



Tool for  
Intermediary-led Pathways

June 2023

MENDING THE PATH

EQUITABLE PATHWAYS  
INTERMEDIARY  
FRAMEWORK

EQUAL  
MEASURE

FINDING  
PROMISE

FUELING  
CHANGE



**The Equitable Pathways Intermediary Framework serves as a guide** for pathways intermediaries and other stakeholders – including sector partners, funders, and policymakers – looking to create more equitable career pathways ecosystems. Partnerships seeking shared language can use the terms and definitions in this document as a starting place and may contextualize them to their work.

Intermediaries and their partners can use the framework on a periodic basis to reflect on **areas of strength and areas for growth** across the activity domains, systems changes, and learner outcomes. They can clarify, determine, and prioritize which activities the intermediary is best positioned to lead versus other partners in the collaborative. The section on **systems change** can prompt deeper understanding about the types of changes that sector partners across the pathways ecosystem need to achieve to advance equitable pathways. Partnerships can assess the extent to which they are capturing and monitoring **learner outcomes** data across the education to work continuum – and where they can bolster their data infrastructure to better track their impact.

**The framework corresponds to surveys, one for intermediary staff and one for intermediary partners, which can be used for reference or as field-tested data collection tools.** When completed by staff, intermediaries can use the Intermediary Activities section of the survey as a self-assessment tool. Executives can complete this section as a team or include a broader range of staff members to reflect on areas of strength and areas for growth and improvement. Intermediaries can draw from the sets of questions and language within the survey (e.g., *Organizational Culture, Practice and Policy; Cross-organizational Collaboration*) to integrate with their own surveys that they administer to partners. Intermediaries with personnel experienced with survey administration can load the survey into an online tool like Survey Monkey or Qualtrics to administer the survey to staff and/or partners.

## THE EQUITABLE PATHWAYS INTERMEDIARY FRAMEWORK

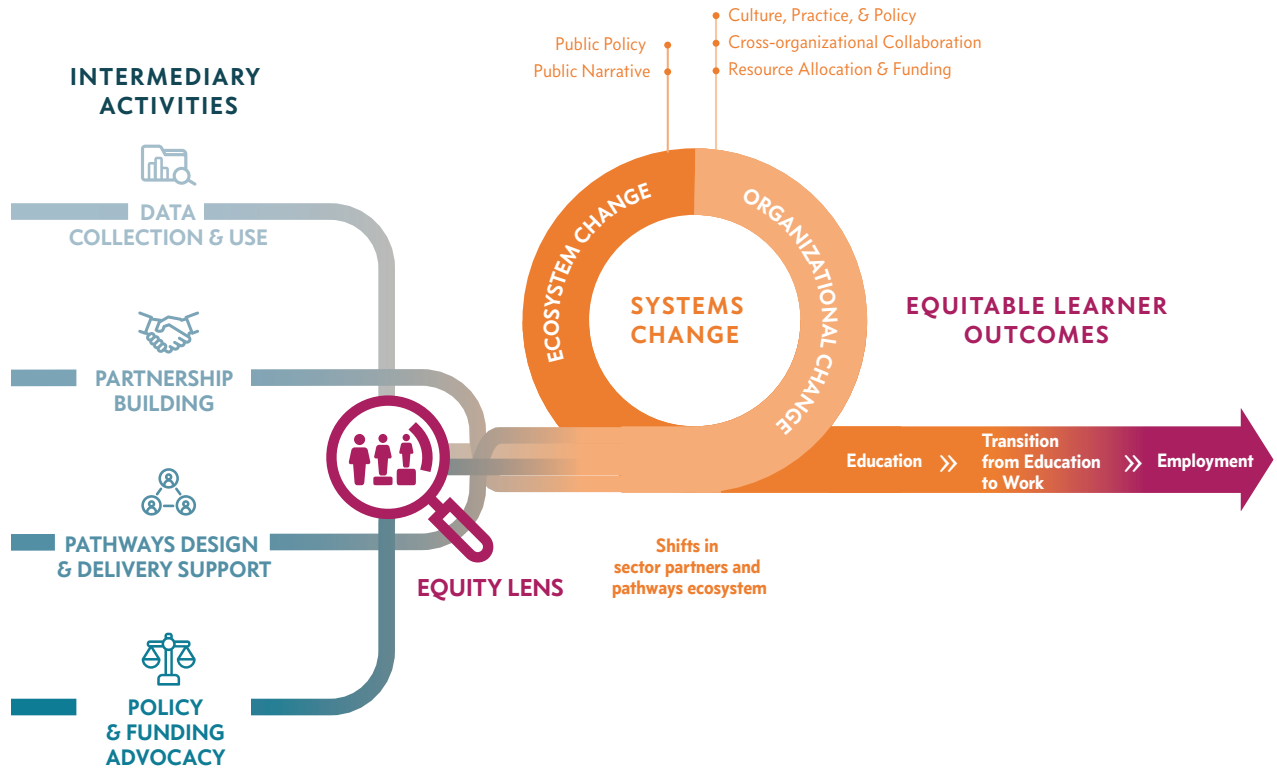
The Equitable Pathways Intermediary Framework articulates **31 intermediary activities** in four key categories (*Data Collection and Use, Partnership Building, Pathways Design and Delivery Support, and Policy and Funding Advocacy with Equity* cutting across these), connects the activities to **five areas of systems change** among sector partners (*Culture, Practice, and Policy; Cross-organizational Collaboration; and Resource Allocation and Funding*) and in the broader pathways ecosystem (*Public Policy and Public Narrative*) that lead to **20 improved and equitable learner outcomes** across three categories (*Education, Transition from Education to Work, and Employment*). Figure 1 is a graphical representation of the framework.

