SCHOOLTOWORK OPPORTUNITIES
U.S. DEPARTMENT OF EDUCATION ☆ U.S. DEPARTMENT OF LABOR

SCHOOLTOWORK PROGRESS MEASURES

A Report to the National School-to-Work Office

For the period
July 1, 1997–June 30, 1998

May 2000

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HIGHLIGHTS

Each year, under the authority of Title IV, Section 402 of the School-to-Work Opportunities Act of 1994 (STWOA), the National School-to-Work Office reports the results of a performance measurement survey of school-to-work partnerships in all implementation states. This is the fourth report.

The 38 states with implementation grants as of June 30, 1998 were asked to participate in the survey, which is conducted on a voluntary basis. A total of 35 states agreed to participate in this survey, and partnerships in 34 states provided data. These 34 states comprise a total of 985 partnerships; 770 of these 985 partnerships (78 percent) completed Progress Measures Surveys.

INDICATORS OF SYSTEM DEVELOPMENT

The 770 partnerships in the 34 states that provided Progress Measures Survey data report the following characteristics:

- Collectively they encompass almost 36,000 schools, and nearly 18 million students attend those schools.
- Approximately 55 percent of the schools are elementary, 20 percent are middle/junior high, 20 percent are secondary schools, and six percent are other grade-level configurations.
- Nearly 178,000 private, public, and nonprofit employers are engaged in partnership activities, filling many diverse roles.
- Almost 2,600 postsecondary institutions work with these partnerships—48 percent are two-year postsecondary institutions, 36 percent are four-year, seven percent are private career schools, and 10 percent are other types.

INDICATORS OF SCHOOL AND STUDENT PARTICIPATION

The Progress Measures Survey asks for information about several specific school-to-work initiatives that are common across the implementation states. These are only a sampling of the range of activities that may be occurring in schools. As such, progress measures data undoubtedly underestimate the overall level of activity that is associated with the STWOA.

In 1997–98 there were substantial gains in the provision of school-to-work opportunities in secondary schools compared with 1996–97 and modest gains in student participation.

- School-based learning activities:

  In 1997–98, 78 percent of secondary schools provided, and 56 percent of secondary students participated in, activities that used work-related curricula (compared to 68 percent of schools and 55 percent of students in 1996–97);

  In 1997–98, 67 percent of secondary schools provided, and 39 percent of secondary students participated in, activities that integrate academic and vocational curricula (compared to 55 percent of schools and 35 percent of students in 1996–97); and

  In 1997–98, 63 percent of secondary schools provided, and 16 percent of secondary students participated in, activities that connect work-based learning to integrated curricula (compared to 50 percent of schools and 13 percent of students in 1996–97).

- Work-based learning activities:

  In 1997–98, 68 percent of secondary schools provided, and eight percent of secondary students participated in, a job-shadowing experience (compared with 54 percent of schools and seven percent of students in 1996–97);

  In 1997–98, 39 percent of secondary schools provided, and three percent of secondary students participated in, mentoring activities (compared with 35 percent of schools and two percent of students in 1996–97); and

  In 1997–98, 46 percent of secondary schools provided, and three percent of secondary students participated in, paid or unpaid internships (compared with 34 percent of schools and two percent of students in 1996–97).

INDICATORS OF EMPLOYER PARTICIPATION IN SCHOOL-TO-WORK

From July 1, 1997 to June 30, 1998, nearly 178,000 private, public, and nonprofit employers in the 770 reporting partnerships participated in some aspect of school-to-work. Over 154,000 of these were private businesses. The overall level of business participation was slightly down compared with 1996–97. However, the business commitment to work-based learning remains strong, as 61 percent of participating employers offered work-based learning opportunities to students. During the reporting period, private business establishments offered students more than 178,000 work-based learning positions.

Teachers have also benefited from employer participation in school-to-work. In 1997–98, over 14,000 private business establishments offered 17,000 teacher internships; the figures are about the same as last year. These internships offer teachers the opportunity

to gain new skills and design new ways of using their experiences to enrich instructional practice.

PARTNERSHIP LONGEVITY

Progress measures data show that the depth and breadth of school-to-work activities offered by local partnerships, and the number of students engaged in activities, are directly related to the length of time the partnership has been in operation. As one might expect, partnerships in existence for four or more years offer a broader range of school-to-work activities and serve larger numbers of students than partnerships that have existed for two years or less. This is particularly evident at the secondary school level, in both school-based and work-based activities.

- While 16 percent of secondary schools in newer partnerships reported no school-based school-to-work activities, the percentage fell to only six percent in more established partnerships.
- More mature partnerships are far more likely than newer partnerships to have built an employer network and put it to work for students: business establishments in more mature partnerships offered secondary students almost *eight times* the number of work-based learning opportunities available in newer partnerships.
- Compared with teachers in newer partnerships, nearly *five times* as many teachers in mature partnerships had an internship experience.

More mature partnerships were far more likely than newer partnerships to have a data-gathering infrastructure in place to enable them to collect information about their school-to-work initiatives.

INFUSION OF OTHER RESOURCES TO SUPPORT SCHOOL-TO-WORK PARTNERSHIPS

As federal funding under the School-to-Work Opportunities Act begins to diminish for many states and partnerships, the question of how school-to-work activities will be sustained in the future looms ever larger. Part of the answer lies in developing program strength. To the extent that states and local partnerships can show that participation in school-to-work makes a contribution to each student's educational experience, school-to-work concepts may find a place in the school curriculum, among employers, and in the larger community. Another part of the answer rests on developing a "post-federal funding" strategy. As required by the STWOA, all states are required to design strategies to sustain school-to-work beyond federal funding. The strategies may differ, but to the extent that states wish to sustain a partnership *infrastructure* (and not all states may choose to maintain an infrastructure), plans must be developed to generate a secure resource base. Clearly, many partnerships are working to expand their resource base:

- 71 percent of reporting partnerships have received at least some type of additional resources beyond federal funding. Approximately 68 percent have received public support of either funds or in-kind contributions; 45 percent have received private funds or in-kind contributions.
- More than half of all partnerships (53 percent) report receiving some cash funding from outside sources (up from 41 percent in 1996–97); 56 percent report in-kind contributions from public entities; and 36 percent report receiving some in-kind contributions from private businesses.

The significant increase in the percentage of partnerships receiving cash funding from outside sources indicates increased attention among states and partnerships to alternative funding mechanisms. No attempt was made to aggregate and report data on the amounts or value of resources received, but it does not appear to be substantial.

DATA COLLECTION

The myriad of logistical issues associated with data collection remains a challenge. Many partnerships still do not have the mechanisms necessary to gather data for the Progress Measures Survey. In particular, at the secondary level, most partnerships do not have the capacity to describe the demographic characteristics of students participating in particular school-to-work activities. At present, the capacity to collect and report these data depends heavily on the nature of existing data collection systems, the resources devoted to generating this information, and the unusual need to pool data not only from schools within partnerships, but from employers as well. Partnerships in operation for four or more years were more successful in collecting data for the Progress Measures Survey than partnerships in operation for less than four years. This suggests that, under any circumstances, it takes considerable time to design and implement an effective data gathering system.

LOOKING TOWARD THE LEGACY

As the STWOA moves toward sunset in October 2001, there is every reason to be impressed by the accomplishments achieved in a remarkably short period of time. States and local partnerships have shown demonstrable progress toward building systems and designing and implementing service strategies that are affecting the ways in which students are educated across the country.

Ultimately, the real success of the Act will be determined by what happens beyond its sunset. The challenge rests with states and localities to find mechanisms that can ensure that the new ways of teaching and learning associated with school-to-work become part of the larger educational experience in every community. The important question is this: will state and local practitioners be able to sustain the momentum they have generated and continue their progress toward bringing school-to-work initiatives to scale?

Progress Measures Survey data can set the stage for discussions of the perceived value and utility of specific school-to-work activities by providing summaries of what is actually occurring at the state and local level. Progress measures provide a snapshot of the school-to-work system as it develops and matures, and in this sense, they represent an important backdrop to the larger evaluative process at the federal, state, and local levels.

ACKNOWLEDGMENTS

This report was prepared for the National School-to-Work Office under contract RC96107001 with the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The report is based on data provided by state School-to-Work and local coordinators in the participating states. We want to thank all of the state directors and local coordinators who contributed their time and effort to the progress measures process and to this report. For valuable comments and assistance in the preparation of this report, we also want to extend special thanks to Stephanie Powers, Director of the National School-to-Work Office; Sharon Belli, Evaluation Specialist; Laura Errico, Evaluation Specialist; and Amy Bennett, Team Leader at the National School-to-Work Office; Nevzer Stacey, OERI; Ivan Charner and Bryna Shore-Fraser at the Academy for Educational Development; and Stacey Kertsman, Francesca Tussing, and Renee Beltranena at MPR Associates.

This report reflects the views and opinions of the authors alone.

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INTRODUCTION

Each year, under the authority of Title IV, Section 402 of the School-to-Work Opportunities Act (STWOA) of 1994,[1] the National School-to-Work Office (NSTWO) reports the results of a performance measurement survey of school-to-work partnerships in all implementation states. This is the fourth report.[2]

Progress Measures are a fundamental element of the school-to-work accountability system. As a matter of course, most states and local school-to-work partnerships annually gather and report progress measures and use these data, in conjunction with other information, to evaluate the success of their systems.

Progress Measures, as described in the Act, have four objectives:

- to respond to the mandate of Title IV, Section 402, which requires that the Secretaries of Education and Labor, in collaboration with the states, establish a system of performance measures for assessing progress in meeting the objectives of the Act;
- to develop a common language around school-to-work, so that data will be comparable and of high quality across partnerships and across states;
- to provide a framework within which states can design their own school-to-work data systems for program improvement purposes that range beyond the reporting function at the national level; and
- to help state and local school-to-work practitioners develop the skills necessary to measure the success of their efforts.

These objectives have been achieved, with varying degrees of success, given the very short time frame in which the progress measures system was designed and implemented. States and local partnerships have built progress measures data collection systems from the ground up—no small feat, given that few had ever gathered the kinds of information included in the Progress Measures Survey.[3]

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[1]See appendix A for the text of Title IV, Section 402, School-to-Work Opportunities Act of 1994.

[2]Karen Levesque, Elliott Medrich, and Jennifer Giambattista, *School-to-Work Baseline Performance Measures: System Building in the Eight Implementation States* (Washington, D.C.: National School-to-Work Office, 1995); Elliott A. Medrich, Jennifer Giambattista, and Ron Moskovitz, *School-to-Work Progress Measures: A Report to the National School-to-Work Office for the Period of January 1, 1996–June 30, 1996* (Berkeley, CA: MPR Associates, Inc., 1997); and Elliott Medrich, Robin White, et al., *School-to-Work Progress Measures: A Report to the National School-to-Work Office for the Period July 1, 1996–June 30, 1997* (Washington, D.C.: National School-to-Work Office, November 1998).

[3]For an extended analysis of the data-gathering process, see Elliott A. Medrich and Robin White, *The Data Dilemma: Putting Progress Measures to Work for Federal, State, and Local Decisionmakers* (Berkeley, CA: MPR Associates, Inc., August 1999).

For national reporting purposes, the five core indicators align with the data collection requirements described in Title IV, Section 402 of the Act. They are:

(1) indicators of school-to-work systems development;

(2) indicators of school and student participation;

(3) indicators of employer participation;

(4) student outcomes; and

(5) information about resources beyond federal school-to-work funds.

These core indicators are the focus of this report. The indicators are organized primarily around two of the three central areas of school-to-work as defined in the STWOA—school-based and work-based learning activities. The third component of school-to-work, "connecting" activities, which are designed to link school and work-based educational programs, requires more intensive investigation than was practical with the Progress Measures Survey. Research on the status of connecting activities in local partnerships was, therefore, left to the National evaluation.

Progress measures complement other studies of school-to-work systems development, namely the National School-to-Work Evaluation. This independent evaluation is based on annual surveys of local partnerships.[4] It examines the extent to which states and local partnerships have created coherent school-to-work systems of connected and sustainable practices and programs and the extent to which students' experiences are changing as a result. Local partnership surveys are supplemented by case studies and student surveys in eight states. Together, Progress Measures and the National Evaluation promote a better understanding of how states and localities are tackling the challenges of building a school-to-work system that meets the needs of all students.

RESPONSE RATES

The 38 states with school-to-work implementation grants as of June 30, 1998 were invited to complete the Progress Measures Survey. Although survey response is voluntary,[5] 35 states agreed to participate. Partnerships in 34 of these states provided data.[6] The 34 states comprise a total of 985 partnerships. A total of 770 partnerships, or 78 percent, completed surveys. Last year, the response rate was 81 percent. The lower response rate this year was largely due to the fact that three states in the final year of their school-to-work implementation grants had much lower participation rates than they had in the past. While the reasons for lower participation in these three states is not known with certainty, anecdotal evidence suggests that some partnerships were already in transition—working with less staffing and funding and with their responsibilities and activities dispersed among

[4]For the most recent report, see Alan M. Hershey, et al.; *Expanding Options for Students: Report to Congress on the National Evaluation of School-to-Work Implementation* (Washington, D.C.: U.S. Department of Education, 1999).

[5]The Office of Management and Budget determined that participation in the Progress Measures Survey was to be voluntary on the part of states and local partnerships.

[6]Maine furnished no data and Minnesota, Nevada, and Ohio declined to participate.

other institutions. These conditions may have reduced their capacity to collect progress measures data and participate in the survey.

Logistics of Data Collection and Data Quality Issues

Progress measures data were collected with the assistance of state and local school-to-work directors and coordinators. For the most part, surveys were sent to local partnerships by state directors and returned to them. State directors, in turn, forwarded partnership surveys from their states to the National School-to-Work Office for data entry, prior to analysis by MPR Associates, Inc.

On behalf of the National School-to-Work Office, MPR and the Academy for Educational Development examined the logistics of collecting data about school-to-work and the quality of these data.[7] One of the important findings of this research was that partnerships (and the schools from which they collect data) are, for the most part, very conservative in their reporting. Because partnerships are being asked to report data that have not been gathered before, many school and partnership staff indicated that it was extremely difficult to "count" the extent to which particular activities are occurring and the number of students participating in them. As a result, they tend to underreport the number of students taking part in school-to-work activities in their partnerships.[8]

This finding is extremely important in the context of progress measures. It suggests that the actual rates of school, student, and employer participation may be considerably higher than those reported in the Progress Measures Survey. Recognizing that this is the case, the data presented here may not fully represent the depth and breadth of school-to-work activities taking place in partnerships across the country.

Outline of the Report

This year's progress measures report is divided into seven main sections. Sections I through III are parallel to the last report and focus on three core indicators: systems development, school and student participation, and employer participation.

Section IV takes a different look at the progress of partnerships, comparing participation levels in school-to-work based on the longevity of partnership funding. This is a particularly important set of comparisons; it provides a way of viewing progress toward sustaining school-to-work at the local level.

Section V focuses on another of the core indicators—resources beyond federal school-to-work grants. This section examines the extent to which partnerships have been able to develop sources of funds to help support and sustain school-to-work efforts.

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[7] Elliott Medrich and Robin White, *The Data Dilemma*.

[8] A major study of school-to-work progress measures in Florida reached a similar conclusion. See Frank Hammons, *Florida School-to-Work Progress Measures Survey: Review of Data Collection and Reporting in Florida Partnerships* (Miami: Florida International University, August 1999)

Section VI describes the capacity of partnerships to report specific types of data requested in the survey.

