ★ Encourage more partnerships to utilize SCANS, Core Abilities, and Industry Skill Standards to guide instruction.
- ★ Educate regional partnerships on the application of innovative organizations and structures used to enhance learning (like extended school hours/classrooms, career academies, and block scheduling) by connecting initiatives with those partnerships that have had experience in these areas.
- ★ Encourage greater linkage of instruction to Ohio's Career Clusters throughout Region 8.
- ★ Focus on parent career-coaching throughout the region.
- ★ Encourage all partnerships on the use and application of new ways for assessing learner achievement, particularly student developed video portfolios and student defined rubrics or standards of assessment.
- ★ Encourage job profiling as a part of partnership activities.

Research & Report By:
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Public Services Institute
Lorain County Community College