Community context, geographic scope, and individual ecosystem strengths and opportunities will influence the extent to which intermediaries and their sector partners engage in each of the activities.

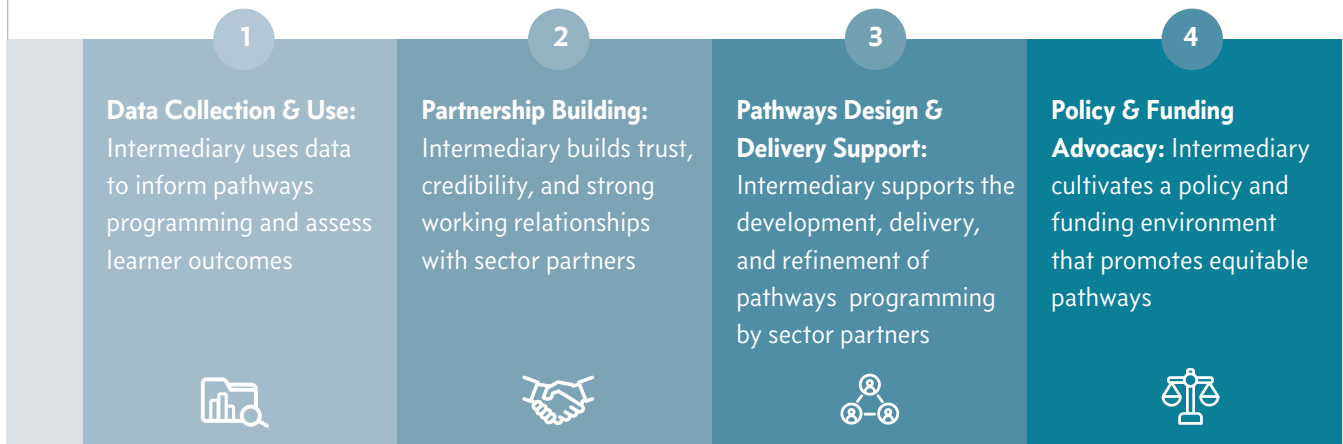
The framework prioritizes activities that promote systemic change across the ecosystem. Pathways intermediary organizations may engage in other activities, such as providing direct services to learners, which are not included in this framework.



FIGURE 1  
Equitable Pathways  
Intermediary Framework Overview



**Section I** of the framework is organized into **four domains** that capture the activities that pathways intermediary organizations lead and engage in to promote equitable pathways. **Eleven (11) equity-specific** activities are embedded across these four domains.





**Section II** of the framework presents **five areas of systems change** that contribute to equitable education and career pathways for learners of color and learners experiencing poverty. We conceptualize and categorize these changes as changes in partner organizations (“organizational change”) and changes in the broader pathways ecosystem (“ecosystems change”). Each area of systems change includes one to five indicators, with related examples.