Section VII offers a brief summary and conclusion, based on findings from the survey. It also specifies a series of questions raised in this analysis of progress measures data that deserve followup and further investigation.

I: INDICATORS OF SYSTEMS DEVELOPMENT

Local partnerships are the backbone of the school-to-work enterprise. Their characteristics define the degree to which school-to-work opportunities become available in communities around the country.

Local partnerships are also unique features of the STWOA; they are geographic entities that define the area of service. Some partnership boundaries coincide with school district boundaries, some with Job Training Partnership Act (JTPA) service areas, some with local labor market areas, and some with a tapestry of multiple, overlapping authorities. The Progress Measures Survey asks local partnerships to report the number of schools and students in the area encompassed by their jurisdictions. While such data do not indicate the number of students who are actively participating in school-to-work initiatives, they do suggest the potential number of schools and students who could be served, if partnerships developed strategies that truly reached all students.

This section reports on the status of partnerships in 34 states.[9] The 770 partnerships responding to the Progress Measures Survey include almost 36,000 schools. Nearly 18 million students attend those schools. The total numbers of schools and students in school-to-work partnerships across the country are actually greater, because some states and some *partnerships* within states participating in the Progress Measures Survey did not collect progress measures data.

Among the 770 reporting partnerships, 59 have been operating for one year or less, 328 from one to less than three years, and 380 for three years or more.[10] The relationship between partnership "longevity" and the core progress indicators is explored in Section V of this report.

SCHOOLS AND STUDENTS IN LOCAL PARTNERSHIPS

Approximately 55 percent of schools in the 770 partnership service areas are elementary, 20 percent are middle/junior high, 20 percent are secondary schools, and six percent are other grade-level configurations, including alternative schools, unified K–12 schools, and correctional institutions.[11] Table 1 shows the number of schools and students in responding partnerships in June 1998 by school level.

[9]By September 30, 1998, school-to-work grants had been made to all 50 states. This survey, however, included only states with grants as of June 30, 1998, which were already implementing activities (rather than planning partnership implementation). States with new grants or grants received near the end of the data cycle, were excluded from the survey. A total of 38 states were identified as eligible.

[10]Three partnerships did not report longevity status.

[11]Numbers do not add to 100 percent due to rounding.

Table 1
Number of schools and students in local partnerships, by school level: June 1998

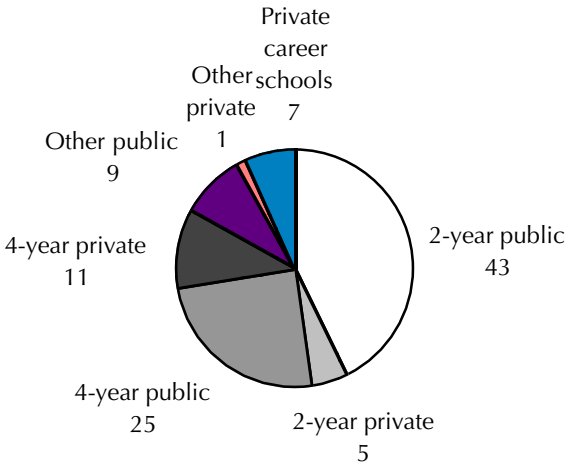
	Number of schools	Students
Elementary	20,703	8,530,205
Middle/Junior high	7,395	3,501,231
Secondary	7,414	5,007,654
Other	2,132	571,001

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

POSTSECONDARY INSTITUTIONS PARTICIPATING IN SCHOOL-TO-WORK PARTNERSHIPS

Postsecondary institutions are important partners in school-to-work systems. They enrich the partnership base and enhance local capacity for planning, curriculum development, and program articulation. Nearly 2,600 postsecondary institutions—two- and four-year, public and private, as well as proprietary schools—work with local school-to-work partnerships. This is about the same level of involvement as last year (table 2). According to data provided by partnerships for the 1997–98 reporting period, 48 percent of these postsecondary institutions are two-year, 36 percent are four-year, seven percent are private career schools, and 10 percent are other types (figure 1). As shown in table 3, only four percent of partnerships reported no linkage with any postsecondary institution.

Figure 1
Percentage of postsecondary institutions participating in STW partnerships: June 1998



NOTE: Numbers do not add to 100 percent due to rounding.

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Table 2
Number of participating postsecondary institutions in reporting local partnerships and percent change, by type of institution: June 1997 and June 1998

	Number of participating institutions, June 1997	Number of participating institutions, June 1998	Percent change
Two-year postsecondary institutions	1,170	1,233	5
Four-year postsecondary institutions	1,013	936	-7
Other postsecondary institutions	295	244	-17
Private career schools	171	175	3

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Over the years, progress measures data show that partnerships have had most success attracting the participation of two-year institutions, reflecting the long history and established tradition of K–14 involvement on joint projects in communities around the country. ("Tech Prep" programs represent excellent examples of these kinds of cooperative efforts.) While there has been a slight decline in the participation rate of four-year institutions, their involvement remains considerable. As tables 3 and 4 show, 67 percent of all partnerships have engaged two or more postsecondary institutions. Almost 30 percent have two or more four-year institutions among their partners.

Table 3
Percentage of local partnerships reporting participation of postsecondary institutions (including 2-year, 4-year, and private career schools), by number of participating institutions reported: June 1998

Number of postsecondary institutions reported	Percentage of local partnerships
4 or more	30
3	14
2	23
1	29
0	4

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Table 4
Percentage of local partnerships reporting participation of 4-year postsecondary institutions, by number of participating institutions reported: June 1998

Number of 4-year postsecondary institutions reported	Percentage of local partnerships
0	34
1	37
2	15
3	6
4 or more	8

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

There may be several reasons why participation rates of two- and four-year institutions are different. First, there are fewer four-year institutions. Since not all partnerships have a four-year institution in their service area, the prospects of involving one or more are reduced. Second, it may be simply more difficult to attract and sustain the involvement of four-year colleges and universities in school-to-work. Nevertheless, four-year institutions offer a different perspective on school-to-work, and their participation helps to reinforce the message that school-to-work is for all students, including the college bound.

II: INDICATORS OF SCHOOL AND STUDENT PARTICIPATION

The STWOA requires that local partnership activities encompass three basic components: school-based learning, work-based learning, and connecting activities.[12] The Progress Measures Survey describes a set of activities and opportunities that partnerships may offer in each of these three areas. Many other activities could have been included in the survey, so it is important to understand that those reported here are only among the more common; they do not represent the full range of activities that may occur. As such, these data may significantly underestimate the overall level of activity that is associated with the STWOA. Furthermore, these data do not represent unduplicated counts of student involvement in school-to-work activities—schools may offer, and students may participate in, more than one activity.

This section describes participation in school-to-work activities at the elementary, middle/junior high, and secondary school levels across the 770 partnerships in the implementation states that responded to the Progress Measures Survey.

CAREER EXPLORATION AT THE ELEMENTARY AND MIDDLE/JUNIOR HIGH SCHOOL LEVEL

The STWOA is expanding opportunities for elementary and middle/junior high school students to begin exploring the world of work. At these grade levels, school-to-work activities often use "real-world" information and projects to augment academic instruction. Such activities enable teachers and counselors to help younger students begin to understand the connections between what they study in school and the kinds of employment or career opportunities that may be available to them in later years. School-to-work activities at the elementary and middle/junior high school levels do not promote "hard-and-fast" career choices; in fact, they are designed to ensure that students enter high school academically prepared for the widest possible array of career options.

At the elementary and middle/junior high school level, partnerships were only asked to report on school participation. (Both school and student participation data were requested at the high school level.)

Elementary Schools

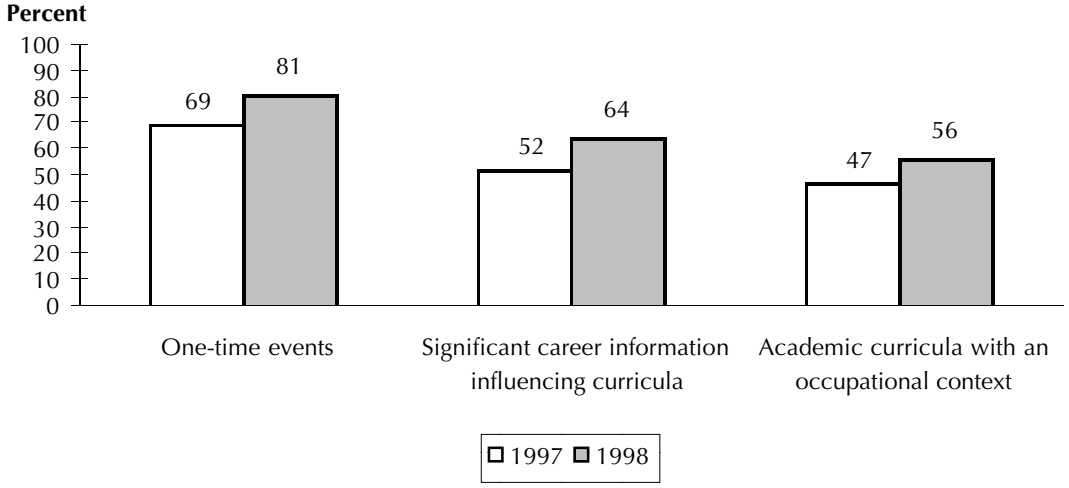
More than 91 percent of all partnerships reported some elementary school activity in 1997–98, compared with 88 percent in 1996–97. Only seven percent of partnerships had at least one elementary school that was not offering any school-to-work activities.

[12]See Title I, Sections 102–104 of the Act.

During the past year, there was a substantial increase in elementary school involvement in each of the school-to-work activities included in the Progress Measures Survey. Figure 2 compares 1997–98 with 1996–97 results.

- In 1997–98, 81 percent of elementary schools in reporting partnerships (N=699) provided one-time career-related events, such as classroom speakers, films, or visits to work sites. This compares with 69 percent in 1996–97.
- In 1997–98, 64 percent of elementary schools in reporting partnerships (N=679) provided activities with significant career information influencing the delivery of curricula (e.g., project-based instruction). This compares with 52 percent in 1996–97.
- In 1997–98, 56 percent of elementary schools in reporting partnerships (N=637) provided activities offering academic curricula and skill building linked to an occupational context. This compares with 47 percent in 1996–97.

Figure 2
Percentage of elementary schools in reporting partnerships providing school-to-work activities, by type of activity: June 1997 and June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Middle/Junior High Schools

Nearly 91 percent of all partnerships reported some middle/junior high school activity. Only seven percent of partnerships reported at least one middle/junior high school in which there were no school-to-work activities. As was the case at the elementary level, the gains between 1997 and 1998 were substantial. Figure 3 compares the two survey periods.

- In 1997–98, 81 percent of middle/junior high schools in reporting partnerships (N=702) provided opportunities for career self-exploration activities, such as the use of computer databases, resource centers, and publications. This compares with 75 percent in 1996–97.
- In 1997–98, 81 percent of middle/junior high schools in reporting partnerships (N=710) provided teacher- or counselor-facilitated career exploration, such as counseling, skills assessment, or classroom curricula with career awareness themes. This compares with 74 percent in 1996–97.
- In 1997–98, 68 percent of middle/junior high schools in reporting partnerships (N=685) provided structured career exploration activities, such as individualized learning plans linked to career pathways offered in high school. This compares with 59 percent in 1996–97.

Figure 3
Percentage of middle/junior high schools in reporting partnerships providing school-to-work activities, by type of activity: June 1997 and June 1998

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

SCHOOL-TO-WORK ACTIVITIES AT THE SECONDARY SCHOOL LEVEL

At the secondary school level, data were collected on both school and student participation. Partnerships were asked to report the number of schools *and* students participating in specific types of school-based and work-based learning activities. As was the case with elementary and middle/junior high school activities, the secondary school-to-work activities surveyed represent only a sampling of the full range of initiatives in evidence in local partnerships. Therefore, the numbers reported are conservative indications of the level of secondary school-to-work activity across the country.

School-Based Learning

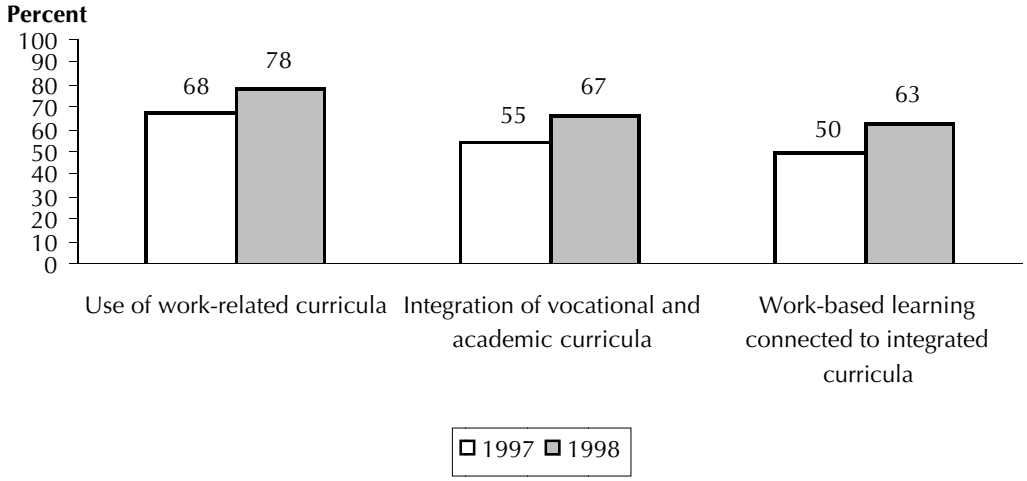
School-based activities are designed to help students acquire the knowledge and skills needed to succeed in careers and/or postsecondary education. They connect academics to career- or work-related curricula. Three representative types of school-based activities, described below, were included in the Progress Measures Survey.

School Participation

In 1997–98, school-based learning activities were offered by secondary schools in 95 percent of all partnerships (N=770). This is a slight increase from 91 percent in 1996–97. Only nine percent of partnerships reported one or more secondary schools that did not offer school-based learning activities. As was the case at the elementary and middle school levels, there were large increases in the proportions of schools offering each kind of activity in 1997–98 as compared with 1996–97 (figure 4).

- In 1997–98, 78 percent of secondary schools in reporting partnerships (N=714) provided activities that use work-related curricula. This compares with 68 percent in 1996–97.
- In 1997–98, 67 percent of secondary schools in reporting partnerships (N=707) provided activities that integrate academic and vocational curricula. This compares with 55 percent in 1996–97.
- In 1997–98, 63 percent of secondary schools in reporting local partnerships (N= 710) provided work-based learning experiences connected to integrated curricula. This compares with 50 percent in 1996–97.

