



COMMON GROUND

**NURTURING TALENT FOR
AN INCLUSIVE CLEVELAND**

June 30, 2019

CLEVELAND STATE UNIVERSITY
engagedlearning™



Cleveland Foundation | Common Ground

Common Ground, a program of the Cleveland Foundation, is a day of community conversation. United by a common question, all Common Ground conversations have the same goal: to create spaces where meaningful connections are made and purposeful actions begin.

On a single day, you can be a part of an exciting region-wide initiative to explore our community's power to communicate and connect in order to build a stronger, safer, and more dynamic home. Common Ground creates a network of community conversations where residents can meet, share a meal, and connect.



George Gund Foundation | Economic Inclusion Roundtable Series

Common Ground: Nurturing Talent for an Inclusive Cleveland is funded in part by the George Gund Foundation as part of the Levin College's Economic Inclusion Roundtable series. The Economic Inclusion Roundtable series is a component of a 2-year-long effort, aimed at monitoring regional economic performance to advance inclusive growth throughout Northeast Ohio.

Common Ground: Nurturing Talent for an Inclusive Cleveland Cleveland State University

Technological advance and globalization have changed the labor market, making more room for skilled postsecondary-level workers and less room for those who are unskilled. Institutions along the educational spectrum, including high schools, community colleges, and universities, have a significant role to play in providing students with the base for their future learning and earning. So, too, community-based organizations, families, and communities have an equally important role in nurturing talent for the evolving economy.

This Common Ground conversation begins with the question: How can we as a community create success networks that prepare Clevelanders for workforce opportunities and upward mobility? What are the components of the network, the challenges to the civic community working in concert, and the solutions to overcoming those challenges?

We have examples of what a success network would look like locally. In Slavic Village, the Third Federal Foundation works with the Slavic Village Development organization to create such a success network through a program called the Slavic Village P-16 initiative. This encompassing effort focuses on providing and coordinating enrichment programs, family support systems, and connections to public service organizations—all dedicated to student success along the educational pipeline, beginning in kindergarten and continuing through high school. High school students in Slavic Village's P-16 program are then provided internships and academic credit for working for partner employers. There are other important programmatic examples, such as the Early College Early Career program at Max Hayes High School in Cleveland and their partnerships with employers such as Lincoln Electric and Swagelock. The efforts of the Ginn Academy are also notable. This program pairs each of their high school students with their own mentor who can provide 24-hour support. It also offers work development opportunities and alternative pathways to graduation, including apprenticeships with technical colleges and area employers that develop students' skillsets while providing them with direct connection to long-term, sustainable careers.

Cleveland now has an unprecedented opportunity to create a citywide postsecondary student success network with the launch of Say Yes to Education. This new education initiative leverages local dollars and other incentives to provide Cleveland Metropolitan School District public school students access to postsecondary scholarships and a variety of support services. How will the city utilize this major opportunity to ensure that students are connected to meaningful workforce opportunities? How can we build better connections directly with employers for young people in greater Cleveland?

Our conversation will address these questions while exploring themes such as: Understanding the Regional Economy: Present and Future Workforce Needs for Northeast Ohio; Building People and Places for an Inclusive Economy; Creating a Postsecondary Education Student Success Pipeline; and, the Special Role of Internships, Mentorship, and Apprenticeships in Workforce Preparation.

Table Themes and Moderators

Table 1 | Say Yes to Education and the Promise of a Brighter Cleveland

Moderated by:

- Dale Anglin, Program Director, Youth and Social Services, Cleveland Foundation

Table 2 | Creating a Postsecondary Education Student Success Pipeline

Moderated by:

- Roland V. Anglin, Dean and Professor, Maxine Goodman Levin College of Urban Affairs, Cleveland State University
- Michael Schoop, President, Metropolitan Campus, Cuyahoga Community College

Table 3 | The Role of Partnerships and Collective Action in Workforce Development

Moderated by:

- Mike Glavin, Senior Director, Business Workforce Engagement, Greater Cleveland Partnership

Table 4 | “Learn and Earn” Opportunities for Workforce Preparation

Moderated by:

- Paul Herdeg, Interim Deputy Chief Economic Development Officer, Cuyahoga County Department of Development

Table 5 | Building People and Places for an Inclusive Economy

Moderated by:

- Kurt Karakul, President and Executive Director, Third Federal Foundation

Table 6 | Present and Future Workforce Needs for Northeast Ohio

Moderated by:

- Grace Kilbane, Executive Director, Cleveland/Cuyahoga County Workforce Development Board

Table 7 | Fostering Student Success and Inclusive Excellence

Moderated by:

- Nicholas A. Petty, Director, Undergraduate Inclusive Excellence, Cleveland State University

Table 8 | Connecting Students to the Workforce

Moderated by:

- Elaine Suarez, Career Specialist, Department of Career Services, Cleveland State University

Table Moderators



Dale Anglin
Program Director, Youth and Social Services
Cleveland Foundation

Dale Anglin joined the foundation in May 2017 as a consultant, and was hired in October 2017 as Program Director for Youth and Social Services. For the past 11 years, she was Associate Director for Programs at the Victoria Foundation in Newark, NJ, where she was responsible for successful programming in higher education, STEM/STEAM, K-12 education, summer youth employment and leadership efforts.

Prior to her role at the Victoria Foundation, Dale served as Director of Resource Development for New Community Corporation in Newark, as the Executive Director of the Association for Public Policy Analysis and Management, and was a social analyst for the Congressional Research Service, both in Washington D.C.

