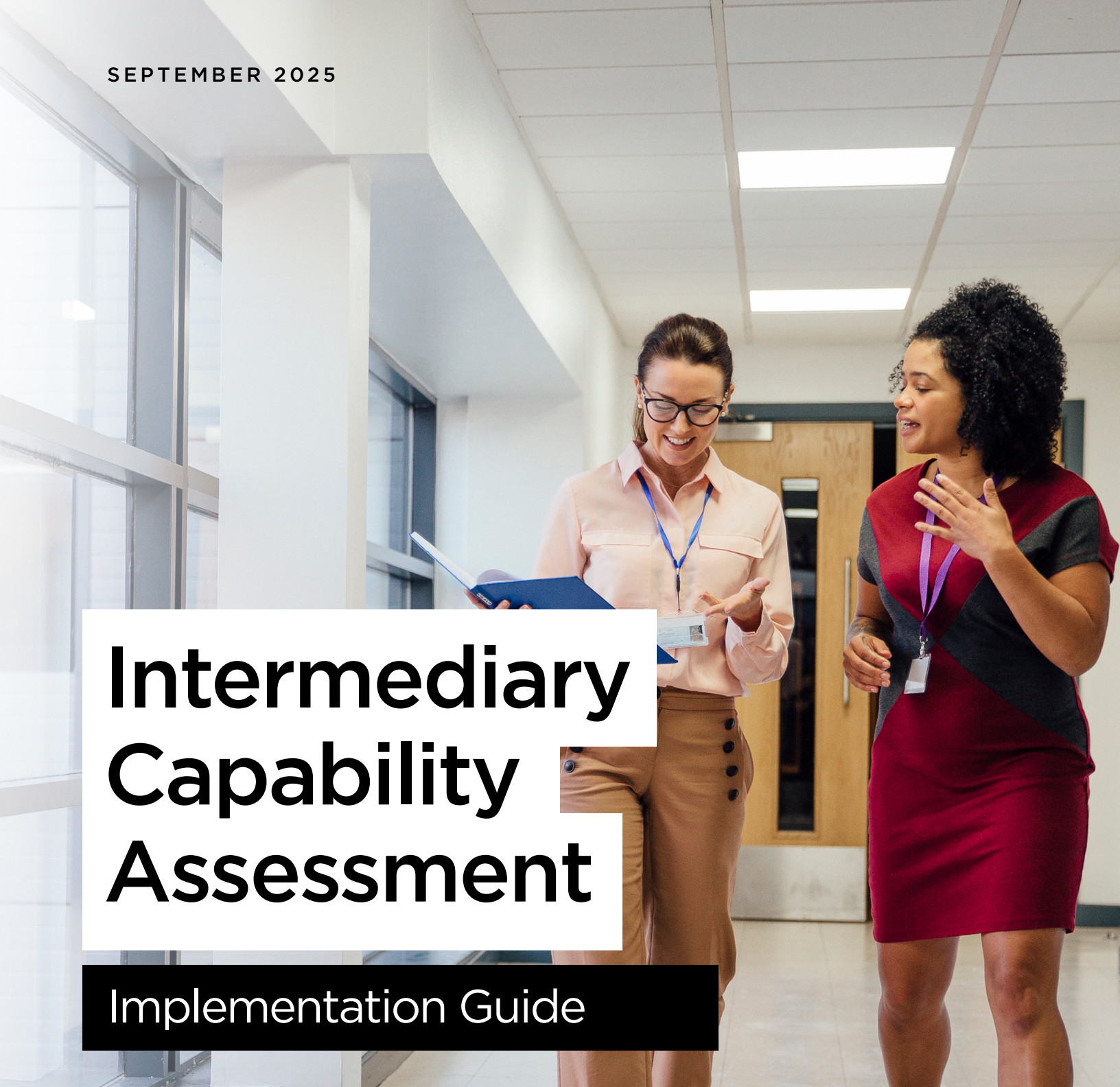


SEPTEMBER 2025

A photograph of two women in a modern office hallway. The woman on the left, wearing glasses and a light pink shirt, holds a blue folder and a small card. The woman on the right, wearing a red and grey dress, gestures with her hand while talking. They are both wearing lanyards with ID badges. The hallway has large windows on the left and a wooden door in the background.