Figure 4
Percentage of secondary schools in reporting local partnerships participating in school-based learning activities, by type of activity: June 1997 and June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

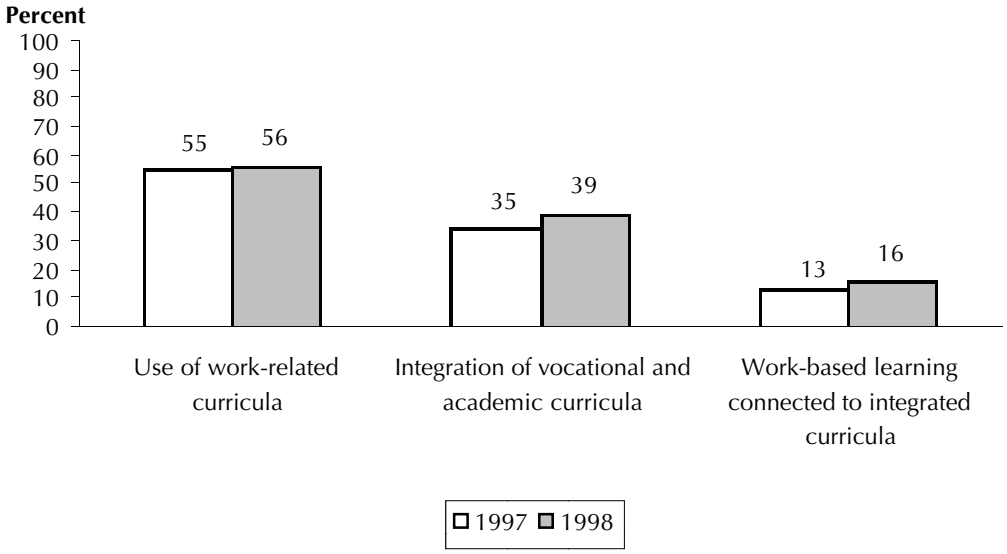
Student Participation

Student participation rates represent the percentage of secondary students involved in a given school-to-work activity in the reporting local partnerships. The actual number of students participating in these activities may be higher than the figures shown because a significant number of partnerships that reported school-based learning activities at the secondary level were not able to provide data about student participation. As noted previously, participation data do not represent unduplicated counts because students may participate in more than one activity.

- In 1997–98, 56 percent of secondary students in reporting local partnerships (N=436) participated in activities that used work-related curricula. This compares with 55 percent in 1996–97.
- In 1997–98, 39 percent of secondary students in reporting local partnerships (N=421) participated in activities that integrate academic and vocational curricula. This compares with 35 percent in 1996–97.
- In 1997–98, 16 percent of secondary students in reporting local partnerships (N=483) participated in activities that connect work-based learning experiences to integrated curricula. This compares with 13 percent in 1996–97.

Figures 4 and 5 show the percentage of secondary schools and students who participated in these selected school-based learning activities in 1997 and 1998.

Figure 5
Percentage of secondary school students in reporting local partnerships participating in school-based learning activities, by type of activity: June 1997 and June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Work-Based Learning

Work-based learning activities are intended to provide opportunities for students to learn through work experiences, either in the school or, more commonly, at a business establishment. These activities are intended to be connected to the students' academic and/or technical coursework in school.[13]

The Progress Measures Survey included a variety of questions about selected, structured activities that represent some of the most recognizable forms of work-based learning experiences. Again, however, the survey asked about only a small subset of the activities that local partnerships might offer. As a result, the data do not capture the full range and extent of school and student participation in work-based learning activities.

School Participation

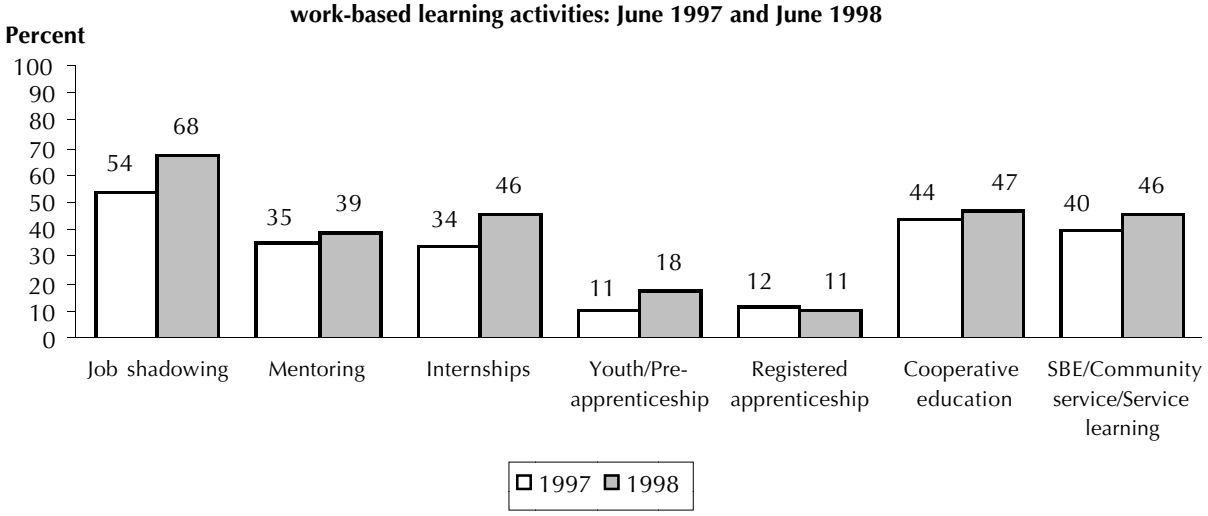
A greater percentage of schools offered work-based learning activities in 1997–98 as compared with 1996–97. Approximately 97 percent of partnerships (N=770) offered work-based learning activities in 1997–98, compared with 94 percent in 1996–97. However, 11 percent of all reporting partnerships had at least one school that did not offer any of the work-based learning activities included in the Progress Measures Survey. In 1996–97, 16

[13]For complete definitions of work-based learning terminology, see the *School-to-Work Glossary of Terms* (Washington, D.C.: National School-to-Work Office, 1996).

percent of reporting partnerships had at least one school that did not offer any work-based learning activities. As described below in figure 6:

- In 1997–98, 68 percent of secondary schools in reporting local partnerships (N=738) offered job-shadowing opportunities. This compares with 54 percent in 1996–97.
- In 1997–98, 39 percent of secondary schools in reporting local partnerships (N=686) offered mentoring activities. This compares with 35 percent in 1996–97.
- In 1997–98, 46 percent of secondary schools in reporting local partnerships (N=704) offered student internships, paid or unpaid. This compares with 34 percent in 1996–97.
- In 1997–98, within reporting partnerships (N=663 and 609, respectively), 18 percent of secondary schools offered youth apprenticeships (compared with 15 percent in 1996–97) and 11 percent offered some form of registered apprenticeship (compared with 12 percent in 1996–97).
- In 1997–98, cooperative education, which has roots deep in the history of American high schools, was available in 47 percent of secondary schools in reporting partnerships (N=704). This compares with 44 percent in 1996–97.
- In 1997–98, school-based enterprises, community service, and/or service learning activities were available in 46 percent of secondary schools in reporting partnerships (N=704). This compares with 40 percent in 1996–97.

Figure 6
Percentage of secondary schools in reporting local partnerships participating in work-based learning activities: June 1997 and June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Student Participation

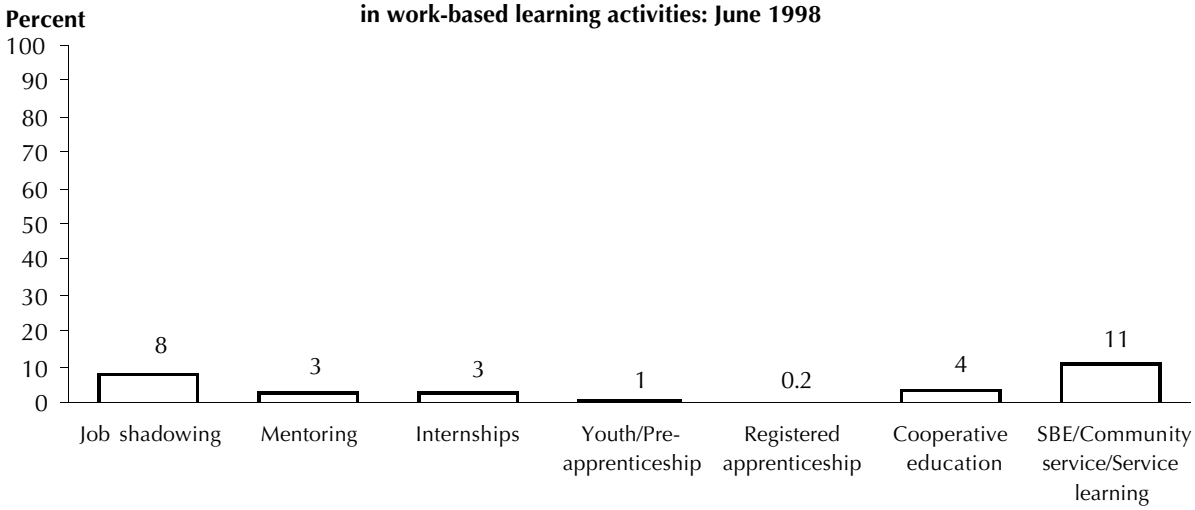
For each work-based learning activity, the number of partnerships providing information about student participation was considerably lower than the number that reported the activity at the school level. While most partnerships were able to identify whether a school offered a given activity, they found it far more difficult to count student participation in work-based learning activities. As a result, the reported levels of student participation are certainly conservative. As shown in figure 7:

- Eight percent of secondary students in reporting local partnerships (N=549) participated in job-shadowing experiences. This compares with seven percent in 1996–97.
- Three percent of secondary students in reporting local partnerships (N=495) participated in mentoring activities. This compares with two percent in 1996–97.
- Three percent of secondary students in reporting local partnerships (N=540) participated in paid or unpaid internships. This compares with two percent in 1996–97.
- Less than one percent of secondary students in reporting local partnerships participated in a youth apprenticeship (N=505) or registered apprenticeship (N= 513). This is the same as 1996–97.
- Four percent of secondary students in reporting local partnerships (N=556) were involved in cooperative education. This compares with three percent in 1996–97.
- Eleven percent of secondary students in reporting local partnerships (N=531) were involved in school-based enterprises, community service, and service learning. This compares with nine percent in 1996–97.

Student participation in work-based learning activities has grown slowly from year to year. It is marginally higher than it was in 1996–97. However, as partnerships build the work-based learning infrastructure—which requires a substantial commitment of resources—it is reasonable to expect that the levels of student participation will continue to grow.

There is still considerable room for growth in participation in these activities. Most partnerships started from "scratch" to engage schools, students, and employers in the kind of cooperative relationship that is essential to quality work-based learning. Hence it should not be surprising that the numbers of students involved in work-based learning is still quite low, especially in the more rigorous activities that are connected to academic coursework.

Figure 7
Percentage of secondary school students in reporting local partnerships participating in work-based learning activities: June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

CHANGE IN PARTICIPATION LEVELS FROM 1997 TO 1998

A total of 579 partnerships participated in both the 1996–97 and 1997–98 Progress Measures Surveys. These partnerships provide an opportunity to examine some of the changes that have occurred on the core progress measures. A comparison of the number of schools offering particular activities reveals substantial positive change. Highlights of the changes among these 579 partnerships between 1996–97 and 1997–98 include:

- Twenty-four percent more elementary schools offered activities with significant career information influencing the delivery of curricula.
- Twenty-one percent more elementary schools provided activities offering academic curricula and skill building linked to occupational contexts.
- Twenty-three percent more middle/junior high schools provided structured career exploration activities, such as individualized learning plans linked to career pathways offered in high school.
- Eight percent more secondary schools provided activities that use work-related curricula, and 15 percent more students were involved in these activities.
- Fourteen percent more secondary schools provided activities that integrate academic and vocational curricula, and 15 percent more students were involved in these activities.

- Fifteen percent more secondary schools provided work-based learning experiences connected to integrated curricula, and 40 percent more students were involved in these activities.

While the gains are not as dramatic as they were between 1995–96 and 1996–97, the trend is clear and positive in this subsample of 579 partnerships. For a wide variety of activities across all grade levels, there has been substantial and continued growth in both school and student participation.

SCHOOL-TO-WORK IN URBAN AND RURAL SETTINGS

Urban and rural partnerships are quite different enterprises, working with different constraints and different resources. Even so, the school-to-work activities surveyed were in evidence in both settings. In fact, schools in rural partnerships were more likely to report the availability of various types of school-to-work activities.

- Seventy percent of elementary schools in urban partnerships reported some school-to-work activity, compared with 84 percent of elementary schools in rural partnerships.
- Seventy-one percent of middle/junior high schools in urban partnerships reported some school-to-work activity, compared with 90 percent of middle/junior high schools in rural partnerships.
- Sixty-nine percent of secondary schools urban partnerships reported school-based learning activities, compared with 80 percent of secondary schools in rural partnerships.
- Seventy-one percent of secondary schools in urban partnerships reported work-based learning activities, compared with 76 percent of secondary schools in rural partnerships.

With respect to work-based learning, as shown in table 5, approximately equal proportions of urban and rural secondary schools were engaged in each of the work-based learning activities included in the Progress Measures Survey.

Both urban and rural partnerships have developed mechanisms to engage students in the experience of school-to-work. Further, rural partnerships have established a significant range of school-to-work activities for students. Clearly they have found ways of addressing constraints that may be associated with the size or composition of their local labor markets.

Table 5
Percentage of secondary schools offering work-based learning activities in urban and rural partnerships, by type of activity: June 1998

WBL activity	Urban	Rural
Job shadowing	60	70
Mentoring	41	39
Internships	50	42
Youth/Pre-apprenticeships	17	14
Registered apprenticeships	12	10
Cooperative education	56	44
School-based enterprise/ Community service/ Service learning	51	52

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

SUMMARY

The basic components of school-to-work are in evidence in communities throughout the country. Increasing numbers of partnerships are providing elementary and middle school activities, and at the secondary level, both school- and work-based activities are more available than in years past, providing considerable opportunities for students to participate in the school-to-work "infrastructure" that is taking shape across the country.

III: INDICATORS OF EMPLOYER PARTICIPATION IN SCHOOL-TO-WORK

Actively engaging employers in local partnership activities, as well as involving employers in the school-based and work-based learning components of school-to-work, is one of the ways in which the STWOA has the potential to change the nature of teaching and learning in schools. The Progress Measures Survey and other studies indicate that employers are involved in school-to-work in a great variety of ways,[14] all of which serve to enrich the nature of partnerships and expand the opportunities available to schools and students.[15]

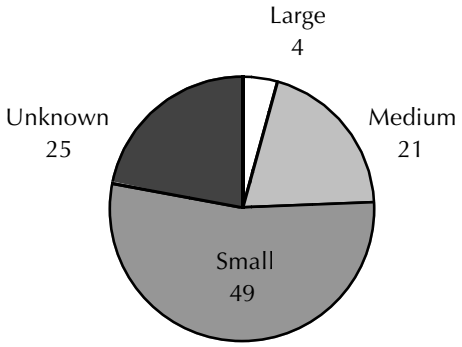
From July 1, 1997 to June 30, 1998, the 770 partnerships participating in the Progress Measures Survey reported just over 178,000 private, public, and nonprofit employers engaged in some aspect of local partnership activities. Some 14,000 of these employers were public or non-profit, and 154,000 were private businesses. As in past years, small private businesses provided the most support (figure 8), which is not surprising, given that the vast majority of American businesses employ less than 50 workers.

As described in this section, business participation is down slightly from last year. Certainly, as compared with the substantial increases in business participation recorded in last year's survey, this represents a surprising change. Even so, it is worthy to note that in 435 (or 56 percent) of reporting partnerships, more than 50 private business establishments were participating in their school-to-work activities (figure 9).

[14]Some examples of employer involvement in school-to-work and local partnerships include visiting classrooms, tutoring, sponsoring clubs, assisting with curriculum development, providing work experiences to students and teachers, actively participating in organizations that facilitate school and business collaboration, helping develop skill standards, and providing monetary or in-kind contributions. For other examples, see Susan Hubbard, Amy Bell, and Ivan Charner, *We Need to Be in It for All Nine Innings: Lessons from Employer Participation in School-to-Career in Colorado* (Washington, D.C.: National Employer Leadership Council, 1998).