Dale earned a bachelor's degree with honors in government and African American Studies from Smith College, and a master's degree from the Goldman School of Public Policy at the University of California, Berkeley. She served as an Alfred P. Sloan/Association for Public Policy and Management Fellow.

Dale served on the Community Foundation of New Jersey board for nine years, the state's largest community foundation, and she currently serves on the Charlotte Newcombe Foundation board. She is originally from Chicago, IL and is excited about living back in the Midwest.



Roland Anglin
Dean and Professor
Maxine Goodman Levin College of Urban Affairs,
Cleveland State University

Roland V. Anglin is Dean of the Maxine Goodman Levin College of Urban Affairs at Cleveland State University. Dean Anglin is recognized for his scholarly and applied work in the area of economic and community development. Dean Anglin is a passionate advocate for public polices and community-based strategies that create social and economic opportunities for marginalized communities and people.

Prior to his appointment as Dean, Dr. Anglin was Senior Advisor to the Chancellor of Rutgers University-Newark and Director of the Joseph C. Cornwall Center for Metropolitan Studies, an applied research institute at the university. Dr. Anglin began his career at Rutgers University in 1987. He was recruited to the Ford Foundation in 1991, where he spent eight years. Dr. Anglin served first as the program officer responsible for community development and was promoted to Deputy Director for Community and Resource Development. After leaving the Ford Foundation in 1999, Dr. Anglin went to the Structured Employment Economic Development Corporation (Seedco), a community development financial intermediary. He is the author and co-author of four books and several peer-reviewed articles. Dr. Anglin sits on several public sector, nonprofit, and private sector boards. He received his doctorate from the University of Chicago, an MA from Northwestern University, and a BA from Brooklyn College (City University of New York). Dr. Anglin is a member of the National Academy of Public Administration.



Mike Glavin
Senior Director, Business Workforce Engagement
Greater Cleveland Partnership

Mike Glavin is responsible for assisting employers understand and access Northeast Ohio's workforce development ecosystem; connecting business and workforce service providers to deliver value to both employers and job seekers; promoting partnerships between public and private organizations that leverage business involvement and leadership to address

critical talent gaps in Northeast Ohio.



Paul Herdeg
Interim Deputy Chief Economic Development Officer
Cuyahoga County Department of Development

Paul Herdeg is Director of Strategic Planning & Analytics for Cuyahoga County's Department of Development. In this capacity, Paul leads strategic plan development and updating for the Department of Development and for the Cuyahoga County Economic Development Commission. Paul also administers economic development performance measurement

and reporting, leads a small business intelligence unit, and coordinates work on Opportunity Zones.

Paul has served as a committee chair and board member for the National Association of County Community and Economic Development, and now serves as the Past-President and a board member for the Ohio Conference of Community Development.



Kurt Karakul
President and Executive Director
Third Federal Foundation

Among his many activities as the first President and Executive Director of the Third Federal Foundation, Kurt Karakul has led the Broadway/Slavic Village P-16 Project with the Cleveland Metropolitan School District in an effort to work with the system and community partners to create an educational program to impact children from pre-birth to college graduation. The Foundation has invested \$1.5 million per year over the last eight years in Community Partners as the P-16 has begun to move the needle in promoting literacy, health housing and safety in the neighborhood. City Year has been one of the valuable P-16 Partners as the Foundation has supported teams of Core members at the two Investment Schools in the Slavic Village P-16 neighborhood. The long-term investment in programs from pre-birth to graduation from college in the P-16 schools has shown remarkable improvement in attendance and test scores.

The Foundation has earned numerous awards, including Kurt being named a Hometown Hero in 2018 by the FBI Cleveland Citizen's Academy, the Foundation received the 2015 Corporate Partner Award at the Vibrant City Awards Luncheon for its Broadway P-16 work, and the Foundation was awarded "Foundation of the Year" Awards issued by a multitude of organizations.

Before joining the Foundation, Karakul practiced law for 28 years and was a partner and member of the management team of Weston Hurd, LLP. He is a graduate of Kenyon College and Case Western Reserve School of Law. He received an Honorary Degree from Kenyon in 2015. Since 2000, he has been an adjunct professor at CWRU Law School, and from 1985 to 2006, he co-authored a real estate column in the Plain Dealer Saturday Real Estate Section.



Grace Kilbane
Executive Director
Cleveland/Cuyahoga County Workforce Development Board

Appointed by Mayor Frank Jackson as the Executive Director of the Cleveland/Cuyahoga County Workforce Investment Board and of OhioMeansJobs|Cleveland-Cuyahoga County in July of 2014.

Prior to her appointment with the City, Kilbane served as a senior career executive with the United States Department of Labor/Employment & Training Administration in many key roles for the agency. Nationally, she led the creation and operation of the one-stop career center system; headed employment and training programs for youth and adults under the Workforce Investment Act; directed the unemployment insurance system; served as a national director of Job Corps; and implemented foreign worker programs such as the H-1B Visa. She also served as Regional Administrator for the Boston region and the Kansas City region.

Kilbane also formerly served as Deputy Administrator and Acting Administrator of the Ohio Bureau of Employment Services for nearly six years. Before working for the state, she was implemented and served as the first Director of the Cuyahoga County Witness/Victim Service Center.

Kilbane earned a Law Degree and a Master of Science Degree in Urban Studies from Cleveland State University. She and her husband are happy to be back home in Cleveland.



