



Survey Instrument
June 2023

MENDING THE PATH

EQUITABLE PATHWAYS

INTERMEDIARY FRAMEWORK:

PARTNER SURVEY

EQUAL
MEASURE

FINDING
PROMISE

FUELING
CHANGE



SURVEY BASED ON THE EQUITABLE PATHWAYS INTERMEDIARY FRAMEWORK – INTERMEDIARY PARTNER

Name of the Intermediary

Date

ABOUT THIS SURVEY

This survey is based on the Equitable Pathways Intermediary Framework, which was designed to capture and distill essential activities of pathways intermediary organizations and the emergence of systems changes, including changes within partner organizations and in the local, regional, or state pathways ecosystem. The survey is organized into the following sections:

I. ABOUT YOU:

Questions 1-5. Information about your organization and your organization's relationship with the intermediary.

II. INTERMEDIARY ACTIVITIES:

Questions 6-9. The survey captures key activities associated with pathways intermediaries across four domains. Activities reflecting equitable practice are embedded within each domain:

- 1) Data Collection and Use
- 2) Partnership Building
- 3) Pathways Design and Delivery Support
- 4) Policy and Funding Advocacy

III. ORGANIZATIONAL CHANGES:

Questions 10-12. The survey captures organizational changes within partner organizations, categorized across three domains:

- 1) Organizational Culture, Practice, and Policy Changes
- 2) Increases in Cross-Organizational Collaboration
- 3) Changes in Resource Allocation and Funding

IV. ECOSYSTEM CHANGES:

Questions 13-14. The survey captures changes in the broader ecosystem through five distinct survey items across two domains:

- 1) Public Policy Change
- 2) Public Narrative Change



KEY TERMS

The following definitions may be helpful as you complete the survey.

- **Equity/equitable:** 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.
- **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.

I. ABOUT YOU

The following questions ask about you and your relationship with [Intermediary].

Q1 Approximately how long have you partnered with [Intermediary]?

Fewer than 6 months	1
6 months to 1 year	2
1-2 years	3
2-3 years	4
3+ years	5

Q2 How closely have you worked with [Intermediary] in the past year?

Not very closely	1
Somewhat closely	2
Closely	3
Very closely	4



Q3 What sector best describes your organization?

K-12 education	1
Postsecondary education	2
Employer or workforce	3
Government	4
Community-based organization	5
Funder or philanthropy	6
Other (please specify)	7

Q4 What sector best describes your organization?

Health and human services	1
Education	2
Workforce development	3
Community health	4
Other (please specify)	5

Q5 What best describes the primary role you play in your partnership with [Intermediary]?

I participate in the steering committee or leadership group convened by [Intermediary].	1
I participate in a working group, action network, or taskforce that is focused either on a specific activity (e.g., high school to postsecondary transitions, social-emotional skills) or in a council or group of similarly focused partners (e.g., workforce council, training providers).	2
I participate in a specified team that supports [Intermediary] and its partnership, such as a data committee, communications committee, or policy committee.	3
Other (please specify)	4



II. INTERMEDIARY ACTIVITIES

The following section lists a variety of activities that [Intermediary] might be conducting. For each activity, please **respond to two questions:** 1) the extent that it is important for [Intermediary] to conduct this activity, and 2) the extent that [Intermediary] conducts this activity well.

How *important* is it for [Intermediary] to conduct this activity?

- 1 Not important:
This is not an activity that I believe is necessary for [Intermediary] to conduct or lead.
- 2 Somewhat important:
It would be nice, but it is not important that [Intermediary] conducts or leads this activity.
- 3 Important:
This activity is a necessary role for [Intermediary].
- 4 Extremely important:
This activity is a critical role for [Intermediary].
- 0 I'm not sure:
I do not know how important it is for [Intermediary] to conduct or lead this activity.

How *well* does [Intermediary] conduct this activity?

- 1 Not at all:
[Intermediary] does not do this activity.
- 2 Somewhat well:
[Intermediary] does this activity, but there is room for improvement.
- 3 Well:
[Intermediary] is effective in carrying out this activity.
- 4 Very well:
[Intermediary] does this activity in an exemplary way.
- 0 I'm not sure:
I do not know how well [Intermediary] does this activity.

Q6 The following questions ask about your experience with [Intermediary]’s data work.