### ORGANIZATIONAL CHANGES

1	<b>Organizational Culture, Practice, &amp; Policy Changes:</b>	Changes in dispositions and beliefs of partner organizations about their role in or purpose of participating in education and career pathways; changes in internal policies, practices, and resources of partner organizations that expand access and increase learner participation in pathways
2	<b>Increases in Cross-organizational Collaboration:</b>	Changes in partnership and collaboration efforts among partner organizations that create a more aligned, cohesive, and equitable pathways ecosystem
3	<b>Changes in Resource Allocation and Funding:</b>	Sector partners dedicate financial resources, staff, and other resources to better support pathways implementation and learners

### ECOSYSTEM CHANGE

4	<b>Public Policy Changes:</b>	Changes in public policies influenced by career pathways ecosystem actors that expand opportunities for learners
5	<b>Public Narrative Changes:</b>	Changes in public perceptions about learners of color and learners experiencing poverty and the broader system of access and opportunity as it relates to education and workforce development

**Section III** of the framework presents **20 community-level learner outcomes**. These learner outcomes represent outcomes that relate to learner success in pathways and are categorized into three areas: education, transitions from education to work, and employment. We conceptualize that intermediary activities and the systems changes that they catalyze contribute to improvement in these outcomes. Improved and equitable learner outcomes **diminish race and class as predictors of educational attainment and career success**.



## How Was the Framework Developed?

The framework was developed from themes derived from phone interviews with over 50 individuals representing 15 intermediary organizations and many of their sector partners, supported by the community of practice facilitated by JFF and funded by the Bill & Melinda Gates Foundation, Bloomberg Philanthropies, and the Walton Foundation. These interviews were supplemented by 1) a review of documents from the intermediary organizations; 2) existing literature on intermediary organizations and recent systems change initiatives focused on education and career pathways; 3) open-ended responses from the 2021 administration of the Equitable Pathways Intermediary Framework survey; 4) conversations with JFF, and 5) intermediary submissions about the types of learner outcomes data that they monitor and track.

## Who Are the Framework's Intended Users?

The framework serves as a guide for pathways intermediary organizations and other stakeholders – including sector partners and funders – looking to create more equitable pathways ecosystems.

AUDIENCE	USES
Philanthropies	<ul style="list-style-type: none"><li>• Understand the components of an intermediary-led pathways ecosystem designed to produce equitable learner outcomes</li><li>• Inform investment</li></ul>
Building Equitable Pathways intermediary organizations and their sector partners	<ul style="list-style-type: none"><li>• Reflect on areas of strength and areas for growth</li><li>• Understand how other intermediaries operate</li></ul>
Field (intermediary organizations; the ecosystems these intermediaries operate in; and those that work with, invest in, and support intermediary organizations)	<ul style="list-style-type: none"><li>• Deepen understanding of how intermediary organizations and their sector partners can create equitable pathways ecosystems</li></ul>

## Considerations for the Framework

1. There is no expectation that intermediaries and sector partners will be engaged in all activities at one time or that they will have achieved all systems changes presented.
2. Individual organizational change needs to happen across multiple organizations for deep systems change in the pathways ecosystem that leads to better outcomes for learners.
3. Intermediaries may influence change among sector partners both directly and indirectly.
4. Sector partners may only be familiar with and engage in a portion of the work that intermediaries are leading. Similarly, intermediaries may only be familiar with and engage in a portion of the work that their sector partners are leading.
5. Intermediaries and their sector partners will not track all the learner outcomes presented in the framework. The identification or selection of learner outcomes will be informed by partnership priorities, local context, access to data, and other factors.