Nicholas A. Petty
Director, Undergraduate Inclusive Excellence
Cleveland State University

Nick Petty was selected to direct CSU's Graduation Coaching Office and work with student support units across campus to enhance services for underrepresented minority and at-risk students with the goal of enhancing retention and graduation rates.

Petty previously spent six years as principal of Cleveland's innovative Ginn Academy, where he earned national notice for his innovative approaches to behavioral intervention and student motivation. Under his leadership, the Ginn Academy earned a School Innovation Award from Ohio Governor John Kasich, in recognition of its "life coach" mentoring program and commitment to developing workforce skills.

A native of Cleveland, Petty earned his Bachelor's in Business Management from Kent State University in 1997 and a Masters in Curriculum and Instruction from CSU in 2000.



Michael Schoop
*President, Metropolitan Campus
Cuyahoga Community College*

Michael Schoop has been president of the College's Metropolitan Campus in Cleveland since May 2006. He has made community involvement a priority during his tenure, serving on the boards of non-profit agencies such as Burten, Bell, Carr Development, Inc., an organization dedicated to revitalizing blighted neighborhoods; Campus District, Inc., which focuses on economic development initiatives near the College; and the Black Professional Association Charitable Foundation. Schoop is a frequent speaker at regional and national conferences on the future of higher education. He came to Tri-C from the City Colleges of Chicago, where he served as a vice president of academic and student affairs and chief academic officer.



Elaine Suarez
*Career Specialist
Department of Career Services, Cleveland State
University*

Elaine Suarez joined the Career Services team as a Career Specialist in 2017. She works with employers and students to promote internship, career, and professional development opportunities and prepare students for the world of work. She serves as the Career Services liaison to students in the College of Liberal Arts and Social Sciences, College of Urban Affairs, and various retention programs. Prior to coming to CSU, she was the Mentoring Program Manager at Esperanza Inc., in Cleveland, Ohio where she managed various mentoring and leadership programs for youth and college students. She is a graduate of John Marshall High School in Cleveland and has a Bachelor's degree in Psychology from Baldwin Wallace University and a Master's degree in Public Administration from Northern Illinois University.

Examples of Talent Development Initiatives

The following compilation of programs and organizations is not a comprehensive view of all existing innovations in talent development, but instead highlights a few examples that may inspire engaging discussion for our Common Ground conversation today.

Say Yes to Education

Say Yes Cleveland transforms civic infrastructure around the goals of every public school student not only graduating high school, but doing so with the preparation and support to attain, afford, and complete a postsecondary education. Say Yes Cleveland provides scholarships up to the value of tuition to all public universities and community colleges, as well as over 115 private colleges and universities in Ohio and across the nation, to eligible students who live in Cleveland and graduate from the Cleveland Metropolitan School District or partnering charter high school.

In addition to providing scholarships, Say Yes creates a college-going culture in communities whose young people have been historically underrepresented at the nation's higher education institutions. Say Yes builds on the strengths of every child, whose interests and talents are nurtured, to help ensure students achieve developmental milestones on the path to success in college, career, and life.

Say Yes also provides students with the support services (academic, mentoring, social-emotional, and health-and-wellness — from early childhood through grade 12) to ensure they are prepared to succeed in earning a college degree or other postsecondary credential.

Say Yes Cleveland increases education levels of Cleveland residents; boosts and retains population in the City of Cleveland; improves college access for middle- and low-income families in Cleveland; and spurs economic growth and expansion in Cleveland.

This effort was made possible through local partners' fundraising commitments of almost \$90 million over the last 12 months, toward an ultimate goal of \$125 million, for this local college scholarship fund. The effort was spearheaded by the City of Cleveland, Cuyahoga County, the Cleveland Metropolitan School District, the Cleveland Foundation, College Now Greater Cleveland, United Way of Greater Cleveland, the Cleveland Teachers Union, and the Cleveland Public Library.

Slavic Village Broadway-P16

Funded and supported by the Third Federal Foundation, Broadway-P16 is a network of nonprofit, civic, and community-based organizations working in partnership with the Cleveland Metropolitan School District. These partner organizations create comprehensive, place-based collaborative investment with the goal of facilitating

healthy, productive, and safe learning environments for the children and youth of the Slavic Village neighborhood.

This encompassing effort provides young people, kindergarten through graduation, with the positive experiences and caring adults they need to reach their full potential. It accomplishes this by providing employment opportunities and out-of-school time activities, helping young people through school transitions and linking them to appropriate resources and opportunities in their own neighborhood. High school students in the P16 program are also provided internships and academic credit for working for partner employers.

Early College, Early Career

ECEC is a youth apprenticeship program by MAGNET that promotes talent development by providing high school students with access to high-demand careers, a more affordable pathway to college, and high-demand skills that lead to successful careers. ECEC was created with inclusion and diversity in mind. MAGNET provides all the support services, including transportation and mentoring, that the students need to start their careers in manufacturing.

Through this program, local employers hire high school juniors and seniors for paid, on-site work while plant managers and technicians train students on various skills like CNC machining and welding. MAGNET provides mentorship and guidance to help students develop soft skills like critical thinking, teamwork, and a strong work ethic. Students selected for ECEC will not only receive training, hourly wages, manufacturing certification(s), and college credit; they will gain a competitive edge with new skills and better work experience that can lead to multiple job offers and a rewarding, sustainable career in manufacturing. Based on job performance, the company can then extend a job offer to the student after he/she graduates from high school. This can include full or part-time employment, along with tuition reimbursement programs, creating a clear, subsidized path to college.