Intermediary Capability Assessment

Implementation Guide

TORI CIRKS, BEN KALINA, AND GARRY DAVIS



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Administrators), the American Indian Higher Education Consortium, the American Association of State Colleges and Universities, the Association of Public and Land-grant Universities, Complete College America, the E3 Alliance, Every Learner Everywhere (Western Interstate Commission for Higher Education), *Excelencia* in Education, the Gardner Institute, Growing Inland Achievement, Jobs for the Future, MDRC, the Northwest Commission on Colleges and Universities, Strong Start to Finish (Education Commission of the States), and the UNCF.

We would also like to thank Melinda Karp at Phase Two Advisory for her contribution to the evidence base that informs the ICA, as well as Craig Roberts and Russell Cannon at the Gates Foundation for their ongoing guidance and feedback throughout the development of the ICA.

The *Intermediary Capability Assessment (ICA) Implementation Guide* provides intermediary organizations with a framework and a step-by-step process to guide self-examination of organizational capabilities to support colleges and universities through an institutional change process.¹

This guide is written for an intermediary organization, including a potential facilitator of the process for an intermediary, to learn about the intent, process, and outputs associated with ICA implementation. This guide includes the following:

- **Section 1.** Overview of the ICA and the ICA Process
- **Section 2.** Planning and Preparation Activities
- **Section 3.** Reflective Facilitation Activities
- **Section 4.** Continuous Improvement Action-Planning Activities

IN THE WORDS OF ONE INTERMEDIARY IN THE FOUNDATION'S POSTSECONDARY STRATEGY:

"The ICA has helped us build a muscle in terms of change management and gives us the opportunity to see how all these things come together. There is something really valuable about having everyone in the room and having the space and place to agree and disagree and learn how we see things differently."

The guide also includes appendices with tools and templates to support the implementation of the ICA process.

- [Appendix A. Intermediary Capability Assessment Framework and Rubrics](#)
- [Appendix B. Supplemental Activities](#)
- [Appendix C. ICA Work Plan Template](#)
- [Appendix D. Kickoff Meeting Agenda](#)
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Roll over the Background box to learn more.

¹ Although the ICA originally was developed through the lens of supporting higher education institutional networks through a transformation process, the process and its related resources and tools are applicable and adaptable for a wide range of intermediaries that support any type of change process.

² Bill & Melinda Gates Foundation. (n.d.). *Transformation intermediaries*. <https://usprogram.gatesfoundation.org/news-and-insights/usp-resource-center/resources/transformation-intermediaries>

SECTION 1

Overview of the ICA and ICA Process

Purpose of the ICA

The ICA is a reflective process, anchored in the ICA Framework, which offers a common language of key capabilities that intermediaries leverage to support institutional transformation effectively. The ICA provides a method for intermediaries to self-assess and reflect on their existing organizational capabilities to inform organizational development and continuous improvement efforts. If an intermediary implements the ICA more than once, the ICA can also help the intermediary track progress in building capabilities over time.

The guiding assumptions that inform the ICA process stem from the potential of data-based reflection and action planning as understood through the perspectives of multiple intermediary key constituents (e.g., programmatic leaders, staff, partners) working toward a common goal.

The ICA process structures an opportunity for intermediary organizations to accomplish the following:

- Take a step back from day-to-day activities, engage in meaningful conversation about the organization’s current work, and plan for future improvement efforts.
- Reflect on how effective institutional change support may differ from current strategies used to support individual initiatives.
- Build new knowledge of organizational strengths and areas for improvement that can yield direct benefits for the organization and the institutions and/or partners it supports.
- Allow colleagues at the intermediary organization to share insights and question processes, ideas, or assumed knowledge within the context of continuous improvement planning.

EXHIBIT 1. GUIDING ASSUMPTIONS

There are a **set of capabilities** that intermediaries leverage to support networks through an institutional change process.