[15]Daniel Shapiro, *Bringing School-to-Work to Scale: What Employers Report* (Philadelphia: Institute for Research on Higher Education, University of Pennsylvania, spring 1998).

Figure 8
Percentage of sizes of private business establishments participating in local partnerships: June 1998

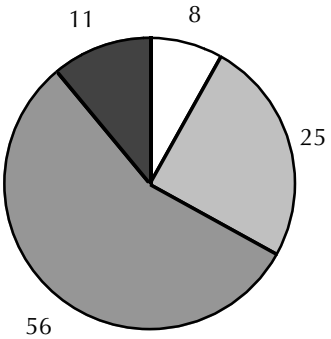


- Large: 500 or more employees at work site
- Medium: 50–499 employees at work site
- Small: 0–49 employees at work site
- Unknown: Business establishments of unknown size

NOTE: Numbers do not add to 100 percent due to rounding.

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Figure 9
Percentage of local partnerships reporting private business establishment participation, by number participating: June 1998



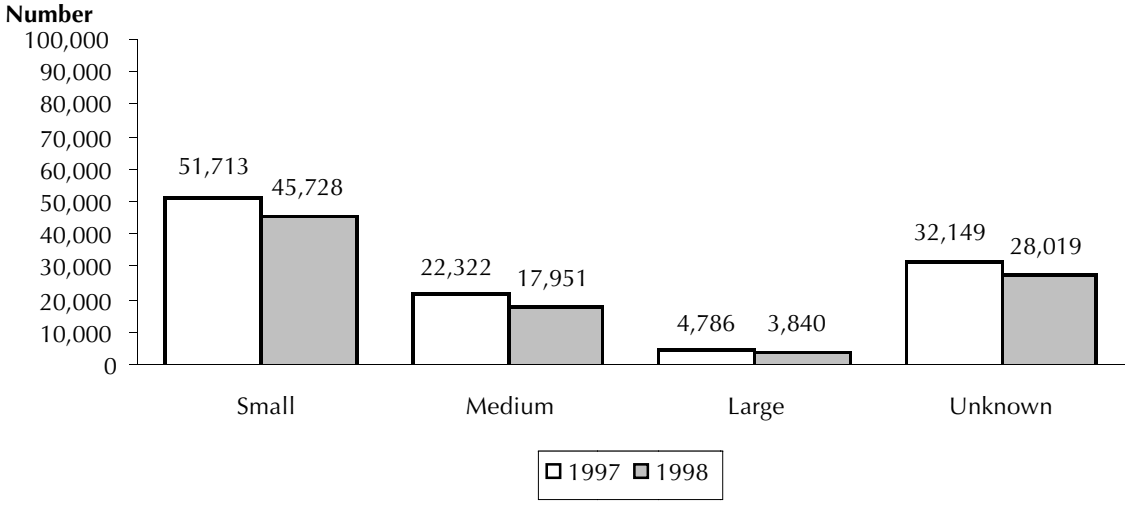
- Less than 10 business establishments participating
- 10–49 business establishments participating
- 50 or more business establishments participating
- Unknown number of business establishments participating

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

PRIVATE EMPLOYER INVOLVEMENT IN WORK-BASED LEARNING

From July 1, 1997 to June 30, 1998, more than 95,000 private business establishments provided work-based learning positions to students (figure 10). Almost 47 percent of these establishments were small businesses; 19 percent were medium-sized businesses; four percent were large businesses, and 29 percent were businesses of unknown size.[16] Another 14,000 public and nonprofit agencies offered work-based opportunities to students as well.

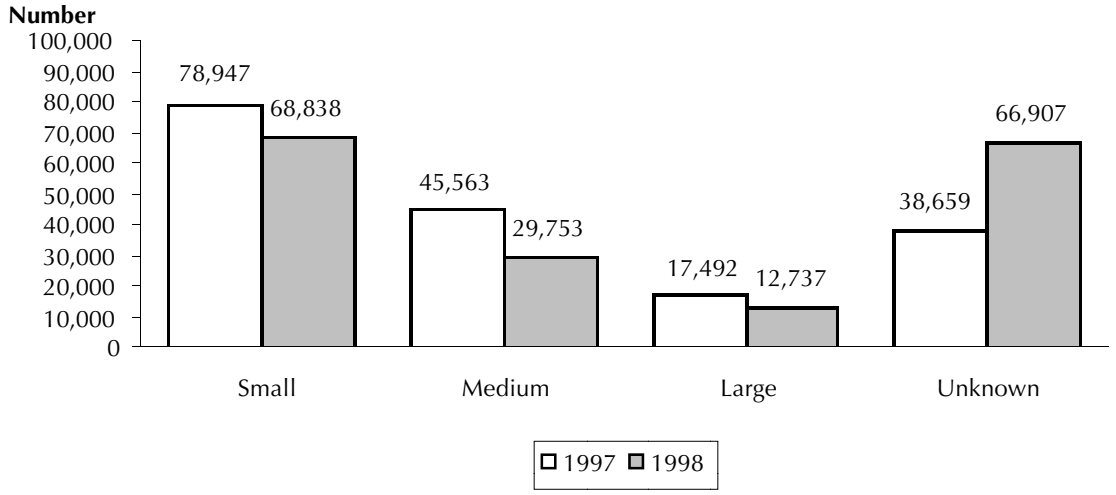
Figure 10
Private business establishments offering work-based learning opportunities by size of business establishment: June 1997 and June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

[16]The rather substantial number of businesses of unknown size reflects a common reporting problem for partnerships. While the number of businesses in the service area may be known, or may be possible to determine, breakouts by size often prove difficult because local partnership boundaries are rarely coincidental with labor market catchment areas for which these data are typically available.

Figure 11
Number of work-based learning positions available in private businesses, by size of business establishment: June 1997 and June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

During the 1997–98 reporting period, private business establishments offered students just over 178,000 work-based learning positions, down slightly from 180,000 in 1996–97 (figure 11). The number of opportunities for students varied with the size of the business establishment. While small businesses provided the majority of opportunities, larger businesses were able to accommodate more students per establishment. On average, small businesses offered 1.5 work-based learning positions per establishment; medium-sized businesses offered 1.7 positions per establishment; and large businesses offered 3.3 positions per establishment.

Although small business establishments offered fewer positions on average than large employers, they did provide the largest share of work-based learning positions. Approximately 39 percent of the work-based learning positions at private business establishments were with small business establishments; 17 percent were with medium-sized business establishments; almost seven percent were with large business establishments; and 38 percent were with business establishments of unknown size.

As noted last year, small businesses continue to be the backbone of successful school-to-work initiatives. Partnerships of all sizes must be able to mobilize this base of support. At the same time, larger businesses are more likely to have the capacity to work with groups of students—and offer a modest economy of scale. Therefore, it is important for partnerships to nurture their business partners without regard to company size.

TEACHER INTERNSHIPS AT PRIVATE BUSINESS ESTABLISHMENTS

Although the STWOA promotes many types of professional development,[17] teacher internships have generated considerable interest among local partnerships. For purposes of the Progress Measures Survey, teacher internships are defined as work-site experiences of at least two weeks in duration. During this time, teachers may work at a particular job to learn specific skills or rotate throughout the firm to learn all aspects of the industry and bring back new information to integrate into the curriculum. The work may or may not be compensated. An important element of teacher internships, increasingly recognized throughout the school-to-work community, is that these opportunities pay off quickly with a multiplier effect of their own as teachers utilize new or refined skills in their classrooms with their students.

The number of teacher internships in 1997–98 was slightly lower than the previous year. As of June 1998, just over 14,000 private business establishments offered more than 17,000 teacher internships. Of these, 39 percent were at small businesses, 27 percent at medium-sized businesses, 15 percent at large businesses, and almost 18 percent at businesses of unknown size (table 6).

Table 6
Teacher internships in private business establishments participating in reporting local partnerships, by size of business establishment: June 1997 and June 1998

	1996–97	1997–98
Number of private business establishments offering teacher internships		
Total	13,949	14,267
Small	6,592	6,885
Medium	3,791	3,657
Large	1,193	992
Unknown	2,373	2,733
Number of teacher internship slots available		
Total	18,725	17,071
Small	6,157	6,709
Medium	5,106	4,690
Large	3,614	2,605
Unknown	3,848	3,067

SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

[17]School-to-Work Opportunities Act, Title II, Section 215 (b)(4).

SUMMARY

Employers represent a crucial component of the school-to-work system. To the extent that these data provide a glimpse of a general trend, this seems an appropriate moment to direct attention toward supporting and reinvigorating employer commitments to school-to-work. Given the data reported here, strategies that sustain employer enthusiasm for school-to-work and support for employers engaged in work-based learning activities warrant special consideration in the future.

There may be several reasons why employer participation has not continued to grow in the anticipated fashion. While these are only hypotheses, they may be worth further examination.

- *Employer Attrition*. Many employers are naturally drawn to school-to-work, particularly its work-based learning component. But the experience of school-to-work participation can be demanding, and employers may not be adequately prepared to make the long-term commitment to training and staffing that is essential to successful participation. Similarly, partnerships may not be in a position to offer employers the kinds of skill building opportunities that make for a well executed employer-to-school "match." If employers begin to feel that they do not have the capacity to "do it right," or that the demands on their resources are too great, they may decide that it is best not to be involved at all. Exploring factors that may affect employer participation in school-to-work would represent an appropriate and valuable contribution, given findings in the Progress Measures Survey.
- *Other Initiatives*. Another avenue of inquiry could explore whether employers are being stretched too thin—i.e., asked to participate in more initiatives than they can handle. While local school-to-work systems are supposed to frame a range of employer-related initiatives for both in-school and out-of-school youth, there are few data to document whether employers perceive school-to-work participation as competing for resources with other programs or initiatives sponsored by states or localities.

These hypotheses are indicative of the kinds of questions raised by the findings reported here. Progress measures data suggest that further research could be important, especially to "new" school-to-work states, who could benefit from information that would help partnerships enhance their employer involvement strategies. A word of caution as well: collecting these data from business partners is difficult and time consuming. It might well be the case that gathering information about employer participation is beyond the capacity of many partnerships which, in turn, could well result in significant underestimations of the size and scope of business participation in school-to-work activities.

IV: THE IMPACT OF PARTNERSHIP LONGEVITY

The STWOA provided each state and territory with a five-year cycle of funding or "investment capital" with which to design and build a school-to-work system. In a very short time frame, states and local partnerships were expected to implement a broad range of school-to-work activities and create the structures needed to ensure that all students had opportunities to participate in these activities. While never stated explicitly, an implicit assumption was that the range of activities and the number of students participating would increase as states and communities moved to institutionalize the efforts launched with federal financial support.

This section explores the extent to which longevity or length of funding affects partnership operations and accomplishments. Do "more mature" partnerships (funded for some years) look different, programmatically, from "less mature" partnerships (those funded more recently)? Are more mature partnerships engaging more students in school-to-work activities?

The answers—based on a comparison between 186 "new" partnerships that have been operating for two years or less and 135 "older" partnerships that have been operating for four years or more—appear to be yes. This section looks at data from these 321 partnerships along several dimensions raised in the core sections of this report.

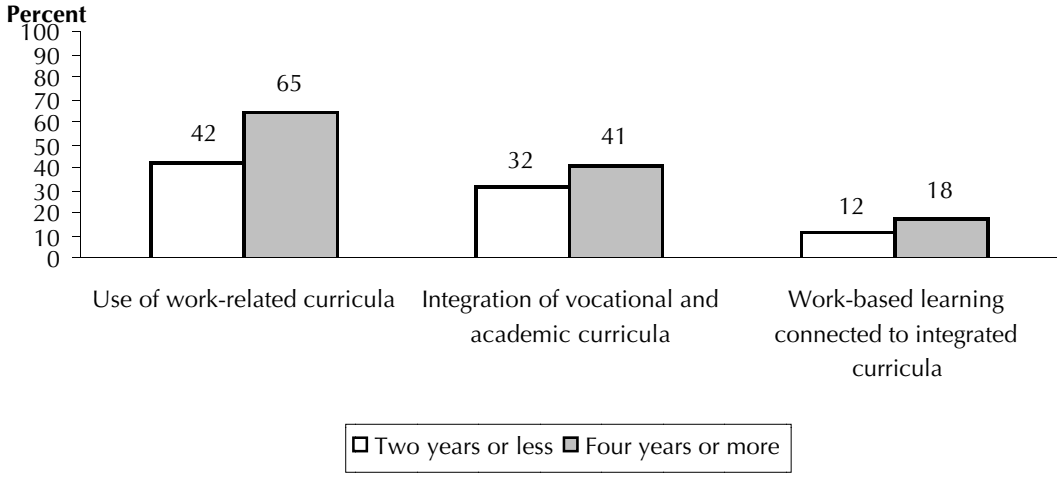
SCHOOL AND STUDENT PARTICIPATION IN SCHOOL-TO-WORK AT THE SECONDARY LEVEL

The secondary school level provides a snapshot of the key differences between "newer" and "older" partnerships. At the secondary level, the impact of partnership longevity was most apparent in *student* participation in school-based activities and *school* participation in work-based learning activities.

While 16 percent of secondary schools in newer partnerships reported no school-based school-to-work activities, the percentage fell to only six percent in more mature partnerships.

Secondary student participation in school-based learning activities was considerably higher in more mature partnerships than it was in less mature partnerships. As shown in figure 12, partnerships in existence for four years or more reported considerably higher levels of secondary student participation in each of the school-based learning activities measured.

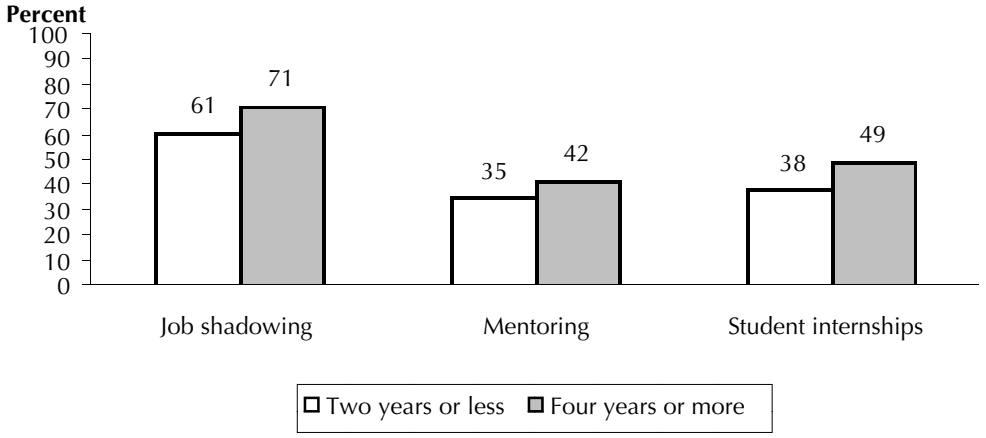
Figure 12
Percentage of secondary school students participating in school-based learning activities, by partnership longevity: June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Because levels of secondary student participation in work-based learning activities were still quite small, differences between more and less mature partnerships were not as striking. There were, however, considerable differences between these two groups in rates of *school* participation in work-based learning activities. Figure 13 shows that secondary schools in more mature partnerships were more likely to offer each of several work-based learning activities.