ECEC can be found at seven high schools across three counties in Northeast Ohio. Manufacturers who participate in ECEC can solve their workforce challenges by creating a steady, sustainable pipeline of skilled workers. This can also lead to higher retention rates, better quality of job applicants, and improved employee engagement. Currently, nine companies are employing ECEC students: Lincoln Electric, Heisler Tool, Nordson Corporation, Cutting Dynamics, Parker Hannifin, Swagelok, Fredon, Universal Metal Products, and ArtWall.

SME Education Foundation Student Summit Event Series

SME Education Foundation Student Summits deliver hands-on challenges and competitions designed to inspire the next generation of talent while empowering them to succeed in the ever-changing and innovative manufacturing industry.

The RAPID + TCT Student Summit brought 174 enthusiastic young minds from six Detroit area high schools, where the entire additive manufacturing community convened and where industry-accelerating products were launched. The event included a Mars Rover Challenge and Competition and an expansive, guided show floor tour where students saw the newest 3D technologies from additive manufacturing exhibitors, including 3D printing, 3D scanning, CAD/CAE, metrology & inspection, and related technologies. Students formed teams and worked together to learn about gears, wheels, friction, traction, speed, velocity, forces and apply skills from the classroom, like geometry, as they competed against other high school students. The event exposed students to a reality that they could see with their own eyes. This exposure gave the students the chance to see where the future jobs will be in advanced manufacturing and what they need to do to make themselves attractive candidates.

The EASTEC 2019 Student Summit drew 170 high school students from 11 schools, eager to explore and discover manufacturing career opportunities. This event showcased the future of manufacturing and featured new technologies from leading industries such as aerospace, automotive, medical devices, industrial equipment, plastics, and defense. The knowledge and skills of each student were tested during Ten80 Education's Student UAV Challenge. The Unmanned Aerial Vehicle (UAV) challenge tested student teams to hack the brain of their drone, replace it with a custom Arduino-based flight controller, and then develop code to configure their device to fly different missions. Students capitalized on the interaction with the drone building time and were taken back by all the vendors and their willingness to talk to them about the trade. During the UAV Challenge and Competition, each student learned about the importance of integrating hardware and software systems, and how they apply to manufacturing processes. After conquering the challenge, students formed groups and explored the vast EASTEC show-floor visiting hundreds of exhibiting manufacturing companies while participating in an Instagram challenge designed to provide opportunities for engagement with experts and to gain insight into potential career pathways.

Sector Panel

The Seattle-King County Workforce Development Council (WDC) has found an effective vehicle to build close collaboration with employers—the Sector Panel. These task forces convene a group of employers in one particular industry to focus on workforce needs of that industry. A sector panel continues for anywhere between 6 to 18 months and begins with a detailed labor market analysis. Employers and industry leaders representing the full spectrum of employers in the industry comprise at least half the members, and the remaining seats go to workforce organizations, postsecondary institutions, labor unions, economic development agencies and community-based organizations.

One panel focused on green construction. The panel produced a detailed employer survey of the green labor market, training curricula for community colleges to use in preparing workers for jobs related to green construction, and a career pathway for entry-level workers to become building maintenance engineers with a green emphasis. The panel helped to bring clarity to a poorly understood field, which in turn prompted the U.S. Department of Labor to award the WDC a \$3.6 million grant to provide green economy education and training services to more than 450 King County residents. The WDC has utilized sector panels in several other industries, including healthcare, maritime, interactive media and life sciences.

Career Bridge

United Way of Greater Cincinnati recently launched Career Bridge, a pilot program to help employees in traditionally low-paying fields such as the fast-food industry connect to career coaches and advancement at higher-paying jobs through its major workforce initiative, Partners for a Competitive Workforce. Career Bridge unites partners from the nonprofit, education, and business communities by cultivating a talent pipeline to fill the most in-demand jobs in the region.

While the pilot program pulls talent from the fast-food industry for placement in higher-paying jobs, it also supplies the fast-food industry with qualified candidates identified by employment-based nonprofits that work with individuals in need. A Chick-fil-A in Florence, KY is the first fast-food business to join the pilot. After an employee advances, Chick-fil-A works with community partners such as Cincinnati Works, Brighton Center, and Catholic Charities of Southwest Ohio to fill its entry-level position. These community partners also provide career coaches to discuss barriers and support systems for both the entry-level employees and the employees who are moving on to advanced fields.

Apprenticeship Alabama

Apprenticeship Alabama ensures business and industry have the tools needed to develop an industry-driven Registered Apprenticeship (RA) program for its citizens. Whether it is an employer looking to hire, train, or retain a skilled workforce, or a worker looking for a new career in a well-paying occupation, RAs help them achieve their goals.

Apprenticeship Alabama stands by the rigorous combination of industry-specific, on-the-job training, and classroom theory taught over a one- to four-year period. Apprentices receive a progressive wage, giving them an “earn while you learn” training experience that specifically meets a company’s workforce needs. Most importantly, upon completion of the program, the apprentice will have a transportable credential that will increase high wage earning potential.

Apprenticeship Alabama focuses on in-demand sectors including healthcare, construction / carpentry, information technology, distribution / transportation / logistics, and advanced manufacturing.

I-BEST

I-BEST (Integrated Basic Education and Skills Training), originated in Washington State, bridges the gap between the worlds of adult and postsecondary education. It features a team-taught entry-level college course. One teacher instructs students in a vocational subject, such as healthcare or early childhood education, and the other provides adult literacy instruction in the context of that vocational subject. The college pays the vocational teacher, and the adult-ed program pays the adult-ed teacher. The course leads to a certificate valued by employers and that also counts toward eventual completion of an associate degree. Studies have found the I-BEST model to be highly effective, making it one of the only proven strategies for getting low-literacy students through college and into a rewarding career. Adult education students who enroll in one of Washington State's community and technical colleges using I-BEST are nine times as likely to graduate as those who do not.