Understanding the current status of these capabilities enables intermediaries to:

- Identify areas of strength to leverage impact
- Identify areas for further development to improve supports.

Taking action through professional learning, organizational change, and continuous improvement improves an intermediary’s functioning.

Intermediaries with more developed capabilities can support institutional change efforts more effectively.

SECTION 1

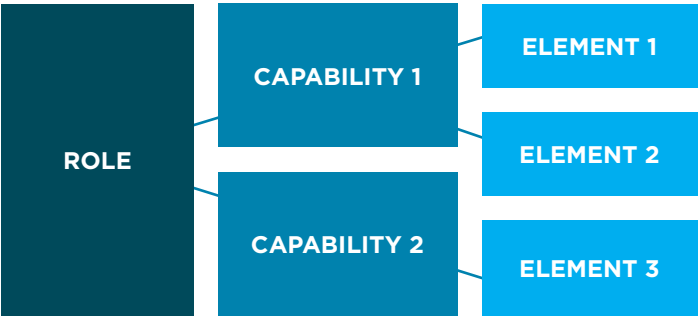
Overview of the ICA and ICA Process

ICA Framework

The ICA Framework reflects a working theory of the capabilities that intermediaries need to support networks of institutions or service providers. The content reflects aspects informed by prior literature as well as lessons based on the foundation’s work with intermediaries as part of their postsecondary success strategy. It does not articulate every capability or discrete skill an organization might employ in service of managing networks focused on supporting institutional change. Instead, it offers a common set of capabilities that intermediaries may need to develop to support institutions effectively.

The framework is structured to include three levels: **Roles**, **Capabilities**, and **Elements** (Exhibit 2). Each of the three Roles operates at the most comprehensive level and offers broad insight into an organization’s operations. The next level includes multiple Capabilities that combine to form a Role. The third level, Elements, is the most discrete and supports discussions on individual topics within a Capability. Therefore, multiple

EXHIBIT 2. ICA FRAMEWORK LEVELS



Elements serve to provide a picture of strengths and areas of growth for broader Capabilities. Similarly, multiple Capabilities roll up together to offer insight into the strengths and areas for growth at the Role level. Exhibit 3 provides an overview of the ICA Framework Roles and Capabilities. Appendix A provides a more detailed description of the Capabilities and Elements and includes the developmental rubrics for each Element.

EXHIBIT 3. ICA FRAMEWORK OVERVIEW

Roll over the Roles below to learn more.

SECTION 1

Overview of the ICA and ICA Process

ICA Process

Whereas the ICA Framework provides a shared language of the common capabilities of effective intermediaries, the ICA process offers a team-based approach to assess and discuss current capabilities in order to identify and apply the findings that support the development of those capabilities. The ICA process includes three primary phases: **data collection**, **sensemaking**, and **action planning**. Together, these activities support an understanding of an intermediary's strengths and areas for growth that translates into actionable next steps that can be applied immediately (e.g., policy changes, filling staffing gaps, systems integration). In this section, we provide an overview of the process; the following sections (Planning and Preparation Activities,

Reflective Facilitation Activities, Continuous Improvement Action-Planning Activities) provide more detail.

The ICA process is adaptable, allowing intermediaries to determine the appropriate level of engagement to meet their goals and accounting for their internal capacity to implement the process. There are core activities that apply to any context and supplemental activities that can be included to provide a more nuanced picture of intermediary capabilities.

This guide focuses on the core activities; however, Appendix B provides additional information about how organizations can incorporate some of the supplemental activities into their ICA process and the considerations informing whether to include them.

EXHIBIT 4. ICA PROCESS

Roll over the phases below to learn more.



SECTION 2

Planning and Preparation Activities

Develop High-Level Goals and Articulate the Value of Participation

The first step before undertaking the ICA is to identify and reflect on how participation in the ICA process fits into the organization's current and future strategies for supporting institutional transformation.

- What is the goal of engaging in the ICA process (e.g., strategic planning, staff development)?
- How will the results be used and shared (e.g., internal and/or external facing, via discussions vs. formal report)?
- How can the ICA integrate with or support strategic planning or similar development processes?