## TERMS AND DEFINITIONS

- **Equitable pathways:** The quality of pathways activities and system changes in working to disrupt organizational and institutional status quos and achieve fairness and justice for members of historically marginalized communities, including communities of color and low-income communities; the subsequent impact of these activities and changes in closing racial and socioeconomic gaps in education and career outcomes.
- **Intermediary/Pathways intermediary:** The non-profit organization, workforce development board, higher education institution, initiative within a larger organization, or other entity that provides leadership and management capacity to enable sector partners to execute their individual and collective roles in pathways programming. Pathways intermediaries sit at the center of an education and employment ecosystem, brokering partnerships and coordinating activities between K-12, postsecondary, and employers to increase equitable access to opportunities and paths to upward mobility for learners who are Black, Latine, and/or experiencing poverty.
- **Learners of color:** Individuals who identify as Black and/or Latino/a/x/e. Note: While the BEP initiative focused on learners of these two racial/ethnic backgrounds, the framework may apply to learners of other marginalized groups (e.g., Indigenous, Asian American and Native Hawaiian/Pacific Islander).
- **Learners experiencing poverty:** Individuals, ages 14-25 engaged in career and work-based learning pathways who experience difficulty accessing housing, food, health care, and other financial/wellness supports.
- **Pathways:** Sets of integrated, intentionally designed structures and supports for helping learners, regardless of their starting point, successfully navigate from high school to a career with upward mobility.
- **Pathways ecosystem:** The network of learners, frontline staff, system leaders, intermediary organizations, and sector partners who interact to advance their individual and collective interests.
- **Pathways programming:** The range of educational and career-related activities and supports that learners access and/or complete to obtain credentials and quality jobs.
- **Pathways system:** An intentionally designed sequence of aligned educational and work-based learning experiences that help learners explore, prepare for, and launch successful careers.<sup>1</sup>
- **Sector partner:** A sector-specific (e.g., K-12, postsecondary, workforce development, human services) individual or organization who works with the intermediary on pathways programming. For the Systems Changes section of the Equitable Pathways Intermediary Framework, “organization” refers to any entity (e.g., K-12 school, K-12 district, postsecondary institution, employer, non-profit organization, governmental agency) that is involved in the development, implementation, and/or funding of any pathways elements.
- **Systems change:** Shifts among the conditions—including structures, practices, policies, resource and communication flows, power dynamics, and mindsets—that produce educational and employment inequity. Systems changes should be in service to advancing equitable outcomes for learners through pathways. References to “learners” under the Systems Changes section of the Equitable Pathways Intermediary Framework relate specifically to learners who are Black, Latine, and/or experiencing poverty.



## THE EQUITABLE PATHWAYS INTERMEDIARY FRAMEWORK

### I. INTERMEDIARY ACTIVITIES

ACTIVITY	INTERMEDIARY ACTIVITIES <i>(highlighted rows with icon denote equity-specific activities)</i>
	<b>Data Collection &amp; Use</b> Intermediary uses data to inform pathways programming and assess learner outcomes
1	Intermediary uses local, state, and federal data sources <b>to understand trends, gaps, and opportunities for learner engagement</b> in local labor market pathways.
2	Intermediary uses local education and employment data <b>to inform shared goals, vision, and success measures</b> among sector partners.
3	Intermediary collects, processes, and analyzes local, state, and national education and labor market data <b>to inform and assess career pathways programming.</b>
4	Intermediary collects, processes, and analyzes programmatic and learner participation data <b>to inform and assess career pathways programming.</b>
5	When developing local labor market pathways, intermediary <b>applies understanding of the goals, assets, needs, and systemic barriers</b> faced by learners of color and learners experiencing poverty. 
6	Intermediary disaggregates sector data by race, ethnicity, and other relevant demographic characteristics <b>to identify needs and ensure career pathways have an equitable impact.</b> 
7	Intermediary <b>collects and elevates learner and sector stories and experiences</b> in career pathways programs.
8	Intermediary exchanges data with sector partners <b>to support learner development and monitor pathways progression.</b>
9	Intermediary <b>collects longitudinal learner data</b> , capturing learner movement throughout the pathways.



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	<b>Partnership Building</b> Intermediary builds trust, credibility, and strong working relationships with sector partners
10	Intermediary <b>communicates to sector partners the value of partnerships</b> across K-12, postsecondary, and employers in creating more equitable pathways. 
11	Intermediary <b>translates sector partner values, needs, and expectations</b> to facilitate cross-sector collaboration.
12	Intermediary <b>builds shared understanding about learner needs</b> and commitment to prioritize learners of color and those experiencing poverty. 
13	Intermediary regularly <b>assesses needs, progress, and satisfaction of sector partners about collaboration</b> with the intermediary and other sector partners.
14	Intermediary <b>establishes formal agreements with sector partners</b> (e.g., MOUs, data sharing agreements) that guide relationships and ways of working.