President Obama has personally praised I-BEST, and his Council of Economic Advisers called it a "highly effective...approach to teaching adults who need both basic skills and job skills." Minnesota and Indiana have successfully copied the model, and the Gates Foundation is supporting an initiative to replicate I-BEST in 11 additional states. The New York State Education Department added an I-BEST option to its most recent round of federally funded adult education grants.

Ford Next Generation Learning and SME PRIME

Ford Next Generation Learning (NGL) supports communities in preparing students through career academies, increased collaboration between schools and employer partners, and implementation of problem-based case learning. Ford NGL partnered with the SME Education Foundation through a Ford Motor Company Fund investment in developing an "SME PRIME (Partnership Response in Manufacturing Education) curriculum." SME PRIME Schools bring together educators and industry professionals to provide high school students with advanced manufacturing career pathways, inspiring and informing their interest and awareness in manufacturing. The national initiative provides students with practical experience, knowledge, and skills using state-of-the-art technology and equipment while allowing companies to support the career direction of youth through mentoring, internships, and job shadowing.

Ford NGL guides a collaborative network of stakeholders to advance student, community, and workforce success following a career academy model. Teachers of English, math, and science are part of this model, along with technical education. Included is an intentional and structured connection to business and industry.

Students become influenced and engaged with Ford employees, discover what careers are possible, and learn what those careers look like.

The Four Cities Compact: Schools Collaborate to Provide Opportunity

The Four Cities Compact in North Central Ohio share in providing career and technical education to students from Barberton High School, Copley High School, Norton High School and Wadsworth High School. Students have access to 18 different pathways, including Programming, Design and Robotics; Machine Technology; and Engineering Design and Technology.

The Compact is committed to inspiring students and creating awareness of opportunities in industry, and preparing them to pursue those opportunities. Students have access to relevant curricula; modern equipment; and qualified, engaged instructors.

New Orleans Works (NOW)

NOW brings together public, private, and philanthropic organizations to target financial resources to the needs of jobseekers, incumbent workers, and employers in high growth, high turnover, industry-specific sectors, in order to enhance a cohesive pipeline to front-line jobs and career ladders. NOW fills jobs; creates an environment with opportunities for higher wages, better benefits, and career advancement for the region's workforce; helps unemployed and underemployed individuals attain family-supporting jobs; identifies and addresses the shared needs of employers with proven program models so they and their employees can be more efficient, productive, and competitive; increases the capacity and resources available for education and training services to develop skills and build careers to meet employer requirements; and aligns with its city and state's workforce development programs to connect workforce development to education and economic development in a cohesive and seamless system.

Since its inception, NOW has provided over \$1,000,000 in planning and implementation grants to four employers. Collectively, these partnerships have trained almost 500 jobseekers and incumbent workers for the healthcare industry; facilitated the career advancement of more than 400 employees; generated wage increases; and facilitated systems change within organizations and employer contributions to support programs for entry level staff.

The Ginn Academy

The Ginn Academy empowers its high school students to graduate life-ready — academically and socially prepared for college and/or careers. Ginn Academy focuses on both higher education, beginning college tours as early as the freshman year, and career, with its Career Center providing advice and lining up jobs for up

to 50 students each summer at the Northeast Ohio Regional Sewer District. The academy also dual enrollment at Cuyahoga Community College and Cleveland State University, and maintains a partnership with HealthCorps which provides nutritional support for each student. Each student is paired with their own mentor who is on call 24-7. A variety of additional support services are also available, including but not limited to peer mediation; youth support wraparound services; and tutoring.

Youthsource Centers

Los Angeles has developed a collaborative and forceful strategy to meet the needs of out-of-school youth. There, city and county public agencies, major employers, labor unions, and philanthropic organizations have launched an all-hands-on-deck campaign to get high school dropouts back into school. The centerpiece of their strategy is a network of 16 Youthsource centers staffed by multiple agencies and capable of providing a broad and carefully organized spectrum of services to young people.

Young people often enter a Youthsource Center to find a job, but the first person they meet is a counselor with the Los Angeles Unified School District. The counselor, with access to the youth's educational records, can provide an educational plan that will get the youth back on track toward a high school diploma and a career. The Youthsource Centers have reached scale rapidly: in the past year, the network has provided more than 5,000 educational assessments.

Youth Opportunities Unlimited

Youth Opportunities Unlimited (YOU) is a nonprofit workforce development organization based in Cleveland, Ohio that serves teens and young adults ages 14-24 living in economically distressed areas in Northeast Ohio. YOU's programs and services are focused on ensuring these individuals are ready to pursue a path to economic self-sufficiency through mentoring, employability skills training, industry-based credential training, career exploration, jobs, internships, classroom-based interventions focusing on career readiness, and entrepreneurship training. These programs help teens graduate high school and pursue post-secondary success, teach youth how to create business plans, and prepare youth for entry-level jobs. Since its founding in 1982, approximately 160,000 teens and young adults have obtained a job or internship through YOU, earning about \$60 million in salaries and stipends.

The Fund for our Economic Future

The Fund is focused on growing the economy in ways that also expand opportunities for all people, through the promotion and support of interconnected, collaborative, cross-sector strategies that create good jobs with family-sustaining wages; prepare

the workforce for the jobs of today and tomorrow; and improve connections between people and jobs.