Being able to articulate the value of engaging in the ICA process will help with communicating the concrete organizational and network benefits and identifying the team members and perspectives to include.

Equally important is the consideration of who should facilitate the ICA process to counter potential bias or power dynamics. An outside consultant or a skilled facilitator from another team within the organization can give ICA respondents the opportunity to engage thoughtfully in all aspects of the ICA without the burden of being concerned about who is analyzing the data or structuring reflection opportunities. The facilitator should also have time to prepare materials and organize sensemaking for the entire team.

Determine Which ICA Activities Align With Goals

Once the goals for the ICA have been identified, the next step is to determine whether those goals can be met using the core activities or whether supplemental activities are necessary or desired for some or all of the phases of the ICA.

Here are some general considerations for determining which, if any, supplemental activities include:

- The timeline for the process in order to determine opportunities to use supplemental activities

- The depth of relationships with network partners and/or institutions to include voices beyond organizational staff
- The internal organizational capacity to collect and analyze data
- The interest in or ability to work with an objective external consultant or learning partner (e.g., facilitator) to collect and analyze data



DATA COLLECTION ACTIVITIES

The core data collection activity is the ICA Self-Assessment Survey which is administered to intermediary staff to capture perspectives on the current status of organizational capabilities. Four types of supplemental activities relate to data collection:

- **Document Review.** Document review entails the collection and discussion of key documents (e.g., resources, tools) most commonly used by staff in their work supporting networks. Documents provide tangible evidence of intermediary capabilities and can serve as capacity-building progress measures (e.g., from no theory of action to a clearly articulated theory of action).
- **Interviews/Focus Groups.** Interviews and focus groups provide an opportunity to expand on the survey results and help yield additional information, evidence, and context related to the organization's capabilities and their alignment with the ICA Framework. Interviews should include participants who complete the self-assessment survey and offer an opportunity for participants to elaborate on their perspectives. Focus groups can provide a venue for capturing multiple self-assessment participant perspectives at once, although individual interviews are recommended because they afford participants time to share individual perspectives that are not influenced by others.
- **Social Network Analysis.** Social network analysis (SNA) is the process of mapping relationships and analyzing the structure of networks and the potential influence of different actors. Research suggests that the way in which collaborative relationships are structured may have significant implications for what networks can accomplish, and SNA can be a key tool in capturing what those relationships look like and how they develop. SNA can be a preferred method to capture insights from several participants at once because any variation on network participant roles can be included.
- **Expanded Participation in Data Collection.** Organizations may want to consider expanding participation in data collection to include network partners and/or institutions to provide an external perspective on organizational capabilities. Organizations can ask network partners or institutions to complete the survey, participate in focus groups/interviews, or contribute to the SNA to gain a comprehensive picture of the structure and strength of relationships within the network.



SENSEMAKING ACTIVITIES

The core sensemaking activity is the sensemaking meeting which provides a space for collaborative and reflective discussion of the results of data collection activities. Three types of supplemental activities are related to sensemaking:

- **Multiple Meetings.** This guide is written with the assumption that organizations may have limited time to devote to the ICA process. Although the sensemaking meeting is designed to be completed in 4 hours, organizations may want to extend the time and break the meeting into multiple sessions, with each providing focused time for every Role or Capability. Four hours is the minimum amount of time recommended to be allocated for sensemaking.
- **Expanded Participation in Sensemaking.** Organizations may want to consider expanding participation in sensemaking to include network partners or the institutions to help triangulate findings and/or deepen understanding of perceived organizational capabilities. Network partners or institutions can participate with team members in the sensemaking meeting, or organizations may consider facilitating a meeting focused only on diving into participant-specific feedback and perspectives.
- **Sensemaking Report.** Organizations may want to formalize the meeting notes from the sensemaking meeting and develop a report to share more broadly within the organization or with network partners or the institutions they are supporting.