# THE EQUITABLE PATHWAYS INTERMEDIARY FRAMEWORK

## I. INTERMEDIARY ACTIVITIES

ACTIVITY	INTERMEDIARY ACTIVITIES <i>(highlighted rows with icon denote equity-specific activities)</i>
	<p><b>Pathways Design &amp; Delivery Support</b> Intermediary supports the development, refinement, and delivery of pathways programming by sector partners</p>
15	Intermediary works with sector partners to <b>develop career pathways programming recognized and supported by the state or locality.</b>
16	Intermediary works with sector partners <b>to include social-emotional and professional skill development in</b> career pathways programming.
17	Intermediary <b>incorporates input and feedback from employers</b> in the development of curricula, program design, and learner experiences.
18	Intermediary <b>incorporates input and feedback from learners and families</b> in the development of curricula, program design, and learner experiences. 
19	Intermediary <b>develops culturally responsive and equity-focused quality standards</b> for career pathways programming providers. 
20	Intermediary <b>elevates and shares best practices</b> regarding career pathways programming with sector partners.
21	Intermediary helps sector partners <b>identify job readiness competencies and onboarding processes</b> that support learner success in the workplace.
22	Intermediary <b>supports sector partners in implementation and troubleshooting</b> around career pathways programming. 
23	Intermediary <b>provides culturally responsive and equity-focused training</b> and technical assistance to sector partners. 
24	Intermediary <b>connects partners to human service providers</b> who can help learners successfully complete career pathways programs.
25	Intermediary helps sector partners <b>build structures or processes that support learners' transition</b> from one partner to the next.



## I. INTERMEDIARY ACTIVITIES

ACTIVITY	INTERMEDIARY ACTIVITIES <i>(highlighted rows with icon denote equity-specific activities)</i>
	<b>Policy &amp; Funding Advocacy</b> Intermediary cultivates a policy and funding environment that promotes equitable pathways
26	Intermediary <b>builds relationships with political and civic champions to increase public awareness and mobilize support</b> for career pathway policies.
27	Intermediary <b>lobbies and builds relationships with local and state policymakers.</b>
28	Intermediary <b>implements a policy agenda to change local, state, and/or federal policies</b> to improve equitable pathways for learners of color and learners experiencing poverty. 
29	Intermediary <b>elevates the voices, experiences, and perspectives of learners of color and learners experiencing poverty</b> to influence policymakers and policy advocates. 
30	Intermediary <b>develops culturally responsive and equity-focused quality standards</b> for career pathway programming providers.
31	Intermediary works <b>to align public and private funding to strategies</b> that advance equitable outcomes. 



## II. SHIFTS AMONG SECTOR PARTNERS AND IN THE PATHWAYS ECOSYSTEM

INDICATOR	ORGANIZATIONAL CHANGES (Note: All organizational changes are considered to advance equity)
	<p><b>Organizational Culture, Practice, and Policy Changes Elevate Education and Career Pathways and Greater Integration of School and Work.</b></p> <p>Changes in dispositions and beliefs of partner organizations about their role in or purpose of participating in education and career pathways; changes in internal policies, practices, and resources of partner organizations that expand access and increase learner participation in pathways</p>
<p><b>1</b></p>	<p>Individual organizations recognize that learners need both <b>academic and applied work experiences</b>.</p> <ol style="list-style-type: none"> <li>K-12 and postsecondary partners build in work experience as part of learning/curriculum.</li> <li>K-12 and postsecondary partners set a goal of preparing learners for the labor market.</li> <li>Employer partners believe they must take part in youth talent development in partnership with educators.</li> </ol>
<p><b>2</b></p>	<p>Individual organizations <b>articulate their responsibilities</b> in preparing young people for career pathways success.</p> <ol style="list-style-type: none"> <li>Employer partners describe themselves as co-producers of talent, rather than just consumers.</li> <li>Organizations recognize value for themselves and for others in participating in pathways efforts.</li> <li>Organizations identify Black and Latine youth and young people experiencing poverty as priority populations for their programs, services, and initiatives.</li> </ol>
<p><b>3</b></p>	<p>Individual organizations <b>increase learner access to work-based learning</b> opportunities through updating previous policies or implementing new internal policies.</p> <ol style="list-style-type: none"> <li>K-12 partners shift school schedules to normalize student participation in work-based learning.</li> <li>Postsecondary partners allow work experience to count toward credentials or degrees.</li> <li>Employer partners create ways to engage learners of all ages, including students in K-12 and postsecondary.</li> </ol>
<p><b>4</b></p>	<p>Individual organizations <b>modify their ways of working</b> to make pathways more equitable.</p> <ol style="list-style-type: none"> <li>Organizations publicly commit to equity in their mission, vision, and actions.</li> <li>Organizations align their strategic plans and/or priorities with the goals of the cross-sector pathways partnership.</li> <li>Organizations publicly publish outputs and outcomes of their work, by demographics such as race, ethnicity, gender, and geography.</li> <li>Organizations engage in organizational culture-shifting activities to shift mindsets about learners, such as toward asset framing.</li> <li>Organizations develop strategies to reduce disparities among learners of color and learners experiencing poverty.</li> <li>Organizations foster positive, culturally responsive learner experiences.</li> <li>Organizations commit to tracking student outputs or outcomes over time, disaggregated by race, ethnicity, gender, geography, and other characteristics.</li> </ol>