At its core, the Fund's Growth & Opportunity approach calls for civic leaders in traditional “growth” organizations (e.g., economic developers, chambers of commerce) to build equitable access to opportunity into their strategies, and for traditional “opportunity” organizations (e.g., social service/workforce intermediaries, community development corporations) to link more fully to regional economic growth strategies. The Fund sits at the intersection of these two camps, promoting development of shared goals and partnering with others from across the public, private, and nonprofit sectors, who may not have historically worked together, to better align strategies that specifically advance job creation, job preparation and job access.

Team NEO

Team NEO is an economic development organization focused on creating jobs for Northeast Ohio’s residents. In collaboration with our partners, it leads the region’s business attraction efforts, supports business retention and expansion work as Northeast Ohio’s JobsOhio affiliate, accelerates the impact of innovation in the region, and aligns strategies and resources within the economic development network to maximize its impact. In addition, Team NEO provides tools to assist employers in attracting talent to the region.

Team NEO is part of the robust Northeast Ohio Economic Development System, providing business decision-makers with access to customized solutions that mitigate risk, foster innovation and accelerate growth through a connected and collaborative ecosystem.

JumpStart

In response to the need for job and wealth creation in Northeast Ohio, the region’s civic, community, and philanthropic leaders came together in 2003 and provided the vision and leadership for a solution: a unique partnership between public and private entities charged with creating economic transformation in Northeast Ohio through the growth of an entrepreneurial ecosystem. From this concept, JumpStart was born.

JumpStart leverages the power of entrepreneurship, innovation, and inclusion to fill gaps, solve problems, and drive economic impact for their Northeast Ohio clients, customers, collaborators, and communities. At JumpStart, more than a third of the companies they support are owned or led by women and minorities. Additionally, they seek new ways to engage with disconnected populations who have not traditionally reaped the benefits of entrepreneurship.

College Now of Greater Cleveland

College Now helps students as early as middle and high school students as well as adult learners achieve their dreams of going to and succeeding in certificate, two-year, and four-year degree programs. They reach over 29,000 students and adult learners a year, providing college access success advising, financial aid counseling, and scholarship and retention services. Many of their students are from low-income families and are first-generation college students.

College Now works to create a “college-going” culture in the schools by engaging students and their families individually and in group sessions. College Now’s focus on adult learners is also critical to the success of developing Greater Cleveland’s talent. They provide solutions for adults, ages 19 and older, who want to return to college or are enrolling for the first time. The College Now Resource Center assists a variety of adult learners, including dislocated workers, unemployed individuals, displaced homemakers, and veterans.

RITE

RITE is a unifying force for the Northeast Ohio region’s talent development system, bringing together industry, education, and economic and workforce development to build highly skilled IT talent needed by Northeast Ohio employers. In attracting, preparing and placing IT talent, RITE mobilizes IT employers to influence the development of a diverse, industry-responsive IT workforce; ignites interest and builds the skills, knowledge, experiences, and connections students and job seekers need to pursue IT careers in Northeast Ohio; and optimizes the region’s efforts through collaboration, performance measurement, and centralized access.

RITE champions a regional vision of a diverse, industry-responsive IT talent pool that is an economic driver to growth, competitiveness, and prosperity for Northeast Ohio by expanding career pathways for students and job seekers; creates innovative solutions to pervasive workforce shortages; links and leverages the region’s assets and resources; reports meaningful results and trends; builds the region’s capacity collaboration and joint funding initiatives; strengthens long-standing partnerships between employers, educators, and economic and workforce development practitioners; and generates higher returns from investments in IT workforce and talent development.

Since their inception in 2009, they have engaged more than 100 public and private companies of all sizes across all industries, eight institutions of higher education, and over 149 high schools, impacting nearly 4,000 students across the region.

Pathways to Prosperity: How Apprenticeships and College Can Go Hand-in-Hand

An ongoing series in *The Plain Dealer* by Patrick O'Donnell and Olivera Perkins highlights cases in Germany where individuals leverage themselves in the workplace through a combination of apprenticeships and higher education.

Michael Patscheke of Goettingen, Germany combined an apprenticeship in banking at Commerzbank with university studies, attending Case Western Reserve University as an exchange student and earning the equivalent of a Master in Business Administration in Germany. He took an apprenticeship in search of a white-collar career, not to learn a trade like most American apprentices do. "My goal, always, was to study (after the apprenticeship)," said Patscheke, who founded a company after graduation and now works for a government research and policy institute in Goettingen.

College is still a goal for many European families, even if not as pronounced as in the United States. But the path toward university, especially for top students, can include time spent as an apprentice. The apprenticeships allow students to be paid, while also gaining hands-on work experience and taking more classes in the field. The companies benefit by creating their own pipeline of future skilled workers.

"(The apprenticeship) was basic training in some economic fields, which I didn't have, to that extent, in school," said Patscheke. He added that most of his fellow Commerzbank apprentices went on to university. "I needed to understand how the economy works. I learned that at the apprenticeship. And I learned this kind of work is something for me."

It's a dual path respected at Commerzbank, where a former bank CEO and the current one, Martin Zielke, each started their careers as bank officer apprentices. "These examples show that an apprenticeship offers an outstanding basis for a successful professional career," said bank spokesperson Annekathrin Prinz.

The approach is also valued at Airbus, whose manufacturing plant in Hamburg will have 70 "dual" trainees next year splitting time between attending university and training on the assembly line. "I like that you are at the company and do something practical, and at the same time are able to do studies," said Inge Franke, 20, now in her second year at Airbus while she pursues a master's in business administration.

