Survey Instrument
June 2023

MENDING THE PATH

EQUITABLE PATHWAYS INTERMEDIARY FRAMEWORK:
STAFF SURVEY

SURVEY BASED ON THE EQUITABLE PATHWAYS INTERMEDIARY FRAMEWORK – INTERMEDIARY STAFF

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.   INTERMEDIARY ACTIVITIES:

Questions 1-4. 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

II. ORGANIZATIONAL CHANGES:

Questions 5-7. 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

III. ECOSYSTEM CHANGES:

Questions 8-9. 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. INTERMEDIARY ACTIVITIES

Use the following definitions as a guide for your ratings.

How *important* is it for our organization to conduct this activity	How *well* does our organization conduct this activity?
1 Not important: This is not an activity that I believe is necessary for our organization to conduct or lead.	1 Not at all: Our organization does not do this activity.
2 Somewhat important: It would be nice, but it is not important that our organization conducts or leads this activity.	2 Somewhat well: Our organization does this activity, but there is room for improvement.
3 Important: This activity is a necessary role for our organization.	3 Well: Our organization is effective in carrying out this activity.
4 Extremely important: This activity is a critical role for our organization.	4 Very well: Our organization does this activity in an exemplary way.
0 I'm not sure: I do not know how important it is for our organization to conduct or lead this activity.	0 I'm not sure: I do not know how well our organization does this activity.

Q1 The following questions ask about your organization's data work.

	How important is it for our organization to conduct this activity?					How well does our organization 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
Our organization 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
Our organization collects data to assess partnership goals.	1	2	3	4	0	1	2	3	4	0
Our organization utilizes local education and labor market data to inform and refine program design.	1	2	3	4	0	1	2	3	4	0
Our organization utilizes participant data to inform and refine program design.	1	2	3	4	0	1	2	3	4	0
Our organization 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
Our organization 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
Our organization 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
Our organization helps partner organizations use data to assess and monitor learner progress.	1	2	3	4	0	1	2	3	4	0
Our organization collects longitudinal data about learners to understand how they progress through career pathways.	1	2	3	4	0	1	2	3	4	0

Q2 The following questions ask about your organization's partnership building activities.

	How important is it for our organization to conduct this activity?					How well does our organization 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
Our organization articulates the value of collaborating with education and industry partners.	1	2	3	4	0	1	2	3	4	0
Our organization 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
Our organization helps partners understand the needs and expectations of one another.	1	2	3	4	0	1	2	3	4	0
Our organization shares resources about supporting learners.	1	2	3	4	0	1	2	3	4	0
Our organization solicits feedback about partner organizations' relationships with each other.	1	2	3	4	0	1	2	3	4	0
Our organization has formal partnership agreements (e.g., MOU, contract) with its partners that guide how they work together.	1	2	3	4	0	1	2	3	4	0

Q3 The following questions ask about your organization designing and supporting education and career pathways.

	How important is it for our organization to conduct this activity?					How well does our organization 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
Our organization designs career pathwasy programming for learners that result in a state/locally recognized credential or certificate.	1	2	3	4	0	1	2	3	4	0
Our organization works with partner organizations to design career pathways programming that develops learners' social-emotional competencies.	1	2	3	4	0	1	2	3	4	0
Our organization works with partner organizations to design career pathways programming that develops relevant technical or professional competencies.	1	2	3	4	0	1	2	3	4	0
Our organization develops resources and/or trainings designed to support learners' readiness for employment experiences.	1	2	3	4	0	1	2	3	4	0
Our organization designs career pathways programming for learners with input from local employers.	1	2	3	4	0	1	2	3	4	0

Q3 (continued)

	How important is it for our organization to conduct this activity?					How well does our organization 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
Our organization 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
Our organization shares with partner organizations leading practices and/or resources for working with young people.	1	2	3	4	0	1	2	3	4	0
Our organization is responsive to concerns or questions about implementing career pathways programs.	1	2	3	4	0	1	2	3	4	0
Our organization 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
Our organization provides training around supporting learners of color and learners experiencing poverty.	1	2	3	4	0	1	2	3	4	0
Our organization connects partner organizations to human service providers to which they can refer learners.	1	2	3	4	0	1	2	3	4	0
Our organization coordinates agreements or partnerships across the community to support learners through career pathways.	1	2	3	4	0	1	2	3	4	0

Q4 The following questions ask about your organization working to change the policy and funding environment to promote equitable pathways.

	How important is it for our organization to conduct this activity?					How well does our organization 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
Our organization 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
Our organization 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
Our organization engages in efforts (e.g., lobbying, policy advocacy) to influence public policy.	1	2	3	4	0	1	2	3	4	0
Our organization 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
Our organization 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
Our organization 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
Our organization 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

	How important is it for our organization to conduct this activity?					How well does our organization 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
Our organization 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
Our organization advocates for increased funding to support career pathways programs.	1	2	3	4	0	1	2	3	4	0
Our organization 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
Our organization 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

II. ORGANIZATIONAL CHANGES

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

Q5 Culture, Practice, and Policy

	Examples	Does not describe them	Somewhat describes them	Describes them well	Describes them very well	I'm not sure
Our partner organizations recognize 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 partner organizations articulate their 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 partner organizations update previous policies or implement new internal policies to increase access for learners 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 partner organizations publicly commit 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 partner organizations undergo cultural change to become more inclusive, empowering environments 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 partner organizations' 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

Q6 Cross-Organizational Collaboration

	Examples	Does not describe them	Somewhat describes them	Describes them well	Describes them very well	I'm not sure
Our partner organizations collaborate with organizations within their 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 partner organizations collaborate with organizations within their 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 partner organizations recognize or accept prior learning credentials and work experience from other institutions or sectors.	K-12 school and district partners counting 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 partner organizations collaborate with organizations outside of their 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 partner organizations collaborate with organizations outside of their 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

Q7 Resource Allocation and Funding

	Examples	Does not describe them	Somewhat describes them	Describes them well	Describes them very well	I'm not sure
Our partner organizations secure 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 partner organizations dedicate 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

III. 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.

Q8 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; 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 leading 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

Q9 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 focusing on assets, contributions, aspirations, and skills (rather than deficits); stakeholders using asset-oriented language to describe 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 participating in public conversations about improving education and career pathways; young people serving on advisories and decision-making committees focused on pathways	1	2	3	4	0