## II. SHIFTS AMONG SECTOR PARTNERS AND IN THE PATHWAYS ECOSYSTEM

5	<p><b>Learner voice is visible</b> in the design, implementation, and refinement of pathways.</p> <ol style="list-style-type: none"> <li>Organizations embrace learners as co-designers and partners, enabling youth voice to help shape culture, policy, and practice.</li> <li>Organizations identify effective ways to meaningfully engage and empower youth in the design and evaluation of pathways.</li> <li>Organizations regularly solicit and incorporate feedback from youth to ensure positive and culturally responsive learner experiences.</li> <li>Organizations have a youth or learner advisory council that provides guidance or input on strategy.</li> <li>Organizations shift operating procedures because of youth input.</li> </ol>
<b>INDICATOR ORGANIZATIONAL CHANGES</b> (Note: All organizational changes are considered to advance equity)	
	<p><b>Increases in Cross-organizational Collaboration Create Well-Defined Education and Career Pathways</b></p> <p>Changes in partnership and collaboration efforts among partner organizations that create a more aligned, cohesive, and equitable pathways ecosystem</p>
6	<p>Multiple organizations <b>within a sector develop shared goals and strategies</b> to increase coherence in local pathways.</p> <ol style="list-style-type: none"> <li>Organizations identify a well-defined outcome to which they hold themselves collectively accountable.</li> <li>Organizations identify Black and Latine youth and young people experiencing poverty as priority populations for their joint work.</li> <li>Leaders convene across organizations to discuss shared pathways work.</li> <li>Employers collaborate to develop an industry pathway rather than an individual employer pathway.</li> <li>Postsecondary campuses consolidate into a broader, coherent system.</li> <li>Organizations establish shared data systems.</li> <li>Organizations sign MOUs/agreements committing to their shared work.</li> </ol>
7	<p>Organizations <b>across sectors develop shared goals and strategies</b> to increase coherence in local pathways.</p> <ol style="list-style-type: none"> <li>Organizations identify a well-defined outcome to which they hold themselves accountable.</li> <li>Organizations identify Black and Latine youth and young people experiencing poverty as focus populations for their joint work.</li> <li>Organizations across sectors adopt coherent, aligned principles.</li> <li>Leaders convene across sectors to discuss shared pathways work.</li> <li>Organizations form intentional cross-sector partnerships with shared goals.</li> <li>Organizations set budgets based on shared cross-sector goals.</li> <li>Data systems are linked across organizations to track learner progress.</li> <li>Organizations use data from their own sector as well as others for continuous improvement.</li> <li>Organizations support learners during transition points.</li> <li>Organizations across sectors sign MOUs/agreements committing to their shared work.</li> </ol>
8	<p>Organizations <b>recognize or accept prior learning, credentials, and work experience</b> from other institutions or sectors.</p> <ol style="list-style-type: none"> <li>K-12 school and district partners count postsecondary courses, internships, apprenticeships, and other work-based learning toward graduation requirements.</li> <li>Postsecondary institutions establish articulation agreements to help students make smooth transitions across schools.</li> <li>Postsecondary partners evaluate prior work experience to count as credit toward a degree or credential.</li> <li>Employer partners recognize non-degree credentials, internships, apprenticeships, and other work experiences in hiring decisions.</li> </ol>