Likewise, Julia Michel, 23, is combining university with an apprenticeship at BBS automation in southern Germany. She hopes to use machine-building skills to help her design better medical imaging equipment. Working at BBS, where students learn to design manufacturing machines and build prototypes, is giving her a practical understanding of how different metals and parts work in a machine. Doing both university and BBS, she said, will let her earn more money while also mixing design with hands-on skills.

Community Colleges and Companies Team Up to Expand White-Collar Apprenticeships

Harper College, and the Chicago area generally, are at the forefront of a small but growing movement that is changing how some students enter white-collar jobs. Apprenticeships, most often concentrated in manual trades like construction and manufacturing, are commonplace. But some companies are starting them in fields that traditionally require four-year degrees.

Harper College became one of the first community colleges to sponsor apprenticeships, sending students to the insurance company Zurich North America. In the past two years, Harper's program has doubled to 45 employers and 154 apprentices.

Across town, the City Colleges of Chicago system has funneled some students to consulting and finance firms like Accenture and Aon. The companies lead the Chicago Apprentice Network, a group of two dozen firms, including McDonald's and JPMorgan Chase, that has created more than 400 apprenticeships. It plans to reach 1,000 by the end of next year.

The approaches take many shapes. Some, like new tech apprenticeship programs in Maryland and Utah, directly connect job seekers and employers. Other companies, like those in Chicago, may work through community colleges, determining which departments need new hires and outlining curricula with administrators and faculty members.

A new program in Jersey City, N.J. is sending high school graduates to work at a local manufacturer. After five years of part-time coursework — at Hudson County Community College and remotely in a specialized architecture-manufacturing program at Pittsburg State University, in Kansas — the students get a tuition-free bachelor's degree and a \$70,000 engineering job.

Firms like Accenture and Aon had never hired from City Colleges before, creating entirely new pathways and pipelines.

Accenture started its first class of five apprentices in 2016, in its Chicago IT department. By the end of this year, it will have trained 450 across 10 cities, in fields like cybersecurity, app development, data analysis, and software engineering.

Apprenticeship programs, long common in Europe, represent a small fraction of the American workforce. But they have swelled in the past decade. There were 585,000 apprentices in the country last year, an increase of 56 percent since 2013, according to data from the Department of Labor.

Some labor analysts have argued that more fields should take advantage of that growth. A 2017 report estimated that with more public support, apprenticeships could grow from 27 “core” occupations — carpentry, pipe-fitting, metalworking — to 74, filling 3.3 million job openings.

Research using data from Burning Glass Technologies, an employment-analytics firm, shows that many employers follow the job market: As unemployment rises, they can raise requirements for positions. When there are jobs aplenty, as now, companies hungry for workers start to look where they haven’t before.

The trends follow years of debate about a “skills gap,” or individuals entering the workforce without job-ready skills — which, in turn, has prevented companies from filling open positions. “Earn and learn” programs for tech and administrative jobs have cropped up to fill the gap, though experts have questioned whether they can produce enough candidates to replace manufacturing as the route to the middle class.

It is believed that white-collar apprenticeship programs will continue to spread, and that community colleges are uniquely positioned to build these programs. When they work, it’s a “win-win-win”: Students get a subsidized education and a middle-class job; employers diversify their recruiting and may lower their costs as workers grow scarce; and community colleges achieve their missions.

Currently, community and other colleges manage just 151, or about 1 percent, of registered apprenticeship programs, according to the Labor Department. But those connections are growing: The department announced in January a project to create 16,000 apprenticeships through community colleges over three years.

Ohio Means Jobs | Cleveland-Cuyahoga County Neighborhood Focus for Jobs Initiative

The Cleveland-Cuyahoga County Workforce Development Board has adopted a place-based neighborhood jobs strategy designed to target additional staff and resources to two Cleveland neighborhoods with low Labor Force Participation Rates – Slavic Village (Cleveland City Council Ward 12 primarily) and the Opportunity Corridor (Cleveland City Council Wards 4, 5 and 6). The goal is to increase the number of residents who are in the labor force in Slavic Village and the Opportunity Corridor. Achieving this would have a positive impact on the local economy by putting more dollars into residents’ pockets for them to spend in their own neighborhoods.

Employers are looking for qualified individuals to fill vacancies in good, middle-skill jobs that require some training but not a college degree. Jobs like Machinists, Construction Laborers, Nurses, Computer Analysts, and Police Officers are examples of the thirty in-demand opportunity occupations in our area that pay more

than other entry-level jobs and connect to career pathways and better wages. For individual residents, funds are available to support the training programs offered to acquire the skills and credentials needed for these jobs. For businesses, services to recruit qualified candidates for open jobs and funds for On-The-Job training programs are also available. These services are available for free through Ohio Means Jobs! Cleveland-Cuyahoga County.

Pathway Partners and the Talent Imperative

The Greater Cleveland Partnership developed Pathway Partners as an initiative focusing on college and career readiness for Cleveland students. Pathway Partners initiatives connect the business community with education providers and students in developing a talent pipeline for Cleveland's future workforce. GCP works with partners in the public and private sectors to help align workforce training and talent recruitment with an immediate focus on in-demand industries such as information technology/computer science, healthcare, and advanced manufacturing.