	How important is it for [Intermediary] to conduct this activity?					How well does [Intermediary] conduct this activity?				
	Not important	Somewhat important	Important	Extremely important	I'm not sure	Not at all	Somewhat well	Well	Very well	I'm not sure
[Intermediary] uses data (e.g., local education and employment data) to understand local labor markets and learner opportunities.	1	2	3	4	0	1	2	3	4	0
[Intermediary] collects data to assess partnership goals.	1	2	3	4	0	1	2	3	4	0
[Intermediary] utilizes local education and labor market data to inform and refine program design.	1	2	3	4	0	1	2	3	4	0
[Intermediary] incorporates the perspectives of learners of color and learners experiencing poverty when developing career pathways programming.	1	2	3	4	0	1	2	3	4	0
[Intermediary] collects and shares feedback from learners of color and learners experiencing poverty and their families about their experiences with career pathways programming.	1	2	3	4	0	1	2	3	4	0
[Intermediary] disaggregates data by race, ethnicity, and other relevant demographic characteristics to understand whether career pathways have an equitable impact.	1	2	3	4	0	1	2	3	4	0
[Intermediary] helps my organization use data to assess and monitor learner progress.	1	2	3	4	0	1	2	3	4	0
[Intermediary] collects longitudinal data about learners to understand how they progress through career pathways.	1	2	3	4	0	1	2	3	4	0

Q7 The following questions ask about your experience with [Intermediary]’s partnership building activities.



	How important is it for [Intermediary] to conduct this activity?					How well does [Intermediary] conduct this activity?				
	Not important	Somewhat important	Important	Extremely important	I'm not sure	Not at all	Somewhat well	Well	Very well	I'm not sure
[Intermediary] articulates the value of collaborating with education and industry partners.	1	2	3	4	0	1	2	3	4	0
[Intermediary] articulates a shared vision for enabling more learners of color and learners experiencing poverty to achieve educational and career success.	1	2	3	4	0	1	2	3	4	0
[Intermediary] helps my organization understand other organizations’ needs and expectations, and helps other organizations understand our needs and expectations.	1	2	3	4	0	1	2	3	4	0
[Intermediary] shares resources about supporting learners.	1	2	3	4	0	1	2	3	4	0
[Intermediary] solicits feedback on its partnership with my organization.	1	2	3	4	0	1	2	3	4	0
[Intermediary] solicits feedback about my organization’s relationships with other partners.	1	2	3	4	0	1	2	3	4	0
My organization has a formal partnership agreement (e.g., MOU, contract) with [Intermediary] that guides how our organizations work together.	1	2	3	4	0	1	2	3	4	0

Q8 The following questions ask about your experience with [Intermediary] designing and supporting education and career pathways.



	How important is it for [Intermediary] to conduct this activity?					How well does [Intermediary] conduct this activity?				
	Not important	Somewhat important	Important	Extremely important	I'm not sure	Not at all	Somewhat well	Well	Very well	I'm not sure
[Intermediary] designs career pathways programming for learners that result in a state/locally recognized credential or certificate.	1	2	3	4	0	1	2	3	4	0
[Intermediary] works with my organization to design career pathways programming that develops learners' social-emotional competencies.	1	2	3	4	0	1	2	3	4	0
[Intermediary] works with my organization to design career pathways programming that develops relevant technical or professional competencies.	1	2	3	4	0	1	2	3	4	0
[Intermediary] develops resources and/or trainings designed to support learners' readiness for employment experiences.	1	2	3	4	0	1	2	3	4	0
[Intermediary] designs career pathways programming for learners with input from local employers.	1	2	3	4	0	1	2	3	4	0
[Intermediary] designs career pathways programming for learners with input from learners of color, learners experiencing poverty, and their families.	1	2	3	4	0	1	2	3	4	0
[Intermediary] shares with my organization leading practices and/or resources for working with young people.	1	2	3	4	0	1	2	3	4	0

Q8 (continued)



	How important is it for [Intermediary] to conduct this activity?					How well does [Intermediary] conduct this activity?				
	Not important	Somewhat important	Important	Extremely important	I'm not sure	Not at all	Somewhat well	Well	Very well	I'm not sure
[Intermediary] is responsive to concerns or questions about implementing career pathways programs.	1	2	3	4	0	1	2	3	4	0
[Intermediary] designs pathways programs where the identity and experience of all learners, including learners of color and learners experiencing poverty, are considered and valued.	1	2	3	4	0	1	2	3	4	0
[Intermediary] provides training around supporting learners of color and learners experiencing poverty.	1	2	3	4	0	1	2	3	4	0
[Intermediary] connects my organization to human service providers to which we can refer learners.	1	2	3	4	0	1	2	3	4	0
[Intermediary] coordinates agreements or partnerships across the community to support learners through career pathways.	1	2	3	4	0	1	2	3	4	0

Q9 The following questions ask about your experience with [Intermediary] working to change the policy and funding environment to promote equitable pathways.