Figure 13
Percentage of secondary schools offering certain work-based learning activities, by partnership longevity: June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

Different time lines and levels of effort are needed to implement school-based and work-based school-to-work components. Most partnerships were able to implement school-based activities more quickly than work-based activities because some changes in curricula and classroom practice could be made without extensive involvement of other partners. In contrast, relationships with employers and other stakeholders had to be built and nurtured in order to offer work-based learning opportunities. As a consequence, partnerships were able to offer school-based activities to increasing numbers of students while they laid the groundwork needed to offer a menu of work-based learning activities in each school. With this groundwork in place, rates of secondary student participation in work-based learning activities should begin to rise as partnerships mature, but the process is slow and the cost of developing work-based learning opportunities is high.[18]

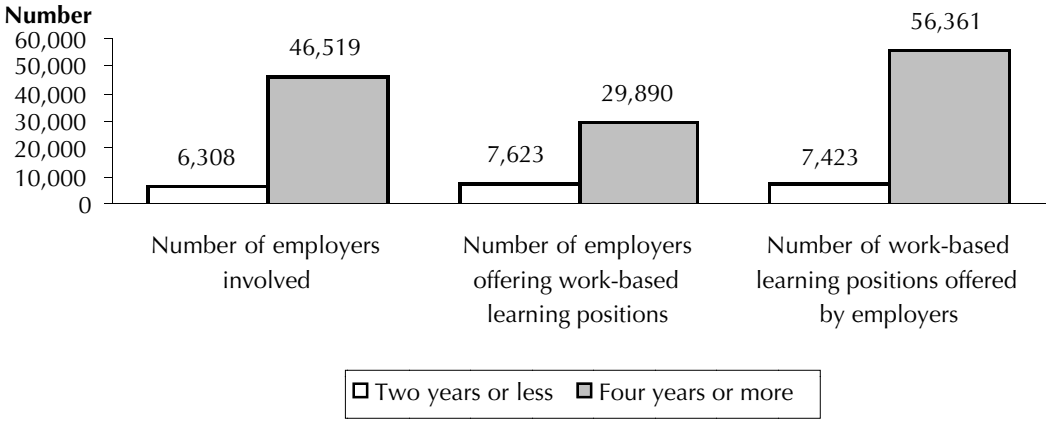
EMPLOYER INVOLVEMENT

Longevity appears to be the key to employer involvement. More mature partnerships are far more likely to have built an employer network and put it to work for the benefit of students.

In 1997–98, there were 46,519 private, public, and nonprofit employers associated with partnerships in operation four years or more, many times the 6,308 employers associated with those in existence two years or less (figure 14). Similarly, 29,890 private, public, and nonprofit business establishments offered work-based learning opportunities in more mature partnerships, compared with 7,623 in newer partnerships. Business establishments offered 56,361 work-based learning positions to secondary students in more mature partnerships—almost eight times the 7,423 work-based learning positions available in newer partnerships.

[18]Alan M. Hershey, *Expanding Options for Students: Report to Congress on the National Evaluation of School-to-Work Implementation* (Washington, D.C.: U.S. Department of Education, fall 1998).

Figure 14
Employer involvement with school-to-work partnerships, by partnership longevity: June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

The pattern is clear and significant. Additional years of partnership operations translate into greater levels of employer involvement and greater numbers of work-based learning opportunities for secondary school students.

The situation was similar in the important area of teacher internships. Employers in more mature partnerships offered 3,157 teacher internships compared with 1,524 in newer partnerships (a difference of 107 percent). These "slots" enabled nearly five times as many teachers in more mature partnerships to have an internship experience, compared with teachers in newer partnerships.

The evidence here is counter to the generally flat levels of employer involvement described earlier. It suggests that mature partnerships have been able to build their employer base and develop ongoing commitments among employers to school-to-work. Newer partnerships may be able to draw lessons from their more experienced counterparts and find ways to build the kinds of strong linkages to employers that, at this point, seems to come only with time.

SUMMARY

Longevity has special meaning in the school-to-work context. Most local partnerships will be funded through federal school-to-work grants for no more than five years. If partnerships are to have an impact on the communities in which they are located, they must implement their initiatives successfully in a short period of time. As these data show, partnerships that are further along in the funding cycle are delivering services at the secondary school level to larger proportions of schools and students than newer partnerships.

On its face, this seems quite logical. Nevertheless, partnerships were asked to deliver a great deal, very quickly. These data indicate that they are doing what has been asked of

them. The payoff, however, is not known. With the sunset of the Act, how will continuity be ensured? How will localities continue to support school-to-work activities? These are some of the real challenges that are associated with the relationship between longevity and the future of school-to-work, beyond the STWOA.

V: THE INFUSION OF OTHER RESOURCES TO SUPPORT SCHOOL-TO-WORK PARTNERSHIPS

One of the many innovative features of the STWOA is its use of five-year cycles of "investment capital" to stimulate state and local school-to-work system building. Though sizeable, school-to-work implementation grants were not expected to cover all of the costs associated with creating statewide systems. Federal funds were to be used to leverage other resources at the state and local levels. As a result, state school-to-work officials and local partnerships developed collaborative strategies that encouraged government agencies, employers, nonprofit institutions, and other allied entities to bring resources (both cash and in-kind contributions) to the school-to-work enterprise. This section describes the success local partnerships have had in generating these kinds of resources to support their school-to-work commitments.

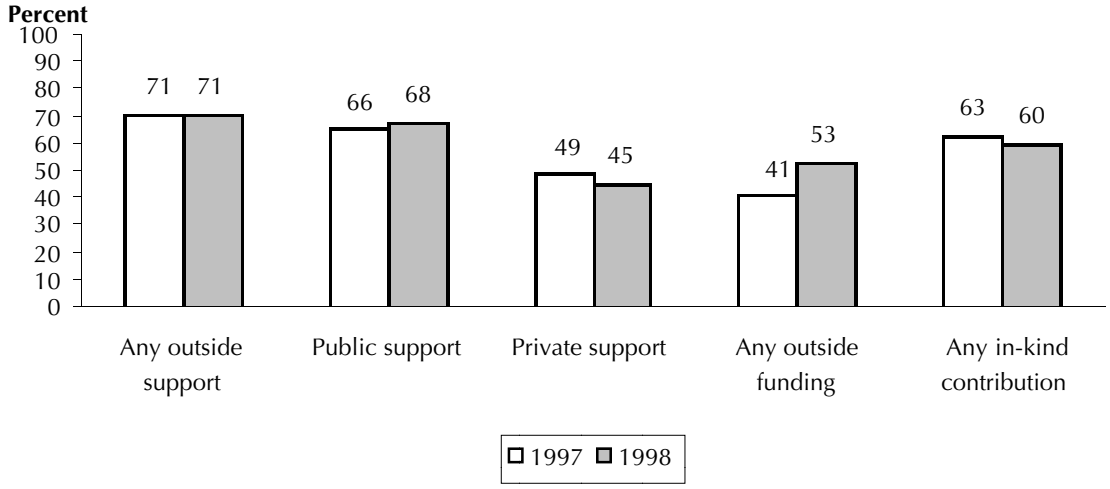
TYPES OF OUTSIDE FUNDING

Since the first cycle of the Progress Measures Survey, data have been requested on two types of resources:

- Funds—*other than those received under the STWOA*—that partnerships receive from public sources (such as schools or county or city agencies) and private sources (such as businesses or individuals).
- In-kind contributions (such as staff, office space, equipment, and supplies) received from public and private sources.

In general, partnerships appear to recognize the need for outside funding. As was the case in 1996–97, more than two-thirds of partnerships responding to the 1997–98 survey (71 percent) have received at least some type of additional resources. Approximately 68 percent of partnerships have received public support, either funds or in-kind contributions; 45 percent have received private funds or in-kind contributions. Figure 15 describes outside support reported by type and source across all reporting partnerships. Note especially that a much larger proportion of partnerships received some *outside funds* in 1997–98 as compared with 1996–97, and that this was accompanied by a decline of *in-kind contributions*.

Figure 15
Percentage of all reporting partnerships reporting outside funds or contributions, by type of support and source: June 1997 and June 1998

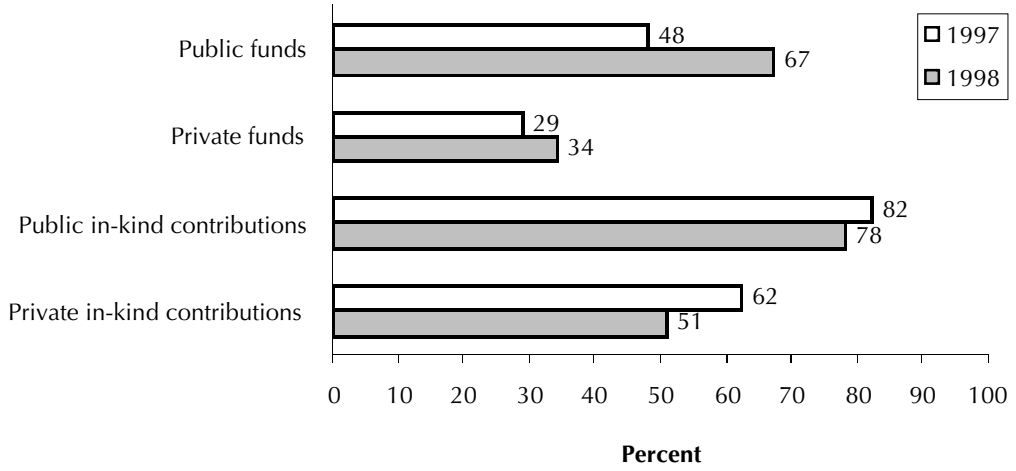


SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

More than half of all partnerships (53 percent) report receiving some cash funding from outside sources (up from 41 percent in 1996–97), 56 percent report in-kind contributions from public entities, and 36 percent report receiving some in-kind contributions from private businesses. The significant increase in the number of partnerships receiving cash funding from outside sources indicates increased attention among states and partnerships to the need to explore alternative funding mechanisms. This represents an important development. Indeed many local partnerships are leveraging STWOA grant funds with varying degrees of success to build local sources of support.

Figure 16 describes the nature of outside funding and support among the 53 percent of local partnerships that reported receiving outside resources. Among those partnerships that received outside funding of some sort, 67 percent received public funds, 34 percent private funds, 78 percent public in-kind contributions, and 51 percent private in-kind contributions. Funding sources include economic development corporations, private foundations, the Job Training Partnership Act (JTPA), The Carl Perkins Vocational and Technical Education Act, Tech Prep, local or state government, or school districts.

Figure 16
Among partnerships that reported receipt of outside resources, percentage of partnerships receiving support, by type and source: June 1998



SOURCE: MPR Associates, Inc., Progress Measures Survey, July 1, 1997–June 30, 1998.

The eight original implementation states[19] are nearing the end of the federal STWOA funding cycle. Hence, it is reasonable to ask how they have done in terms of generating resources to support future partnership activities once federal school-to-work funds have been expended. Among the 152 reporting partnerships in these eight states, 76 percent reported receiving at least some type of outside resources. Approximately 74 percent of partnerships in these states received some other public resources (either cash, in-kind contributions, or both) and 53 percent of partnerships in these states received some private resources (either cash, in-kind contributions, or both). These figures are marginally higher than they were last year.

Among those partnerships in the eight original implementation states who received support, 86 percent received public and/or private in-kind contributions, and 82 percent received public and/or private funding support. Since these percentages are significantly higher than those reported last year, there is evidence that some partnerships in the original eight implementation states are developing external funding mechanisms.

IMPLICATIONS

Additional or external resources are likely to become increasingly important as states and local partnerships design strategies to sustain school-to-work beyond authorization of the STWOA. These resources may be critical to the extent that state strategies involve maintaining a partnership infrastructure.

[19]The eight states that received school-to-work opportunities implementation grants in the first year funds were available (1994–95) were Kentucky, Maine, Massachusetts, Michigan, New Jersey, New York, Oregon, and Wisconsin.

A strategy to sustain school-to-work beyond federal funding is a requirement of the STWOA, and even if support for a partnership infrastructure is not a state or local priority (some states and localities may look for other ways to sustain school-to-work concepts) external resources will undoubtedly be necessary to sustain specific school-to-work activities. For example, a school district's in-kind contribution of staff might allow a community to continue coordination and support for work-based learning opportunities.

As the sunset of the STWOA approaches, state and local partnerships must identify both the components or structural elements they plan to continue and the sources of support available to them. At the least, states and local partnerships will need to document their effectiveness in generating and using external resources as they attempt to build the case for sustaining school-to-work concepts and activities.

VI: CONCLUSION

This analysis of progress measures data, the fourth in an annual series, comes at a pivotal time. School-to-work systems are now operating in all 50 states, the District of Columbia, Puerto Rico, seven territories, and more than 1,000 local partnerships. In less than five years, the NSTWO has met the challenge of building an infrastructure that is national in scope.

Since 1995, the Progress Measures Survey has been used to describe the status of school-to-work implementation in partnerships across the country. Each year, the survey has produced evidence of strong growth around most indicators. This year's report provides continuing evidence that school-to-work concepts are taking hold in communities, schools, and among employers. The report also raises some questions and suggests some areas of concern that require thoughtful examination at the local, state, and federal levels.

WHAT LIES AHEAD FOR SCHOOL-TO-WORK PARTNERSHIPS?

Progress measures are summary statistics. They indicate the degree to which schools, students, employers, and postsecondary institutions have engaged in specific activities associated with school-to-work. While progress measures cannot capture commonalities or differences within programs, analyses of changes in the aggregate over time, can be used to pinpoint some of the questions that need to be asked as an increasing number of states move into the downward curve of federal funding. Progress measures data can help to focus attention on some of the critical areas of inquiry for the period immediately ahead.

As shown in this report, longevity is directly related to the depth and breadth of a partnership's school-to-work activities. Longevity also seems to have an impact on a partnership's ability to generate additional resources to support school-to-work activities. However, it is not clear what factors will determine whether partnerships can continue to support activities beyond the STWOA. As school-to-work begins to enter a transition phase in many states, practitioners need to answer questions such as the following:

- To what extent does a strong programmatic base (defined as high levels of school and student participation) enhance a partnership's prospects for sustaining school-to-work activities?
- Is there a relationship between early success in identifying alternative funding mechanisms and subsequent growth and institutionalization of school-to-work activities?

- Do partnerships with consistent, high-quality employer participation exhibit greater success in sustaining school-to-work activities? What roles and responsibilities are employers assuming to promote continuation of school-to-work activities?

As suggested in this report, there are some questions regarding employer participation that deserve attention. In particular, how can states and local partnerships harness employer communities in ways that ensure a strong ongoing commitment, well supported by schools and partnership leaders? Early enthusiasm among employers has been essential to building national, state, and local support for school-to-work. The real test, however, is to find ways of engaging employers in such difficult tasks as helping to design curricula, train teachers, mentor students, and provide work-based learning opportunities. This year's progress measures data highlight the need to research, document, and recommend how best to attract, use, and sustain the skills of employers of all sizes in the school-to-work community.

Equally important in the long run is the question of what school-to-work will look like once federal seed money is no longer available. Each year, the Progress Measures Survey has reported that partnerships have generated modest levels of financial and in-kind support outside the framework of STWOA grants. While there is reason to believe that the ability to attract supplemental resources will help position partnerships to generate post-sunset resources, it is unclear how partnerships are planning to structure themselves and function in the absence of STWOA funding. Sustaining the school-to-work concept may or may not entail sustaining the partnership infrastructure launched with STWOA funds.

In many communities, the prospects of sustaining school-to-work concepts will be improved if schools, employers, and intermediary organizations assume roles and responsibilities that are currently assigned to partnerships themselves. In other communities it may be critically important to find resources to maintain a dedicated staff or support specific activities as a means of sustaining school-to-work. The progress measures data suggest that it is essential to ascertain *what* states and communities are trying to sustain. By doing this, it will be possible to learn whether—and how—states and local partnerships are positioning themselves to continue to offer school-to-work opportunities absent federal funds.

