WORK-BASED LEARNING DELIVERY SYSTEMS
INTERMEDIARY DESIGN, DIAGNOSIS, AND IMPROVEMENT

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INTERMEDIARIES

SOME BIG PICTURE CONSIDERATIONS AND FUNCTIONS
INTERMEDIARY CONSIDERATIONS

LEVEL IN THE SYSTEM

LOCAL / PLACE-BASED

REGIONAL

STATE

MULTI-STATE / NATIONAL
FOCUS OF THE WORK

Span a range of populations and solutions

• e.g., cradle to career

Focus on specific population, and/or portion of the pipeline

• e.g., young adults, NEETs

Focus on specific solution

• e.g., work-based learning
IT TAKES A NETWORKED VILLAGE

Cross-sector approach to building pathways ecosystems with clear value proposition for each partner

Aligning policy and practice, braiding funding, creating effective education and workforce development systems, leveraging partnerships…

[Diagram showing networked village with nodes for Business & Industry, K-12 Schools, WFD & Economic Dev., Colleges & Universities, CBOs, Government Agencies, and INTERME-DIARIES]
What does an intermediary do?

2 Cs
2 Vs
2 Os

CORE INTERMEDIARY FUNCTIONS
INTERMEDIARIES WORKING ON THE GROUND

A GOOD LOCAL INTERMEDIARY...

Provides an operationally specific but flexible framework to serve as guideposts for the work on the ground

- Developed with local innovators
- Accelerates practice and the field
HUB AND SPOKE:
ONE POINT OF CONNECTION
MOBILIZING PARTNERS IN AN INTERCONNECTED SYSTEM
WORK-BASED LEARNING INTERMEDIARIES
ROLES AND FUNCTIONS
THOUGHT CAPTURE

Find a partner

Rotate through the three poster sheets around the room:

- What do you see as **key roles and functions** of a WBL intermediary?
- What is **going well** in your work/efforts to build or sustain a WBL delivery system?
- What are you **wrestling with**? What are the **big challenges** you face in building or sustaining a WBL delivery system?
Developing and monitoring a strategic plan—in partnership with key stakeholders—for the long-term strategic vision, direction, goals, and objectives of the system

Establishing a staffing and organizational plan to support the work of the intermediary and key partners that outlines key roles and responsibilities and accountability/communication structures
INTERMEDIARY DESIGN

INTERMEDIARY FUNCTIONS IN A WBL DELIVERY SYSTEM

Developing a process for managing relationships and making joint decisions between education, employers, and workforce systems to ensure that participating leaders understand and support the vision for work-based learning.

Developing and facilitating strategic partnerships between education, nonprofit, and employers and industry.
INTERMEDIARY DESIGN

INTERMEDIARY FUNCTIONS IN A WBL DELIVERY SYSTEM

Serving as the **convener, broker, and technical assistance provider** to schools and employers engaged in building and sustaining the WBL delivery system

Identifying, monitoring, and reporting on **key metrics** (baselines and targets) to measure and evaluate progress and improve outcomes
A WORK-BASED LEARNING DELIVERY SYSTEM SELF-ASSESSMENT

INTERMEDIARY DIAGNOSIS
INTERMEDIARY DIAGNOSIS

CRITICAL WORK AND ACTIVITY OF A WORK-BASED LEARNING INTERMEDIARY

A: PROVIDE LEADERSHIP AND VISION FOR THE WORK-BASED LEARNING DELIVERY SYSTEM

B: FOCUS ON THE REGIONAL ECONOMY/LABOR MARKET AND EDUCATIONAL DATA

C: ENGAGE EMPLOYERS IN KEY SECTORS TO ESTABLISH AND DEVELOP STRONG EDUCATION-INDUSTRY PARTNERSHIPS

D: DEVELOP AND INTEGRATE WORK-BASED LEARNING SEQUENCES WITHIN AND ACROSS EDUCATION AND WORKFORCE SYSTEMS

E: DEVELOP, SUPPORT, MANAGE, AND ADVOCATE FOR WORK-BASED LEARNING OPPORTUNITIES

F: FACILITATE STUDENT SUPPORT WITH COMMUNITY-BASED ORGANIZATIONS (CBOS)
## Critical Work and Activity of a Work-Based Learning Intermediary

### Intermediary Diagnosis

<table>
<thead>
<tr>
<th>(1) Initiating</th>
<th>(2) Developing</th>
<th>(3) Demonstrating</th>
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<tbody>
<tr>
<td>The completion, or ongoing work, of this activity can be described as:</td>
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<tr>
<td>- Ad hoc/Informal</td>
<td>- Somewhat formalized</td>
<td>- Formalized/Strategic</td>
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<tr>
<td>- Uncoordinated with and/or loosely connected to other activities</td>
<td>- Partially coordinated with and/or connected to other activities</td>
<td>- Highly coordinated with and/or tightly connected to most other activities</td>
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<tr>
<td>- Occurring irregularly/inconsistently</td>
<td>- Occurring occasionally or with some regularity</td>
<td>- Occurring systematically</td>
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<td>- Not operating at scale and/or having narrow/limited impact</td>
<td>- Narrow/limited in scale and/or having an uneven impact</td>
<td>- Operating at scale and with measurable/observable impact</td>
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A LITTLE CHIT-CHAT WITH YOUR NEIGHBORS

WHAT DID YOU NOTICE?
WHAT ARE SOME CRITICAL AREAS OF WORK THAT YOU SEE?
WHAT OPPORTUNITIES OR CHALLENGES?
CONSIDERATIONS AND APPLICATIONS

IN WHAT CONTEXT, UNDER WHAT CONDITIONS, AND/OR FOR WHOM MIGHT THIS TOOL BE USEFUL?

HOW AND WHERE MIGHT YOU BRING OTHERS TOGETHER TO MAKE USE OF THIS TOOL?

WHY ARE INTERMEDIARIES SO CHALLENGING TO OPERATE AND SUSTAIN?
FINAL THOUGHTS?

SUGGESTIONS FOR TOOL IMPROVEMENT?

ANYTHING ELSE?
THANK YOU!

Don’t hesitate to reach out with any follow up questions.

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