	How important is it for [Intermediary] to conduct this activity?					How well does [Intermediary] conduct this activity?				
	Not important	Somewhat important	Important	Extremely important	I'm not sure	Not at all	Somewhat well	Well	Very well	I'm not sure
[Intermediary] is advancing a policy agenda to support career pathways programs (e.g., to increase learner access, to address barriers that learners face).	1	2	3	4	0	1	2	3	4	0
[Intermediary] builds relationships with champions (e.g., policymakers, state officials, policy advocates) to build support for career pathways ecosystems.	1	2	3	4	0	1	2	3	4	0
[Intermediary] engages in efforts (e.g., lobbying, policy advocacy) to influence public policy.	1	2	3	4	0	1	2	3	4	0
[Intermediary] shares data and/or research with community leaders and decision makers to advocate for policy change.	1	2	3	4	0	1	2	3	4	0
[Intermediary] releases publications and/or public-facing reports that make the case for career pathways programs.	1	2	3	4	0	1	2	3	4	0
[Intermediary] uses social media or other outlets (e.g., newspapers, online platforms, television) to raise public awareness about the need for career pathways programs.	1	2	3	4	0	1	2	3	4	0
[Intermediary] includes experiences and perspectives of learners of color and learners experiencing poverty in policy advocacy efforts.	1	2	3	4	0	1	2	3	4	0

Q9 (continued)



	How important is it for [Intermediary] to conduct this activity?					How well does [Intermediary] conduct this activity?				
	Not important	Somewhat important	Important	Extremely important	I'm not sure	Not at all	Somewhat well	Well	Very well	I'm not sure
[Intermediary] partners with learners of color and learners experiencing poverty to elevate their experiences and perspectives in its communication efforts with the public.	1	2	3	4	0	1	2	3	4	0
[Intermediary] advocates for increased funding to support career pathways programs.	1	2	3	4	0	1	2	3	4	0
[Intermediary] influences the allocation of public funding toward organizations and efforts that advance equitable education and career outcomes.	1	2	3	4	0	1	2	3	4	0
[Intermediary] influences the allocation of private funding toward organizations and efforts that advance equitable education and career outcomes.	1	2	3	4	0	1	2	3	4	0

III. ORGANIZATIONAL CHANGES

The following questions ask about changes you observe or experience in your organization. Examples are provided for each question. Please indicate the extent to which the statement describes your organization well.

Q10 Culture, Practice, and Policy



	Examples	Does not describe us	Somewhat describes us	Describes us well	Describes us very well	I'm not sure
Our organization recognizes that learners need both classroom learning and applied work experiences to be career ready.	Engaging in organizational culture-shifting activities to shift mindsets about learners, such as toward asset framing; fostering positive, culturally responsive learner experiences; and developing strategies to reduce disparities among Black and Latine youth and young people experiencing poverty	1	2	3	4	0
Our organization articulates our responsibility in preparing learners for career pathway success	Identifying Black and Latine youth and young people experiencing poverty as focus population for programs, services, and initiatives; recognizing value in participating in broader pathways efforts; and employers shifting mindset to see themselves as co-producers of talent	1	2	3	4	0
Our organization updates previous policies or implements new internal policies to increase access for learners to participate to participate in work-based learning.	Shifting school schedules to facilitate work-based learning, providing credit for apprenticeships, and loosening requirements for bringing on apprentices	1	2	3	4	0
Our organization publicly commits to making career pathways more equitable.	Committing to equity in mission, vision, and action; aligning strategic plans and/or priorities with the partnership's goals; and publicly publishing outputs and outcomes of our work, by demographics such as race, ethnicity, gender, income, and geography	1	2	3	4	0
Our organization undergoes cultural change to become a more inclusive, empowering environment for learners.	Focusing on learners' strengths, rather than deficits; and interacting with learners in ways that respect their identities and backgrounds	1	2	3	4	0
Learner voice influences our organization's pathways-related strategy, operations, and/or programs.	Co-creating pathways programming with learners; having a youth or learner advisory council that provides guidance on strategy; and shifting operating procedures as a result of youth input.	1	2	3	4	0