Progress Measures Survey data can set the stage for discussions of the perceived value and utility of specific school-to-work activities by providing summaries of what is actually occurring at the state and local level. Progress measures provide a snapshot of the school-to-work system as it develops and matures, and in this sense, they represent an important backdrop to the larger evaluative process at the federal, state, and local levels.

LOOKING TOWARD THE LEGACY

One important legacy of the STWOA will be its impact on the ways in which schools deliver curricula and define the environments in which learning occurs. More than 90

percent of elementary and middle schools in reporting partnerships are now offering career exploration activities. Further evidence that school-to-work concepts are taking hold is provided by the percentage of schools that are offering career exploration activities that are integrated with academic instruction. In 1998, 56 percent of elementary schools in reporting partnerships offered instructional activities that linked academic curricula and skill building to occupational context. At the middle school level, almost 70 percent of schools in reporting partnerships offered structured career exploration activities (such as individualized learning plans) linked to career pathways at the high school level. Taken as a whole, these figures represent profound changes in the landscape of America's public schools.

At the secondary school level, Progress Measures Survey data provide further evidence that school-to-work is gaining broad acceptance. As of June 1998, approximately 97 percent of secondary schools in reporting partnerships were offering at least one of the work-based learning opportunities captured in the survey, and approximately 95 percent were offering one or more school-based learning activities. Further, the percentages of secondary schools offering more in-depth school-to-work activities such as internships and integrated curricula linked to work-based learning were considerably higher than in 1996–97, continuing to reflect dramatic increases from baseline data obtained in 1995–96.

As the STWOA moves toward sunset, there is every reason to be impressed by the levels of school-to-work activities in schools. Ultimately, however, the real success of the Act will be determined by what happens beyond its sunset. The challenge rests with states and localities to assure that the new ways of teaching and learning associated with school-to-work become part of the larger educational experience in every community. Into the future, the important question is this: will state and local practitioners be able to sustain the momentum they have generated and continue their progress toward bringing school-to-work initiatives to scale?

APPENDIX A:
SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994, TITLE IV

SEC. 402. PERFORMANCE OUTCOMES AND EVALUATION

(a) IN GENERAL—The Secretaries, in collaboration with the States, shall by grant, contract, or otherwise, establish a system of performance measures for assessing State and local programs regarding—

(1) progress in the development and implementation of State plans described in section 213(d) that include the basic program components described in sections 102, 103, and 104 and otherwise meet the requirements of title I;

(2) participation in School-to-Work Opportunities programs by employers, schools, students, and school dropouts, including information on the gender, race, ethnicity, socioeconomic background, limited-English proficiency, and disability of all participants and whether the participants are academically talented students;

(3) progress in developing and implementing strategies for addressing the needs of students and school dropouts;

(4) progress in meeting the goals of the State to ensure opportunities for young women to participate in School-to-Work Opportunities programs, including participation in nontraditional employment through such programs;

(5) outcomes for participating students and school dropouts, by gender, race, ethnicity, socioeconomic background, limited-English proficiency, and disability of the participants, and whether the participants are academically talented students, including information on—

(A) academic learning gains;

(B) staying in school and attaining—

(i) a high school diploma, or a general equivalency diploma, or an alternative diploma or certificate for those students with disabilities for whom such alternative diploma or certificate is appropriate;

(ii) a skill certificate; and

(iii) a postsecondary degree;

(C) attainment of strong experience in and understanding of all aspects of the industry the students are preparing to enter;

(D) placement and retention in further education or training, particularly in the career major of the student; and

(E) job placement, retention, and earnings, particularly in the career major of the student; and

(6) the extent to which the program has met the needs of employers.

APPENDIX B:
UNIVERSE OF ELIGIBLE LOCAL PARTNERSHIPS

State	Number of Eligible Local Partnerships[20]
Alaska	29
Arizona	10
California	28
Colorado	52
Connecticut	8
Florida	28
Hawaii	29
Idaho	21
Indiana	15
Iowa	77
Kentucky	22
Louisiana	9
Maryland	12
Massachusetts	39
Michigan	26
Minnesota	5
Missouri	2
Nebraska	20
New Hampshire	47
New Jersey	28
New Mexico	18
New York	50
North Carolina	72
Oklahoma	43
Oregon	15
Pennsylvania	56
Rhode Island	5
Tennessee	52
Texas	29
Utah	9
Vermont	14
Washington	36
West Virginia	49
Wisconsin	30
TOTAL	**985**

[20]For reporting purposes, responding partnerships in implementation grant states that were receiving implementation grants as of June 30, 1998 and met the definition of local partnership as described in Appendix D are eligible local partnerships included in this report. UROGs and direct federal-funded local partnerships were also included unless they are part of a substate-funded partnership. Partnerships receiving multiple grants were only counted once. Indian grantees were not included.

APPENDIX C:
TYPES OF LOCAL PARTNERSHIPS

Most local partnerships are federally funded through state school-to-work grants or through grants to the territories. In addition, there are three other grant mechanisms.

1. Local Partnership Grants

Local partnership grants enable communities with a sound planning and development base to begin implementation of school-to-work opportunities initiatives that will become part of statewide school-to-work opportunities systems. These partnerships can serve as practical models, informing state system-building efforts and serving as resources for other local partnerships.

As defined in the School-to-Work Opportunities Act, local partnerships include employers, representatives of local educational agencies and local postsecondary educational institutions including representatives of area vocational education schools, local educators, representatives, and students. Local partnership initiatives offer youth access to school-to-work opportunities initiatives and prepare them for first jobs in high-skill, high-wage careers and further education and training.

Local partnership grants are authorized under Title III of the School-to-Work Opportunities Act of 1994. Direct competitive grants are made to local partnerships in states that have not yet received an implementation grant or are in their first year of implementation. After states receive their implementation grants, they incorporate local partnership grantees into their second-year funding plan and the direct local partnership grant ends. As of year end 1996, 42 local partnership grants were funded by the federal government.

2. Urban/Rural Opportunities Grants

High poverty urban and rural areas face particular challenges in implementing school-to-work initiatives. These challenges may include few large private or public employers, high dropout rates, students who may be less aware of college opportunities than students in other areas, strong peer pressure that does not necessarily promote achievement among youth, pressure on youth from situations outside of school which may affect their school performance, schools with students of more diverse ethnic and racial backgrounds than schools in other areas, proportionately more out-of-school youth than in other areas, and uneven quality in educational and employment opportunities among high poverty area youth.

Urban/Rural Opportunities Grants (UROG) enable local partnerships in high poverty urban and rural areas to develop and implement School-to-Work Opportunities initiatives for youth who reside or attend school in these areas. These initiatives help youth in high poverty areas to prepare for high-skill, high-wage careers and further education and training. The initiatives include specific strategies to address the multiple needs of urban and rural in- and out-of-school youth, including human service needs.

UROG grants are authorized under Title III of the School-to-Work Opportunities Act of 1994. Ten percent of the Act's appropriation must be used for these grants. The grants provide up to five years' support for local partnerships in communities with poverty rates above 20 percent for youth under 22. These partnerships can serve as practical models, informing state system-building efforts and serving as resources for other urban or rural partnership. As of year end 1996, 52 grants have been awarded to partnerships in urban and rural communities across the United States.

3. Indian Program Grants

Partnerships serving Indian youth face particular challenges in implementing School-to-Work Opportunities initiatives. High unemployment and relatively few high-skill, high-wage employment opportunities often characterize the areas in which these partnerships are located. For this reason, these local partnerships may find it more difficult to secure employer participation, work-based learning opportunities, and career-track jobs for Indian youth who complete a school-to-work opportunities program. In addition, high dropout rates, unequal access to quality educational experiences, and the lack of relevant information regarding career options are common in remote service areas where Indian youth live or study.

Indian Program Grants enable local partnerships to begin development or implementation of School-to-Work initiatives that serve Indian youth and involve schools funded under the Department of the Interior's Bureau of Indian Affairs (BIA). These initiatives offer alternative learning environments (i.e., tribal businesses, school-based enterprises, and entrepreneurial training), creative approaches to academic and technical subjects, and relevant and engaging school and work-based activities that encourage Indian youth to remain in school until completion and make a successful transition into high-skill, high-wage jobs and postsecondary education and training.

Indian Program Grants are authorized under Title II, Subtitle C of the School-to-Work Opportunities Act of 1994. The strategy for implementing these grants was developed collaboratively by staff from the National School-to-Work Office, representatives from the BIA, the Department of Labor's Division of Indian and Native American Programs, the Department of Education's Office of Indian Education Programs, and the National Advisory Council on Indian Education. Eighteen grants have been awarded thus far, totaling over $1.8 million.

APPENDIX D: SELECTED DEFINITIONS

These definitions were gathered from various sources including the School-to-Work Opportunities Act of 1994, the *School-to-Work Glossary of Terms,* and the National Center for Education Statistics *Digest of Education*. Their purpose was to provide a common basis for responding to questions in the Progress Measures Survey.

ELEMENTARY SCHOOL

A school classified as elementary by state and local practice and composed of any span of grades not above grade eight. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system (Source: National Center for Education Statistics).

ELEMENTARY SCHOOL LEVEL CAREER AWARENESS ACTIVITIES

Integration of Academic and Work-Related Curriculum

- Integration at the elementary school level can occur in a variety of ways. Integration can involve creating curriculum that allows students to see subject matter in an occupational context. For example, students explore how different occupations use basic science and mathematics principles.
- Integration can also involve using academic skills while learning about the occupational context. For example, students might write papers about various occupations before a school career fair. In this example, the career information is used to teach writing, research, and communication skills.

One-Time Events

- This category is intended to describe activities that expose students to the world of work, that are of short duration, with no follow-up activities, and that are not connected to the delivery of curriculum. For example, members of the community (e.g., firefighter, architect, engineer) visit a school and describe to students what they do in their job and the service they provide; or, students view a film or visit a water treatment plant and learn about all of the kinds of jobs needed to run it: environmental scientists and engineers, lab technicians, machinists, health and safety coordinators, financial managers.

Significant Career Information Influencing Curriculum

- This activity involves more in-depth career information than one-time visits such as career fairs or curriculum units. For example, a teacher may develop a social studies unit on health care and each day present information about a different type of health care provider (e.g., doctor, nurse, ambulance driver, physical therapist, etc.).

LOCAL PARTNERSHIP

A Local Partnership is defined in the Act as: a local entity that is responsible for local school-to-work programs and that (a) consists of employers, representatives of local educational agencies and local postsecondary institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or nonmanagerial employee representative, and students; and (b) may include other entities such as employer organizations: community-based organizations; national trade associations working at the local levels; industrial extension centers; rehabilitation agencies and organizations; registered apprenticeship agencies; local vocational education entities; proprietary institutions of higher education; local government agencies; parent organizations; teacher organizations; vocational student organizations; private industry councils; federally recognized Indian tribes; and Native Hawaiian entities.

MIDDLE/JUNIOR HIGH SCHOOL LEVEL CAREER EXPLORATION ACTIVITIES

Career Self-Exploration

- This category is intended to include activities which provide opportunities for students to explore careers but the instruction and guidance by teachers is not an integral part of the activity. Examples include: providing opportunities during the school day for students to use databases or computer software describing careers; use of resource centers; and access to career-related publications.

Structured School-Wide Exploration

- This category is intended to include policies or activities that are a structured part of the school. These activities represent an institutional commitment to school-to-work. For example, individual learning plans for students are created which include career awareness development, job shadowing, mentoring, and career-related electives.

Teacher/Counselor-Facilitated Exploration

- This category is intended to include career exploration activities in which teacher and/or guidance counselors are an integral part of the activity such as counseling, classroom curriculum with career awareness themes, or curriculum in which academic and work-related themes are integrated. For example, teacher/ guidance counselors may administer a career interest test and discuss the results with students. Teachers/guidance counselors may create lessons with career awareness themes or integrate academic and work-related curriculum.

POSTSECONDARY EDUCATION

Postsecondary education is "the provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes vocational and adult basic education programs" (Source: National Center for Education Statistics).

PRIVATE CAREER SCHOOL (PROPRIETARY SCHOOL)

A Private Career School (Proprietary School) is "an educational institution that is under private control but whose profits derive from revenues subject to taxation. Private career schools typically include postsecondary institutions that are independently owned and operated as a profit making enterprise" (Source: National Center for Education Statistics).

RACIAL/ETHNIC GROUPS

Racial/Ethnic Groups are defined in accord with government classifications (National Center for Education Statistics):

White (W)

- A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin.

Black (B)

- A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin.

Hispanic (H)

- A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander (A)

- A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.

American Indian or Alaskan Native (NAM)

- A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

SECONDARY SCHOOL

Secondary: A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12 (Source: National Center for Education Statistics).

SECONDARY SCHOOL LEVEL SCHOOL-BASED LEARNING ACTIVITIES

These questions focus on public secondary school school-to-work activities that take place at the school. Each of the activities described below is intended to measure an increasingly complex form of integration.

Academic and Work-Related Curriculum Are Integrated

- Curriculum is integrated when academic and occupational or career subject matter normally offered in separate courses are taught in a manner that emphasizes relationships between the disciplines. Integrated curriculum may take several forms, including introducing more academics into career preparation courses, aligning career preparation and academic curricula, and comprehensive programs that organize all instruction around career major themes. (In Progress Measures, career major is interchangeable with career cluster and career pathway.)

Academic Curriculum Enhanced With References to the World of Work

- This activity may include classes in which references to the world of work are an integral part of the curriculum. For example, a math teacher uses occupation-related examples in teaching concepts in a geometry course.

Work-Based Learning Experiences Connected to Integrated Curriculum

- In addition to an integrated curriculum, students may also have the opportunity to participate in work-based learning activities that are connected to what they are learning in school. For example: Students can choose a career cluster and academic and career preparation curriculum are integrated. In addition, students have the opportunity to participate in a work-based learning experience related to their career cluster. The richest activities develop an understanding of all aspects of an industry, from technical production skills to labor-management relations to financial planning.

SECONDARY SCHOOL LEVEL WORK-BASED LEARNING ACTIVITIES

These questions are focused on secondary school-to-work activities that take place at a work site and include paid and unpaid experiences.

Cooperative Education (Co-Op)

- Cooperative education is a structured method of instruction whereby students alternate or coordinate their high school or postsecondary studies with a job in a field related to their academic or occupational objective. Students and participating businesses develop written training and evaluation plans to guide instruction, and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study (Source: School-to-Work Glossary of Terms).

Internship

- Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Student's workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation (Source: School-to-Work Glossary of Terms).

Job Shadowing

- Job shadowing typically occurs in late middle or early high school. A student observes an employee at a firm to learn about a particular occupation or industry.

Mentoring

- Work-based mentoring involves providing an opportunity for a student to be matched with a work-based mentor. A workplace mentor, as defined in the STWO Act, is "an employee or other individual, approved by the employer at a

workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student."

Registered Apprenticeship

- Registered apprenticeship describes those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), the U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor union or operated by employers and employee associations (Source: School-to-Work Glossary of Terms).

School-Based Enterprise (SBE)

- A school-based enterprise is an enterprise in which goods or services are produced by students as part of their school program. School-based enterprises typically involve students in the management of a project that may involve the sale of goods for use by others. Enterprises may be undertaken on or off the school site but are always part of the school's programs (Source: School-to-Work Glossary of Terms).

Service Learning

- 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. Although most service-learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed (Source: School-to-Work Glossary of Terms).