ACTION-PLANNING ACTIVITIES

The core action-planning activity is the development of an action plan focused on continuous improvement of intermediary capabilities. There are two types of supplemental activities related to action-planning:

- **Expanded Participation in Action Planning.** Organizations may want to consider expanding participation in action planning to include network partners in their institutional change work. They may also consider the institutions they are supporting to leverage their experience and expertise to identify areas on which to focus organizational development. Organizations can facilitate a joint action-planning session and/or provide action plans to network partners or institutions for review and feedback as part of the development process.
- **Progress Monitoring.** Organizations may want to consider developing a process to monitor progress against the action plan and a cadence by which to capture and reflect on progress.

Planning and Preparation Tools and Resources

- [Appendix B. Supplemental Activities](#)
- [Appendix C. ICA Work Plan Template](#)



Identify the Staff Who Should Participate

Intermediary organizations often have many team members who contribute to work with institutions or partners. Based on the high-level goals for participation in the ICA, the ICA facilitator should identify staff to include in the process who represent multiple perspectives, roles, and experiences within the organization.

In general, there are three categories of organization staff to consider:

- **Programmatic Staff.** Staff involved in the day-to-day work related to the organization's institutional change work, such as project directors, consultants, and support staff.

- **Leadership.** Staff who provide overall organizational leadership, such as presidents, vice presidents, and division leadership.
- **Infrastructure Staff.** Staff from key infrastructure units such as human resources, communications, and finance.

The ICA does not require a specific number of staff for participation, but generally at least five individuals are needed to ensure that multiple perspectives are included. It is preferable that staff be relatively evenly distributed among these three categories, although that will depend on an organization's structure and size.

Develop the ICA Timeline

The time frame to complete the core activities of the ICA process varies but in general, it occurs over a 2- to 4- month time span. Although the completion of the ICA Self-Assessment Survey itself can be fairly quick (e.g., 1 or 2 weeks), the other core activities of sensemaking and action planning require timebound, thoughtful preparation and execution. In addition, the time frame will reflect the extent to which any supplemental activities are included.

Completion of the ICA process can be sequenced to align with:

- Identified core and supplemental activities
- Staff availability and workflow
- Organizational readiness for inquiry and action planning

Appendix C provides a template that can be used to develop the ICA timeline.

SECTION 3

Reflective Facilitation Activities

Facilitate Kickoff Meeting to Prepare Staff to Participate

After the ICA planning process is complete, it is time to put that plan into action. The four facilitation activities include facilitating the kickoff meeting, administering the survey, summarizing survey responses, and facilitating the sensemaking meeting (see Exhibit 5).

Because this process will be new to participating team members, invest effort in the following:

- Helping staff recognize the value of investing time and energy in the process
- Discussing the plans, timelines, expectations, and potential outcomes
- Understanding how the results will inform action-planning priorities
- Reviewing the ICA Framework and ICA process

This preparation can be done asynchronously through email communications; however, the recommended method is to conduct a kickoff meeting with the team to review the process, supporting materials, and planning documents for the ICA and clarify any questions related to the ICA process and ICA Framework.

Appendix D contains a sample agenda for the kickoff meeting.

EXHIBIT 5. THE FOUR FACILITATION ACTIVITIES

ACTIVITY	FACILITATOR ROLE	RELATIVE TIME INVESTMENT
Kickoff meeting	Lead discussion, provide overview of ICA Framework, and discuss timeline going forward	60 minutes
Administering the ICA Survey	Distribute ICA survey and collect ICA survey responses	2 weeks
Summarizing ICA Survey responses	Download and complete the Survey Report Template with the ICA survey responses collected	1 week
Sensemaking meeting	Lead discussion, review ICA Survey Report, discuss ICA capabilities, and identify next steps for action planning	4 hours



Administer the ICA Self-Assessment Survey

The ICA Self-Assessment Survey includes 35 questions, one for each Element in the ICA Framework. The survey generally takes 30 to 45 minutes to complete based on a team member's role and the extent to which comments are provided for item ratings. Respondents do not have to answer questions that fall outside their role and/or understanding.