Q11 Cross-organizational Collaboration



	Examples	Does not describe us	Somewhat describes us	Describes us well	Describes us very well	I'm not sure
Our organization collaborates with organizations within our sector to develop shared goals for creating equitable pathways.	Employer partners collaborating to develop an industry pathway; identifying learners of color and learners experiencing poverty as focus populations of joint work; and identifying a well-defined outcome for accountability	1	2	3	4	0
Our organization collaborates with organizations within our sector to develop shared strategies for creating equitable pathways.	Postsecondary campuses consolidating into a broader, coherent system; establishing shared data systems; and signing MOUs or agreements committing to shared work	1	2	3	4	0
Our organization recognizes or accepts prior learning credentials and work experience from other institutions or sectors.	K-12 school and district partners count postsecondary courses and work-based learning toward graduation requirements; postsecondary partners evaluating prior work experience to count as credit toward a degree or credential; and employer partners recognizing non-degree credentials, internships, and apprenticeships in hiring decisions	1	2	3	4	0
Our organization collaborates with organizations outside of our sector to develop shared goals for creating equitable pathways.	Organizations across sectors adopting coherent, aligned principles; forming intentional cross-sector partnerships with shared goals; and identifying learners of color and learners experiencing poverty as focus populations of joint work	1	2	3	4	0
Our organization collaborates with organizations outside of our sector to develop shared strategies for creating equitable pathways.	Having shared data systems linked across sectors; supporting learners during transition points across systems; identifying a well-defined outcome to which organizations across sectors hold themselves accountable; and signing MOUs or agreements committing to shared cross-sector work	1	2	3	4	0

Q12 Resource Allocation and Funding



	Examples	Does not describe us	Somewhat describes us	Describes us well	Describes us very well	I'm not sure
Our organization secures funding (e.g., public, private, and in-kind) to enable the implementation of pathways programming.	Allocating existing funding (including public, private, and in-kind resources), securing additional funding, and/or contributing resources (e.g., time, money, knowledge, social capital, networks, power) in support of equitable pathways; providing stipends to enable apprentices to commute to workplaces	1	2	3	4	0
Our organization dedicates staff or staff time to support learners' participation in pathways.	Hiring dedicated staff who support students and apprentices; shifting current job positions to support students and apprentices; and designating mentors to support apprentices	1	2	3	4	0

IV. ECOSYSTEM CHANGES

The following questions ask about changes you observe or experience in general. Examples are provided for each question. Please indicate the extent to which you agree with the statement.



Q13 Public Policy

	Examples	Strongly disagree	Disagree	Agree	Strongly Agree	I'm not sure
Government partners or agencies incentivize organizations to engage in pathways work through policy change or funding shifts.	Elected officials acting on commitments to support equitable pathways and organizations receiving funding based on their track record for supporting learners and enabling them to earn credentials and obtain good jobs	1	2	3	4	0
Local, state, or federal policies have passed that support equitable pathways development, implementation, refinement, and/or scaling.	New local public policies addressing the pathways agenda for Black and Latine youth and young people experiencing poverty are implemented by systems or governments; policy changes lead to scaling (i.e., expansion and/or deepening) of programs and services for Black and Latine youth and young people experiencing poverty	1	2	3	4	0

Q14 Public Narrative

	Examples	Strongly disagree	Disagree	Agree	Strongly Agree	I'm not sure
In messages and communications that I encounter, the strengths and assets of learners are emphasized, rather than their deficits or limitations.	The narrative about Black and Latine youth and young people experiencing poverty is focused on assets, contributions, aspirations, and skills (rather than deficits); stakeholders use asset-oriented language to describe learners who are Black and Latine youth and young people experiencing poverty	1	2	3	4	0
In messages and communications that I encounter, barriers to learners are framed as structural, rather than individual, challenges.	Local media, elected officials, and system leaders name structural racism in education and workforce systems as a root cause to learner outcome disparities	1	2	3	4	0
I see that young people have input on shaping public discourse on how to improve education and career pathways.	Young people are present in public conversations about improving education and career pathways; young people serve on advisories and decision-making committees focused on pathways	1	2	3	4	0



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