Youth/Pre-Apprenticeship

- Youth/pre-apprenticeship combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry level job, or registered apprenticeship program. These apprenticeships may or may not include financial compensation.

APPENDIX E:
NATIONAL SCHOOL-TO-WORK PROGRESS MEASURES SURVEY

SCHOOLTOWORK OPPORTUNITIES
U.S. DEPARTMENT OF EDUCATION ☆ U.S. DEPARTMENT OF LABOR

National School-to-Work Progress Measures Survey

July 1, 1997–June 30, 1998

U.S. Department of Education
U.S. Department of Labor
National School-to-Work Office
Washington, DC

The United States Departments of Education and Labor are concerned with protecting the privacy of individuals who participate in surveys. Your responses will be combined with those of other School-to-Work coordinators, and the answers you give will never be identified as yours in any published report. All answers to opinion questions will be reported in aggregate only; no opinions expressed in this document will be linked to a particular respondent. This survey is authorized by law (20 U.S.C. 1221e.1).

Some of the items in this questionnaire ask for information about activities or program components that may not be specified in the School-to-Work Act. This information is needed in order to fully document the content of and diversity of approaches to implementing School-to-Work nationwide. These questions are not intended to be and should not be interpreted as an endorsement or recommendation of any particular program component or approach to the implementation of School-to-Work.

Completion of this survey is entirely voluntary. Public reporting burden for this collection of information is estimated to average 11 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this project is 1830-0533, expiring August 31, 2001.

GENERAL INFORMATION AND INSTRUCTIONS FOR COMPLETING THE SCHOOL-TO-WORK PROGRESS MEASURES SURVEY COVERING THE PERIOD OF JULY 1, 1997–JUNE 30, 1998

School-to-Work Progress Measures are intended to describe implementation of the School-to-Work (STW) legislative components. The measures focus on issues that states and local partnerships have indicated that they wish to monitor now and after the expiration of the School-to-Work Opportunities Act.

The Progress Measures Survey covers only some of the issues defined in Section 402 of the School-to-Work Opportunities Act (STWOA). It was developed through a collaborative effort between the National School-to-Work Office and representatives of implementation states. This task force included representatives from Kentucky, Washington, New Jersey, Massachusetts, Michigan, Colorado, Maine, Oregon, Pennsylvania, and Alaska. Task force members recognized, as grantees did, the potential burden of this reporting. Accordingly, the task force took care to ensure that the information requested is largely available without undue burden and will be valuable to states and localities in monitoring the progress of implementation efforts.

The activities identified in the survey are broadly defined to accommodate a variety of implementation strategies. We believe that this will provide a broad view of STW implementation and demonstrate progress over time. To insure a more common framework, selected definitions are provided. More detailed definitions related to STW and some of the activities in this survey may be found in the *School-to-Work Glossary of Terms* available on the STW web site (www.stw.ed.gov) or upon request from the STW Learning Center (800-257-7236) We have also provided descriptions and examples of the activities identified in the survey on each page. Instructions on how to complete each section of the survey can be found at the beginning of each section.

The survey should be completed by each local partnership funded by a state STW implementation grant, by each local partnership funded by a federal STW grant, by Indian grantees, and by Urban and Rural Opportunities grantees unless the UROG is also part of a state-funded implementation partnership. Completion of the Progress Measures Survey is entirely voluntary. However, we strongly encourage your participation. We realize that your partnership may not be able to answer every question. We ask for only a best effort.

Please return the Progress Measures Survey to your state STW coordinator by December 15, 1998. Your state coordinator will forward all surveys to the National STW Office, c/o MPR Associates, Inc. at the address shown below.

If you have any questions, need assistance, or would like to request an electronic copy of the Survey, you may contact Cathy Ramer or Linda Merola at MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA, 94704 by phone (510-849-4942), fax (510-849-0794), or email (cramer@mpriinc.com).

For MPR Use Only: Initial _____
Partnership ID _____
Date Entered_____

SCHOOL-TO-WORK LOCAL PARTNERSHIP BACKGROUND INFORMATION

Local Partnership Name _____

Your Name _____ Your Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Fax _____ Email _____

Mathematica National Evaluation LPS ID Number *(if available)* _____

1) How is your local partnership funded? *(check all that apply)*

- ❑ By the state STW Office
- ❑ Direct grant from the National School-to-Work Office (UROG, Indian Grantees, Direct Funded Local Partnership)

2) Is your partnership receiving an *(check one only)*

- ❑ Implementation grant
- ❑ Other (*Describe*) _____
  Example: Planning or development grant

3) How long has your local partnership received any funding from your state STW Office, or directly from the National School-to-Work Office? *(check one only)*

- ❑ Less than six months
- ❑ Six months or more but less than one year
- ❑ One year or more but less than two years
- ❑ Two years or more but less than three years
- ❑ Three years or more but less than four years
- ❑ Four years or more

4) How would you describe the area your partnership serves? *(check one only)*

- ❑ Urban
- ❑ Suburban
- ❑ Rural

I-A. PUBLIC SCHOOL STUDENTS IN YOUR LOCAL PARTNERSHIP AREA

INSTRUCTIONS: In each section of the table below please write the total number of public schools and public school students in the geographic area served by your partnership. Please count each school and student only once. If you are not able to classify a school or student as being elementary, middle/junior high, or secondary, please record those schools and students in the "All Other Grade-Level Configurations" line and describe the type of configuration in section I-B on the next page. Do not count postsecondary institutions in the "All Other Configurations" category.

Count all school and students in the partnership, not just those actively participating in School-to-Work.

Complete each line. Please enter zero (0) for none.

✓ *Please take a moment and check to be sure that the sum of the elementary, middle, secondary, and other schools and students is equal to the number reported on the total line.*

	Total Number of Public Schools in Geographic Area Served by Your Partnership	**Total Number of Public School Students in Geographic Area Served by Your Partnership**
Elementary	_____	_____
Middle/Junior High School	_____	_____
Secondary (includes high schools, vocational-technical high schools, area vocational schools, and math/science academies, etc.)	_____	_____
All Other Grade-Level Configurations (includes unified K-8 and K–12 schools, grade 4–9 schools, ungraded schools such as children in correctional institutions and residential hospitals, etc.)	_____	_____
Total Number of Schools and Students:	_____	_____

ADDITIONAL INFORMATION, DEFINITIONS, AND EXAMPLES:

The Act encourages the involvement of both public and non-public schools. For survey purposes, it was determined that local partnerships would be better equipped to collect information from public schools, hence this question asks only for documentation of the public school population.

Please identify schools or students in accord with the following classifications:

***Elementary**: A school classified as elementary by state and local practice and composed of any span of grades not above grade eight. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system. (Source: National Center for Education Statistics (NCES))*

***Middle/Junior high school**: As classified by state and local practice.*

***Secondary**: A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12. (Source: NCES)*

I-B. ALL OTHER GRADE-LEVEL CONFIGURATIONS

If, on the preceding page, you identified any schools and students in the "All Other Grade-Level Configurations" category, please use the table below. Please spell out unusual abbreviations or acronyms. Describe the types of "other" configurations that exist in your partnership by indicating the grade spans they cover (i.e. K–12, K–9, 4–9, etc.) For example, if you have an alternative school with grades K–9, you would record it as follows:

Example:

Other Configuration	Number of Schools	Number of Students
Alternative K–9	1	200

Other Configuration	Number of Schools	Number of Students

II. PARTICIPATION IN THE LOCAL PARTNERSHIP BY POSTSECONDARY INSTITUTIONS

*How many postsecondary institutions are **actively participating** in your local school-to-work partnership? Please include only those postsecondary institutions providing a service or otherwise involved in your partnership. Count institutions only once; i.e., if an institution is a 2-year private career school, count it only once as either a private career school or a 2-year private postsecondary institution.*

Complete each line. Please enter zero (0) for none.

	Number of Participating Postsecondary Institutions
Public Postsecondary Institutions	
Two-year institutions	_____
Four-year institutions	_____
Other	_____
Private Postsecondary Institutions	
Two-year institutions	_____
Four-year institutions	_____
Other	_____
Private Career Schools (e.g., career colleges, proprietary schools)	_____

ADDITIONAL INFORMATION, DEFINITIONS, AND EXAMPLES:

A **Public Postsecondary Institution** is a postsecondary educational institution supported primarily by public funds and operated by publicly elected or appointed officials who control the programs and activities.

A **Private Postsecondary Institution** is a postsecondary educational institution that is under private control and operated not for profit.

A **Private Career School** is an educational institution that is under private control but whose profits derive from revenues subject to taxation. Private career schools typically include postsecondary institutions that are privately owned and operated as a profit making enterprise such as career colleges and proprietary schools.

Two-Year Institutions are postsecondary institutions that do not confer bachelor's degrees but do provide programs not longer than 2 years but more than 3 months and result in certificates or an associates degree or fulfill part of the requirements for a degree at 4-year institutions.

Four-Year Institutions are postsecondary institutions that award bachelor's degrees or higher.

III. PUBLIC ELEMENTARY SCHOOL STUDENT PARTICIPATION—CAREER AWARENESS ACTIVITIES

At the elementary school level, students may have opportunities to participate in a variety of CAREER AWARENESS ACTIVITIES that are designed to make students aware of the broad range of careers and/or occupations available in the world of work. The following table describes different activities that represent increasingly systematic and complex forms of career awareness activities. Descriptions and examples of these activities are provided below. Please record the number of elementary schools participating in each activity. Schools may be counted in more than one activity. However, please do not count the same activity in more than one category.

Complete each line. Enter zero (0) for none. If you do not know the number of schools participating, please check the "Don't Know" column.

Activity	Number of Public Elementary Schools	Don't Know
One-time events (e.g., field trips, speakers, films)	_____	_____
Significant career information influencing the delivery of curriculum (e.g., career fairs, curriculum units)	_____	_____
Integration of academic and work/career-related curricula (e.g., curriculum that allows students to see subject matter in an occupational context or involves using academic skills while learning about the occupational context)	_____	_____

Are there schools in which none of these activities occurs? **Yes** **No** (*Circle one.*)

If yes, how many schools? _____

ADDITIONAL INFORMATION, DEFINITIONS, AND EXAMPLES:

Although schools may offer more than one activity such as a field trip to a business establishment and a career fair, a specific activity should be counted only once. School activities may be placed in a category depending on several things. For example, if a student attends a career fair, with no preparation or follow-up, it would be considered a "one-time event." If the career fair were attached to classroom discussions describing occupations in terms of the subject matter students would need to master, it would be considered significant career information. If the career fair is part of a larger unit, with students preparing academic papers about occupations, it should be coded as integration.

***One-time events**: Activities that expose students to the world of work, that are of short duration, with no follow-up activities, and that are not connected to the delivery of curriculum.*

***Significant career information** influencing curriculum: Activities that involve more in-depth career information than one-time visits. For example, a teacher may develop a social studies unit on health care and present information about different types of health care providers.*

***Integration** can occur in different ways. It may involve creating curriculum that allows students to see subject matter such as math or science in an occupational context. It can also involve using academic skills while learning about occupations.*

IV. PUBLIC MIDDLE/JUNIOR HIGH SCHOOL PARTICIPATION—CAREER EXPLORATION ACTIVITIES

At the middle/junior high school level, students may have opportunities to participate in a variety of CAREER EXPLORATION ACTIVITIES that are designed to provide some exposure to career options. The following table describes activities that represent increasingly systematic and complex forms of these activities. Descriptions and examples of these activities are provided below. Please record the number of public middle/junior high schools participating in each activity. Schools may be counted in more than one activity. For example, a school may provide students with opportunities to use a career resource center as well as formal counseling sessions. This school would be counted twice under "career self-exploration" and "teacher or counselor-facilitated exploration." However, please do not count the same activity in more than one category.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please check the "Don't Know" column.

Activity	Number of Public Middle/Junior High Schools	Don't Know
Career self-exploration by students (e.g., using databases, resource centers, publications)	_____	_____
Teacher- or counselor-facilitated exploration (e.g., counseling, classroom curriculum with career awareness themes, or curriculum in which academics and work-related themes are integrated)	_____	_____
Structured exploration (e.g., creating individual learning plans for students which include career awareness development, job shadowing, mentoring, and career-related electives)	_____	_____

Are there schools in which none of these activities occurs? **Yes** **No** (*Circle one.*)

If yes, how many schools? _____

ADDITIONAL INFORMATION, DEFINITIONS, AND EXAMPLES:

Career self-exploration by students: *This category includes activities that provide opportunities for students to explore careers, but instruction and guidance by teachers are not integral parts of the activity. Examples include: providing opportunities during the school day for students to use databases or computer software describing careers; use of resource centers; and access to career-related publications.*

Teacher/counselor-facilitated exploration: *This category includes career exploration activities in which teachers and/or guidance counselors are an integral part of the activity. For example, teachers/guidance counselors may administer a career interest test and discuss the results with students, create lessons with career awareness themes or integrate academic and work-related curriculum.*

Structured exploration: *This category includes policies or activities that are a structured part of the school. They represent an institutional commitment to school-to-work.*

V. CHARACTERISTICS OF PUBLIC SECONDARY SCHOOL STUDENTS IN THE AREA SERVED BY YOUR PARTNERSHIP

Please provide data about the characteristics of all public secondary school students in the geographic area served by your local partnership. Count all students whether or not they are involved in school-to-work activities. Please be sure to report raw numbers, not percentages. Definitions for each of the student characteristics are provided on the following page.

✓ *For each numbered item, please make certain that the total number of students does not exceed the number of secondary students reported on page 2, Section I-A.*

If none of the information requested is available, check here ❑ *and skip to Section VI.*

Complete each line. Please enter zero (0) for none and (-1) where information is not available.

Student Characteristics	All Public Secondary School Students
Gender	
Male	_____
Female	_____
Race/ethnicity	
White, not of Hispanic origin (W)	_____
Black, not of Hispanic origin (B)	_____
Hispanic (H)	_____
Asian or Pacific Islander (A/PI)	_____
Other	_____
Disability	_____
Free/Reduced-Price Lunch Eligible	
Yes	_____
No	_____
Limited English Proficiency (LEP)	_____
Academically Talented	_____

Number of public secondary schools for which no data were available: _____

Number of public secondary school students for which no data were available: _____

ADDITIONAL INFORMATION, DEFINITIONS, AND EXAMPLES:

***NOTE**: Racial/Ethnic Groups are defined in accord with government classifications:*

***White (W):** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin.*

***Black (B):** A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin.*

***Hispanic (H):** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.*

***Asian or Pacific Islander (A):** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands.*

***Disability.** A student with a disability includes any student who meets the criteria specified in the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17). This includes any child who a) has been evaluated in accordance with IDEA's evaluation and eligibility requirements under Part B, Section 614; b) is determined to have one or more disabilities specified by IDEA; c) who, because of their disability need special educational and related services. Types of disabilities include the following:*

1. *Mental retardation*
2. *hearing impairments (including deafness)*
3. *speech or language impairments*
4. *visual impairments (including blindness)*
5. *serious emotional disturbance*
6. *orthopedic impairments*
7. *autism*
8. *traumatic brain injury*
9. *other heath impairments*
10. *specific learning disabilities*

***Free/Reduced-Price Lunch Eligible.** The National School Lunch Program's assistance program for low income children. Families with school-aged children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.*

***Limited English Proficiency (LEP).** The 1988 Bilingual Education Act describes a limited English proficient student as one who (1) meets one or more of the following conditions: the student was born outside of the United States or whose native language is not English; the student comes from an environment where a language other than English is dominant; or the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and (2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.*

***Academically talented students**. Not defined in any legislation at the federal level; use state or local definition as appropriate.*

VI. PUBLIC SECONDARY SCHOOL PARTICIPATION— SCHOOL-BASED LEARNING ACTIVITIES

Part A: Number of Public Schools and Public School Students Participating

At the secondary school level, students may have opportunities to participate in a variety of SCHOOL-BASED LEARNING ACTIVITIES that connect classroom instruction to the world of work. These activities typically take place at the school. Descriptions and examples of these activities are provided on page 11.