To complete this step:

- Program the survey in a format that is easily disseminated and that facilitates data collection and analysis (e.g., online survey tool).
- Adapt the introduction and instructions for the survey to fit the organization's needs and context, and include a reminder that respondents can add rationales, questions, and/or wonderings to the comments section for each question if it will support data analyses or sensemaking discussion.
- Send an individual online survey link to each team member to ensure the confidentiality of responses; include a PDF version of the survey items so team members can review them before or while completing of the online survey.
- Provide a deadline for responses, typically within 1 or 2 weeks.
- Monitor the response rate and send reminders as necessary.

Facilitation Tools and Resources

- [Appendix D. Kickoff Meeting Agenda](#)
- [Appendix E. ICA Self-Assessment Survey](#)
- [Appendix F. Survey Report Template](#)
- [Appendix G. Sensemaking Meeting Agenda](#)
- [Appendix H. Sensemaking Meeting PowerPoint Template With Facilitation Notes](#)



Summarize Survey Responses

Once the survey administration window has closed, the next step is for the facilitator to prepare a summary report that translates the results in a way that will support the team's engagement in the sensemaking meeting. Survey results disclose both divergent opinions and levels of agreement that afford rich opportunities for valuable discussion and sharing.

Reflection can occur on several levels.

- Role-level data offer insight into the larger areas of intermediary operations and serve as a global snapshot of high-level strengths and areas for development.
- Capability-level data offer more nuanced insights into how team members understand the various capabilities required to strengthen intermediary operations.
- Element-level data highlight specific activities that contribute to Capability and Role scores.

Once all survey data are available, respondents should individually review and reflect on results as shared by the facilitator before the sensemaking meeting. Allow time for the facilitator to prepare this report, which summarizes survey results (including the range of scores as well as average scores) and themes from survey comments. Be sure any kind of identifying information inadvertently included in summarized survey comments has been removed to ensure anonymity.

Most online survey tools have an embedded function that provides some level of data analysis and visualization. Appendix F provides instructions on how to access a PowerPoint® report template to adapt and use.

Appendix F provides instructions on how to access a PowerPoint® report template to adapt and use.



Facilitate the Sensemaking Meeting

The ICA process often represents the first opportunity for teams to reflect together on intermediary capabilities. Prioritizing time for facilitated discussion and sensemaking gives team members the opportunity to share authentic insights; question processes, ideas, and assumed knowledge; and begin to contemplate continuous improvement planning for the intermediary and the network served. In addition, sensemaking:

- provides data based on individual experiences to guide and shape conversations;
- surfaces notable differences in understanding and awareness of intermediary capabilities based on positions, levels, and access to information;
- reveals hidden assumptions that may not otherwise surface; and

- offers an opportunity for the team to step back from day-to-day activities and engage in meaningful conversation about the intermediary's current network efforts and plan for future improvements.

Although the sensemaking meeting represents a moment in time, the real value of the structure is to support a new kind of conversation that will continue after the formal meeting ends. The steps for preparing, facilitating, and documenting the results of the sensemaking meeting are presented below.

Appendix H includes a sample agenda for the sensemaking meeting.

EXHIBIT 5. SENSEMAKING MEETING PROCESS

Roll over the steps below to learn more.



SECTION 4

Continuous Improvement Action-Planning Activities

To translate learning and discussion from the sensemaking meeting, the third component of the ICA process focuses on the development of an action plan. Action planning begins during the sensemaking meeting and is formalized after the meeting.

The purpose of the action plan is to identify and prioritize strategic capability-building objectives that can be realistically addressed within a reasonable time frame, such as within the next 12 months. Implementing the action plan requires a sustained investment of time from multiple staff members, so organizations may find it ideal to identify no more than three to five capability-building objectives to ensure that staff have the time and resources to execute the action plan.

Identify Strategic Capability-Building Objectives

During the sensemaking meeting, teams have the opportunity to discuss strengths and areas for improvement related to key intermediary capabilities. The ultimate outcome is to identify strategic capability-building objectives around which to form an action plan.