GCP's Talent Imperative calls for a number of actions. The development of an Office of Workforce Engagement will broker the involvement of the business community in developing and leveraging workforce services available to GCP member companies. It will foster an aggressive focus on skills-based workforce initiatives and the required jobs of tomorrow through sector partnerships, along with a heavy emphasis on internship and apprenticeship initiatives covering the school to adult training continuum. It will prioritize diversity and inclusion efforts to connect opportunities to minority and female populations where gaps exist. It also proposes to articulate and advance a policy agenda in support of the talent needs for employers.

The Commission on Economic Inclusion

The Commission on Economic Inclusion works to close the racial disparities in jobs, income, and wealth by growing businesses owned by people of color and increasing workforce diversity, equity, and inclusion. Acting as a convener, an advocate, and a resource, the Commission engages the region's employers to address the systemic racial inequalities which hinder economic growth in our region. Hundreds of professionals, top leaders, volunteers, businesses, and community organizations are engaged with the Commission each year to accomplish these goals. The Commission focuses on growing businesses owned by people of color, and increasing workforce diversity equity and inclusion. The Commission implements high-quality and effective initiatives, workshops, conferences, and consulting to stimulate minority business growth and increase workforce inclusion.

The Diversity Center of Northeast Ohio

The Diversity Center is dedicated to eliminating bias, bigotry, and racism. They offer a variety of programs to address these issues, including school and youth programming, LeadDIVERSITY, and SHIFT Consulting. Their school and youth programming provides year round diversity centered workshops, camps, conferences, and retreats that empower thousands of youth and youth serving professionals to build school environments that promote respect, acceptance, and inclusion. Students who participate in their programs learn how to become leaders and positive change agents in their schools and communities. LeadDIVERSITY is a program in which a select group of professionals engage with regional leaders and the greater community to raise the participants' awareness of diversity issues, build their leadership skills, and enhance their networks. Each session is designed to help participants explore the concept of diversity leadership and to analyze its personal, workplace, and community impact. SHIFT Consulting works with Northeast Ohio businesses and organizations to facilitate inclusive and productive work environments. SHIFT Consulting utilizes a data-driven process to assure that each organization's needs are clearly identified in order to successfully implement a customized inclusion strategy.

Towards Employment

Towards Employment (TE) empowers individuals to achieve and maintain self-sufficiency through employment. As a leader in workforce development, TE helps build career pathways to successful, long-term employment while creating a talent pipeline for local businesses.

TE offers a career pathway model with specialized supports for target populations, and supports participants throughout the whole of their career pathway. Their pathway programming is part of a holistic and demand driven strategy to most effectively link disadvantaged job seekers to employment opportunities that lead to family sustaining wages.

TE also provides a variety of supportive and legal services for their constituents. Case managers are available conduct a detailed assessment for individuals they serve, to identify goals and barriers to achieving these goals. Once identified, TE uses internal resources and an external network of vendors to address barriers that include: child care, work uniforms, and substance abuse services; all at no cost to the individual. Legal barriers such as eviction, debt, bad credit, child support, unpaid traffic fines, and past convictions can be significant (and costly) barriers for the working poor and low-income job seekers. TE has legal services seamlessly embedded into employment programming and offered by full-time attorneys. TE is also currently expanding access to and understanding of Certifications for Qualification Employment (CQEs), which benefit job seekers with former involvement in the criminal justice system and the businesses that employ them.

The George Gund Foundation: Economic Development and Community Revitalization

Sustaining uniquely urban assets such as vibrant neighborhoods and a thriving downtown is a key part of a successful regional strategy to promote economic growth. The Foundation devotes considerable attention to these dynamics, in particular by supporting collaborative efforts that leverage resources. As a result, the highest priority is given to initiatives that bolster the impact of Foundation-supported intermediary organizations working to improve the competitiveness of Cleveland's neighborhoods and its metropolitan region. Examples of such initiatives include quality urban planning and design, improvements to urban parks and public spaces, promotion of equal opportunity and diversity in housing and the workplace and proposals to redevelop Cleveland's downtown, neighborhoods and first-ring suburbs.

The Cleveland Foundation: Job Creation, Preparation, and Access Initiatives

The Cleveland Foundation's economic development initiatives ensure Cleveland's resurgence is generating economic opportunities for all residents. Emphasis is placed on nurturing and supporting entrepreneurs and small businesses to grow and collaborate, with a focus on technology, innovation, and diversity. Some recent examples include their support of JumpStart and the Commission on Economic Inclusion's Core City Program, which serves entrepreneurs and small businesses from Cleveland neighborhoods by providing business growth services; and support of JumpStart Inc. for their Plug and Play programming in Cleveland, the largest start-up accelerator in the world with 24 global locations and 6,000 startups.

They also work to ensure that every resident in Cleveland has access to career pathways and opportunities through programs such as apprenticeship-style "Learn & Earn" pilots and on-ramps to provide training and education for in-demand careers. They further support unconnected and underserved populations in gaining access to training and education opportunities, and engage employers in building an effective talent pipeline for Cleveland's workforce, particularly in healthcare, manufacturing, and IT. Some recent examples include their support of MAGNET's design and development of a pre-apprenticeship program for high school students to work in manufacturing, and to WIRE-Net to build on an apprenticeship consortium for workers and new hires at small manufacturing companies. They have also provided support of BioEnterprise to convene businesses and educators to build a robust and diverse pipeline for the growing Health-IT industry; supported the launch of True2U, an eighth grade career exploration and mentoring program created by the foundation's youth initiative, MyCom, Cleveland Metropolitan School District (CMSD), the Greater Cleveland Partnership (GCP), and several other community partners.