Please report the number of secondary schools and secondary school students in your local partnership participating in each activity. Schools and students may be counted in more than one activity. For example, a school may offer a class in which curriculum contains consistent references to the world of work and also integrates academic and work-related curriculum. In this case, you may count the school and the students in these classes as participating in more than one activity. Also, please note that the total number of students in all activities reported below can exceed the number of students in your partnership if some students are involved in more than one activity. However, the number of schools and students reported for a single activity should not exceed the number of secondary schools, or students reported on page 2, section I-A.

Please provide demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please check the "Don't Know" column.

Part A
Participating Public Secondary Schools and Students

Activity	Number of Schools	Don't Know	Number of Students	Don't Know
Academic curriculum is enhanced with references to the world of work (e.g., math teacher uses occupation-related examples in teaching geometry)	_____	_____	_____	_____
Academic and work-related curriculum are integrated (e.g., introducing more academics into career preparation courses, programs organized around career majors)	_____	_____	_____	_____
Work-based learning experiences are connected to integrated curriculum (e.g., students participate in internship related to their career cluster)	_____	_____	_____	_____

Are there schools in which none of these activities occurs? **Yes** **No** (*Circle one.*)

If yes, how many schools? _____ and how many students attend these schools? _____

Part B of this questionnaire continues on the following page

VI. PUBLIC SECONDARY SCHOOL PARTICIPATION—SCHOOL-BASED LEARNING ACTIVITIES—*CONTINUED*

Part B: Characteristics of Participating Students

Please enter the demographic characteristics for students identified in Part A. Refer to the definitions of student characteristics on page 8 of this survey. Report raw numbers, not percentages.

If you are not able to provide this information, please check here ❑ *and skip to question VII.*

Complete each line. Please enter zero (0) for none and (-1) where information is not available.

✓ *Please make certain that the total number of students in each activity does not exceed the number of secondary students reported in Part A on the previous page.*

Part B:
Characteristics of Participating Students

Activity	Gender		Race/ethnicity				
	M	F	W	B	H	A/PI	Other
Academic curriculum is enhanced with references to the world of work	_____	_____	_____	_____	_____	_____	_____
Academic and work-related curriculum are integrated	_____	_____	_____	_____	_____	_____	_____
Work-based learning experiences are connected to integrated curriculum	_____	_____	_____	_____	_____	_____	_____

Activity	Disability	Free/Reduced-Price Lunch Eligible		LEP	Academically talented
		Y	N		
Academic curriculum is enhanced with references to the world of work	_____	_____	_____	_____	_____
Academic and work-related curriculum are integrated	_____	_____	_____	_____	_____
Work-based learning experiences are connected to integrated curriculum	_____	_____	_____	_____	_____

ADDITIONAL INFORMATION, DEFINITIONS, AND EXAMPLES:

Academic curriculum is enhanced with references to the world of work.
This activity may include classes in which references to the world of work are an integral part of the curriculum. For example, a math teacher uses occupation-related examples in teaching concepts in a geometry course.

Academic and work-related curriculum are integrated.
Curriculum is integrated when academic and occupational or career subject matter normally offered in separate courses are taught in a manner that emphasizes relationships between the disciplines. Integrated curriculum may take several forms, including introducing more academics into career preparation courses, aligning career preparation and academic curricula, and organizing all instruction around career major themes. (In this survey, career major is interchangeable with career cluster and career pathway.)

Work-based learning experiences are connected to integrated curriculum.
In addition to an integrated curriculum, students may also have the opportunity to participate in work-based learning activities that are connected to what they are learning in school. For example: Students who are enrolled in a career major may have opportunities to apply classroom instruction in related work-based learning experiences. The richest activities develop an understanding of all aspects of an industry, from technical production skills to labor-management relations to financial planning.

VII. PUBLIC SECONDARY SCHOOL PARTICIPATION— WORK-BASED LEARNING

Part A: Number of Public Schools and Public School Students Participating

At the secondary school level, students may have opportunities to participate in a variety of WORK-BASED LEARNING ACTIVITIES that allow them to observe and participate in career and employment preparation. These activities typically take place at a work site. Definitions and examples of these activities are provided on page 14 of this survey.

Please report the number of secondary schools and secondary school students in your local partnership participating in each activity below. Include both paid and unpaid positions. Schools and students may be counted in more than one activity.

Please provide the demographic data for these students on the following page.

Complete each line. Please enter zero (0) for none. If you do not know the number of schools participating, please check the "Don't Know" column.

Part A
Participating Public Secondary Schools and Students

Activity	Number of Schools	Don't Know	Number of Students	Don't Know
Work-based job shadowing	_____	_____	_____	_____
Work-based mentoring	_____	_____	_____	_____
Internships	_____	_____	_____	_____
Youth/Pre-apprenticeships)	_____	_____	_____	_____
Registered apprenticeships	_____	_____	_____	_____
Cooperative Education (Co-Op)	_____	_____	_____	_____
School-Based Enterprise (SBE)/ Community Service/Service Learning	_____	_____	_____	_____

Are there schools in which none of these activities occurs? **Yes** **No** (*Circle one.*)

If yes, how many schools? _____ and how many students are attending these schools? _____

Part B of this questionnaire continues on the following page

VII. PUBLIC SECONDARY SCHOOL PARTICIPATION—WORK-BASED LEARNING—*CONTINUED*

Part B: Characteristics of Participating Public School Students

Please enter the demographic characteristics of students identified in Part A. Refer to the definitions of student characteristics on page 8. Report raw numbers, not percentages.

If you are not able to provide this information, please check here ❑ *and skip to question VIII.*

Complete each line. Please enter (0) for none and (-1) where information is not available.

✓ *Please make certain that the total number of students in each activity does not exceed the number of secondary students reported on page 2, Section I-A.*

Part B
Characteristics of Participating Public School Students

Activity	Gender		Race/ethnicity				
	M	F	W	B	H	A/PI	Other
Work-based job shadowing	_____	_____	_____	_____	_____	_____	_____
Work-based mentoring	_____	_____	_____	_____	_____	_____	_____
Internships	_____	_____	_____	_____	_____	_____	_____
Youth/Pre-apprenticeships	_____	_____	_____	_____	_____	_____	_____
Registered apprenticeships	_____	_____	_____	_____	_____	_____	_____
Cooperative Education (Co-Op)	_____	_____	_____	_____	_____	_____	_____
School-Based Enterprise (SBE)/ Community Service/Service Learning	_____	_____	_____	_____	_____	_____	_____

Activity	Disability	Free/Reduced-Price Lunch Eligible		LEP	Academically talented
		Y	N		
Work-based job shadowing	_____	_____	_____	_____	_____
Work-based mentoring	_____	_____	_____	_____	_____
Internships	_____	_____	_____	_____	_____
Youth/Pre-apprenticeships	_____	_____	_____	_____	_____
Registered apprenticeships	_____	_____	_____	_____	_____
Cooperative Education (Co-Op)	_____	_____	_____	_____	_____
School-Based Enterprise (SBE)/ Community Service/Service Learning	_____	_____	_____	_____	_____

ADDITIONAL INFORMATION, DEFINITIONS, AND EXAMPLES:

Work-based job shadowing.
Job shadowing typically occurs in late middle or early high school. A student observes an employee at a firm to learn about a particular occupation or industry.

Work-based mentoring.
Work-based mentoring involves providing an opportunity for a student to be matched with a work-based advisor. A workplace mentor, as defined in the STWO Act, is "an employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student."

Internship.
Internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Student's workplace activities many include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. (Source: School-to-Work Glossary of Terms)

Youth/Pre-apprenticeship.
Youth/pre-apprenticeship combines school and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry level job, or registered apprenticeship program. These apprenticeships may or may not include financial compensation.

Registered Apprenticeship.
Registered apprenticeship describes those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), the U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor union or operated by employers and employee associations. (Source: School-to-Work Glossary of Terms)

Cooperative Education (Co-Op)
Cooperative education is a structured method of instruction whereby students alternate or coordinate their high school or postsecondary studies with a job in a field related to their academic or occupational objective. Students and participating businesses develop written training and evaluation plans to guide instruction, and students receive course credit for both their classroom and work experiences. Credit hours and intensity of placements often vary with the course of study. (Source: School-to-Work Glossary of Terms)

School-Based Enterprise (SBE)
A school-based enterprise is an activity in which goods or services are produced by students as part of their school program. School-based enterprises typically involve management of a project that may include the sale of goods for use by others. Enterprises may be undertaken on or off the school grounds but are always part of the school's programs. (Source: School-to-Work Glossary of Terms)

Service Learning
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. Although service-learning activities vary by educational purpose, most programs balance students' need to learn with recipients' need for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed. (Source: School-to-Work Glossary of Terms)

VIII. EMPLOYER PARTICIPATION IN YOUR LOCAL SCHOOL-TO-WORK PARTNERSHIP

In each of the following questions, please describe employer participation in school-to-work by size of establishment: small (0–49 employees); medium (50–499 employees); or large (500 or more employees). If you do not know, please list it under "Unknown size." Be sure to count participating employers by individual business establishments. A "business establishment" is a business or industrial unit at a single location which produces or distributes goods or provides services. For example, each branch of a bank is a business establishment. If a bank is providing work-based learning positions at two branches of less than 50 employees at each branch, you would count 2 establishments in the small category of questions 1 and 2.

Complete each line. Enter zero (0) for none and (-1) where information is not available.

1) Number of establishments participating

How many business establishments, by size, are participating in your partnership? We wish to know the number participating, NOT the total number of businesses in the area. Participation may include attending meetings, offering work-site opportunities, contributing money or in-kind goods and services, etc. If a business has more than one site, please count each site that is participating.

	Private	**Public and Nonprofit**
Small (0–49 employees)	_____	_____
Medium (50–499 employees)	_____	_____
Large (500 or more employees)	_____	_____
Unknown size	_____	_____

2) Number of establishments offering work-based learning positions

How many business establishments, by size, offer work-based learning positions to students? If a single private business offers work-based learning experiences at more than one site, please report the number of sites. Please check that the total number of business establishments does not exceed the total number of business establishments reported in question 1.

	Private	**Public and Nonprofit**
Small (0–49 employees)	_____	_____
Medium (50–499 employees)	_____	_____
Large (500 or more employees)	_____	_____
Unknown size	_____	_____

VIII. EMPLOYER PARTICIPATION IN YOUR LOCAL SCHOOL-TO-WORK PARTNERSHIP—*CONTINUED*

3) Number of work-based positions available in business establishments

How many student work-based learning positions in business establishments, by size, are available in your partnership? If a position is available to more than one student during the reporting period, please count that position more than once. For example, if during this reporting period, a business establishment offered a month-long internship position once in January and once in April, you would count this position twice.

	Private	Public and Nonprofit
Small (0–49 employees)	_____	_____
Medium (50–499 employees)	_____	_____
Large (500 or more employees)	_____	_____
Unknown size	_____	_____

4) Number of businesses establishments offering teacher internship positions

How many business establishments, by size, offer teacher internship positions? If a single employer offers teacher internships at more than one site, please report the number of sites.

	Private	Public and Nonprofit
Small (0–49 employees)	_____	_____
Medium (50–499 employees)	_____	_____
Large (500 or more employees)	_____	_____
Unknown size	_____	_____

5) Number of teacher internship positions

How many teacher internship positions are available in your partnership? If an internship is available to more than one teacher during the reporting period, please count that position more than once. For example, if during this reporting period, a business establishment offered a month-long internship position once in January and once in April, you would count this position twice. Please check that the total number of business establishments offering teacher internships does not exceed the total number of business establishments participating in your partnership, reported in question 1.

	Private	Public and Nonprofit
Small (0–49 employees)	_____	_____
Medium (50–499 employees)	_____	_____
Large (500 or more employees)	_____	_____
Unknown size	_____	_____

IX. PUBLIC SECONDARY SCHOOL GRADUATION AND IMMEDIATE POSTSECONDARY TRANSITION

For the most recent year for which data are available, please report the secondary school graduation rate at each public secondary school in your local partnership. If there is more than one secondary school in your local partnership, please enter each school on a separate line on the next page.

States and school districts have different bases upon which they calculate secondary school graduation and immediate postsecondary transition rates. Immediate postsecondary transition is generally defined as the percentage of high school graduates enrolled in a postsecondary institution the October following graduation. Since there is not a generally accepted definition of graduation, please use your state or local definition and provide it below.

If you do not know the graduation rates for any public secondary school in your partnership, please check here ❑.

If you do not know the postsecondary transition rates for any public secondary school in your partnership, pleasecheck here ❑.

Please provide the prevailing definitions for "graduation rate" and "immediate postsecondary transition rate" below.

Graduation Rate:

_____

_____

_____

_____

_____

Immediate Postsecondary Transition Rate:

_____

_____

_____

_____

_____

IX. PUBLIC SECONDARY SCHOOL GRADUATION AND IMMEDIATE POSTSECONDARY TRANSITION—*CONTINUED*

If you need more space, please make copies of this page and attach.

Total number of schools for which graduation rates are provided: _____

Total number of schools for which postsecondary transition rates are provided: _____

Public Secondary School Name	Graduation Rate	For Which Year	Postsecondary Transition	For Which Year
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			%
	%			

X. FUNDING

In order to meet current needs, and to build a base of support to sustain local partnerships beyond the sunset of the School-to-Work Opportunities Act, many partnerships have developed other forms of support or outside resources.

The questions below all pertain to cash or in-kind support received by your partnership for the period from July 1, 1997–June 30, 1998.

Complete each line. Please enter zero (0) for none. If you do not know the response to a question, please check the "Don't Know" column.

			Don't know
A.	Estimate the amount of funding your partnership received under the School-to-Work Opportunities Act from your state or directly from the federal government:	_____	_____
B.	Estimate the amount of other funding (cash) your partnership received from other sources. Do not include any funding received under the School-to-Work Opportunities Act from your state or the federal government. Please describe the funding sources on the next page.		
	Public sources (e.g., JTPA, Perkins, Tech Prep, local government, school districts, county or city agencies, etc.)	_____	_____
	Private sources (e.g., economic development corporations, private foundations, businesses, individuals, etc.)	_____	_____
C.	Estimate the dollar value of the in-kind contributions your partnership received. In-kind contributions might include dedicated staff, provisions of office space, equipment, supplies, utilities, curriculum materials, field trip support, or expertise. Please describe these contributions on the next page.		
	Public sources (e.g., JTPA, Perkins, Tech Prep, local government, school districts, county or city agencies, etc.)	_____	_____
	Private sources (e.g., economic development corporations, private foundations, businesses, individuals, etc.)	_____	_____

X. FUNDING—*CONTINUED*

Please describe the funding and/or contributions in the box below.

Other Funding Sources:

_____

_____

_____

_____

_____

In-Kind Contributions

_____

_____

_____

_____

_____

We appreciate your assistance and cooperation. These data, which will be combined with data from local partnerships across the country, will become part of reports to your state and to the agencies funding the School-to-Work Opportunities Act. Your contribution is important to describing the results of state and local partnership school-to-work initiatives.