## II. SHIFTS AMONG SECTOR PARTNERS AND IN THE PATHWAYS ECOSYSTEM

INDICATOR	ORGANIZATIONAL CHANGES (Note: All organizational changes are considered to advance equity)
	<p><b>Changes in Resource Allocation and Funding Strengthen Education and Career Pathways</b></p> <p>Sector partners dedicate financial resources, staff, and other resources to better support pathways implementation and learners</p>
<p>9</p>	<p>Organizations <b>dedicate resources</b> toward supporting learners for career pathways success.</p> <ol style="list-style-type: none"> <li>Organizations allocate existing funding (including public, private, and in-kind resources) to support and sustain pathways.</li> <li>Organizations secure additional funding (including public, private, and in-kind resources) to support and sustain pathways.</li> <li>Organizations contribute resources (e.g., time, money, knowledge, social capital, networks, power) in support of pathways.</li> <li>Organizations hire dedicated staff that support students and apprentices.</li> <li>Organizations shift current job positions to support students and apprentices.</li> <li>Organizations designate mentors to support apprentices.</li> <li>Organizations provide stipends for learners to participate in pathways programming.</li> </ol>
INDICATOR	ECOSYSTEM CHANGES (Note: All ecosystem changes are considered to advance equity)
	<p><b>Public Policy Changes Facilitate Change across Sectors and Programs</b></p> <p>Changes in public policies influenced by career pathways ecosystem actors that expand opportunities for learners</p>
<p>10</p>	<p>Government partners or agencies <b>implement policies that incentivize sector partners to participate in pathways</b> for learners.</p> <ol style="list-style-type: none"> <li>Elected officials act on commitments to support pathways, including funding that incentivizes collaboration across sectors.</li> <li>Organizations receive funding based on their track record for supporting learners and enabling them to earn credentials and obtain good jobs.</li> </ol>
<p>11</p>	<p>Public <b>policies or legislation is passed that backs pathways</b> implementation.</p> <ol style="list-style-type: none"> <li>The intermediary-led partnership encourages the passage of a local, state, or federal policy change that will benefit learners of color and learners experiencing poverty.</li> <li>New local public policies addressing the pathways agenda for learners of color and learners experiencing poverty are implemented by systems or governments.</li> <li>Policy changes lead to scaling (i.e., expansion and/or deepening) of programs and services for learners of color and learners experiencing poverty.</li> </ol>







## II. SHIFTS AMONG SECTOR PARTNERS AND IN THE PATHWAYS ECOSYSTEM

INDICATOR	ECOSYSTEM CHANGES (Note: all ecosystem changes are considered to advance equity)
	<p><b>Public Narratives Focus on Learner Assets and the Need for Systems Changes</b></p> <p>Changes in public perceptions about learners of color and learners experiencing poverty and the broader system of access and opportunity as it relates to education and workforce development</p>
12	<p>Information and messages circulated among the public use a <b>systems and equity frame</b>, advocating for better education and workforce opportunities for learners of color and learners experiencing poverty.</p> <ol style="list-style-type: none"><li>The narrative about learners of color and learners experiencing is focused on assets, contributions, aspirations, and skills (rather than deficits).</li><li>Stakeholders use asset-oriented language to describe learners who are Black and Latine or experiencing poverty.</li><li>Youth or learner perspectives, voice, and stories are visible in public narratives.</li><li>Local media (e.g., newspapers, online platforms, television) highlight stories of structural barriers facing learners of color and learners experiencing poverty versus individual challenges or barriers.</li></ol>







### III. IMPROVED AND EQUITABLE LEARNER OUTCOMES

S=short-term (Achieved in ~ six months); L=long-term (Achieved in six+ months)

OUTCOME	LEARNER OUTCOMES – RATES IN THE COMMUNITY (Note: Improved and equitable learner outcomes diminish race and class as predictors of educational attainment and career success.)
 <b>EDUCATION</b>	
<b>1</b>	High school enrollment <sup>S</sup>
<b>2</b>	High school attendance <sup>S</sup>
<b>3</b>	Promotion and retention in high school <sup>S,L</sup>
<b>4</b>	Graduation from high school or high school equivalency <sup>S,L</sup>
<b>5</b>	Completion of college and FAFSA applications <sup>S</sup>
<b>6</b>	Enrollment in postsecondary education, particularly “college match” schools <sup>2,S</sup>
<b>7</b>	Promotion and retention in postsecondary education, including completion of gateway courses <sup>S,L</sup>
<b>8</b>	Completion of postsecondary education <sup>L</sup>
   <b>TRANSITIONS FROM EDUCATION TO WORK</b>	
<b>9</b>	Successful career transition after high school <sup>3,S</sup>
<b>10</b>	Awareness of work-based learning (WBL), career technical education (CTE), and other career and training opportunities <sup>S</sup>
<b>11</b>	Enrollment in WBL and CTE programs, including paid and unpaid internships, apprenticeships, and job shadows <sup>S</sup>
<b>12</b>	Enrollment in advanced and early college courses, including advanced placement and dual enrollment <sup>S,L</sup>
<b>13</b>	Enrollment in technical training programs, including certificate programs aligned with labor market demand <sup>S,L</sup>
<b>14</b>	Completion of WBL and CTE programs, including paid and unpaid internships, apprenticeships, job shadows, and production of digital portfolios of work <sup>4,S,L</sup>



### III. IMPROVED AND EQUITABLE LEARNER OUTCOMES

OUTCOME	LEARNER OUTCOMES – RATES IN THE COMMUNITY (Note: Improved and equitable learner outcomes diminish race and class as predictors of educational attainment and career success.)
   <b>TRANSITIONS FROM EDUCATION TO WORK</b>	
15	Industry-specific technical competency development <sup>5,5,L</sup>
16	Certifications or industry-recognized credential attainment <sup>L</sup>
17	Soft skills development <sup>6,5,L</sup>
 <b>EMPLOYMENT</b>	
18	Employment in lifetime or springboard jobs <sup>7,5,L</sup>
19	Wages post-graduation <sup>L</sup>
20	Professional and social network development that supports career advancement toward lifetime or springboard jobs <sup>L</sup>





## NOTES

<sup>1</sup> Adapted from JFF (2020). Intermediary Functions and Features in Pathways Systems <https://www.jff.org/resources/intermediary-functions-features-pathways-systems/>

<sup>2</sup> Education Strategy Group and Level Up (2020). From Tails to Heads: Building Momentum for Postsecondary Success. <https://edstrategy.wpengine.com/resource/from-tails-to-heads/>. Research shows that students who attend postsecondary institutions that match their academic preparation levels are more likely to persist in their college coursework.

<sup>3</sup> Gonzalez, N., Alberty, E., & Brockman, S. (2022). Education-to-Workforce Indicator Framework: Using Data to Promote Equity and Economic Security for All. Mathematica. <https://www.mathematica.org/publications/education-to-workforce-indicator-framework-using-data-to-promote-equity-and-economic-security>

<sup>4</sup> Digital portfolios of work completed is an example provided by HERE to HERE, Key Distinguishers: Key Features of Data and Accountability. <https://www.heretohere.org/about/about-key-distinguishers/key-distinguisher-data-accountability/>

<sup>5</sup> JFF (2019). Recommended Technical and Essential Employability Competences for College and Career Pathway Endorsements. [https://jfforg-prod-new.s3.amazonaws.com/media/documents/PWR\\_Report\\_4-16-19.pdf](https://jfforg-prod-new.s3.amazonaws.com/media/documents/PWR_Report_4-16-19.pdf)

<sup>6</sup> Examples include adaptability, conflict management, and teamwork/collaboration. See for example: Smith, E., Tsin, D., Rogers, E. (2019). Who Will Succeed in Tomorrow's Job Market? Bridging the Soft Skills Gap for a More Equitable Talent Pipeline. Urban Alliance. [https://theurbanalliance.org/wp-content/uploads/2019/10/UA\\_WP2019\\_Who\\_Will\\_Succeed\\_in\\_Tomorrows\\_Job\\_Market.pdf](https://theurbanalliance.org/wp-content/uploads/2019/10/UA_WP2019_Who_Will_Succeed_in_Tomorrows_Job_Market.pdf); JFF (2022c). The Power of Data: Advancing Equity-Centered Narratives. Podcast episode. Building Equitable Pathways podcast series. <https://podcasts.apple.com/us/podcast/the-power-of-data-advancing-equity-centered-narratives/id1613815107>

<sup>7</sup> Lamback, S., Gerwin, C., & Restuccia, D. (2018). When Is a Job Just a Job—and When Can It Launch a Career? The Real Economic Opportunities of Middle-Skill Work. Lifetime and Springboard Jobs. <https://jfforg-prod-new.s3.amazonaws.com/media/documents/ResumeDataBook6.pdf>



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