There are many different tools and activities that can frame and guide action-planning conversations. In this guide, we provide information on three tools (i.e., appendices J, K and L) to guide the team's action planning. An intermediary should consider its specific needs and resources when determining whether to use one of these tools or a different approach to support this effort. These tools are offered as potential supports, but the ICA does not depend on any specific analysis tool. Rather, intermediaries should use the learnings garnered through the ICA to engage with an analysis tool and/or process to identify capability-building

priorities. Regardless of the tools or activities used, considerations should include the following:

- Which **Capabilities or Elements** will have the greatest impact on the intermediary's ability to be successful in supporting institutional transformation?
- Over which **Capabilities or Elements** does your team have agency—or the ability—to influence the quality of outcomes?
- Which **Capabilities or Elements** might require external expertise to build? Who can provide that expertise?
- Which **Capabilities or Elements** is your team already working on, or which do they have a plan for addressing?



ACTION PLANNING TOOLS

Capacities Checklist. The Capacities Checklist (Appendix J) is a tool that can be used to compare the current state of multiple programs or initiatives to help determine a “best fit.” The checklist provides an opportunity to reflect on an intermediary’s capacity to address or adopt various practices, the underlying principle being that activities should align identified needs with the capacity to complete them. This also creates the opportunity to begin thinking about how to develop capacities that are necessary but currently absent or not functioning at the optimal levels needed for success.

Force Field Analysis. A force field analysis (Appendix K) is a technique commonly used in root-cause analysis work. Force field analysis provides the opportunity to brainstorm and then assess the potential forces that either help achieve desired change (e.g., driving) or prevent it from happening (e.g., restraining). Driving forces apply pressure to move toward change or new goals; restraining forces apply pressure to remain in place or return to older goals.

SWOT Analysis³. A SWOT (strengths, weaknesses, opportunities, and threats) analysis tool is provided in Appendix M. SWOT analysis is a technique for accessing what your organization does best now (strengths), where it has room to improve (weaknesses), what resources are at your disposal (opportunities), and what challenges you may face as you improve (threats). The tool provides you with a place to ask questions and identify what internal and external factors will influence your goals.

³ Renault, V. SWOT analysis: Strengths, weaknesses, opportunities, and threats. CommunityToolBox. <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>



Develop an ICA Action Plan

After identifying strategic capability-building objectives, the facilitator should help the intermediary develop an action plan to document the vision for capability building; a specific plan for achieving that vision; and the intended engagements with staff, network partners, and/or institutions. If possible, limit the number of capability-building areas for the action plan to less than five to keep activities realistic and timebound. Each team member assigned to a capability-building area of the action plan should contribute to the scoping of potential project plans. The assigned teams should consider the purpose of the project, key activities to be included, and proposed budgets and timelines for engagement. Teams should also build in multiple points during the project scope when they will assess the status of the project and changes that may be required to meet established goals.

Within the action plan, teams should, at a minimum, include the following:

- **Goal(s).** Goal(s) related to strategic capability-building objective
- **Action Steps.** Specific steps to achieve goal
- **Leadership.** Person(s) responsible for leading each action step
- **Resources.** Resources required (e.g., people, time, materials, funding)
- **Indicators of Success.** Criteria, method, and/or evidence of success
- **Time Frame.** Time range or deadline

[Appendix M](#) provides an ICA Action-Planning Template that you can adapt and use.

Share the Action Plan and Celebrate Your Team

Take time to celebrate and acknowledge the accomplishments realized by engaging in and completing the ICA process. Recognize participants for their time and contributions to the important, ongoing work of both internal and network improvement.

Conclusion

This implementation guide aims to help intermediaries engage in a continuous improvement process using the ICA content and process.

Whether a continuous improvement process already exists or use of this guide represents the launch of one, we hope that the ICA can support both the intermediary operations and network refinement.

Because the ICA process may represent the initial reflective experience for an intermediary or individual team members, it may take more time to explain the goals, rationale, and value of engagement in this process at the front end. In addition, team members may vary in their comfort levels with acknowledging hidden assumptions or describing their awareness and understanding of specific components of the work. That is to be expected, and it can best be supported through ongoing transparent communication, measured external facilitation, and by highlighting the value that internal dialogue produces for continuous improvement goals. It is also worth noting that intermediaries often find the greatest

value in the ICA during a second or third round of implementation. Each intermediary will need to determine whether, and how often, the ICA process can be administered with team members. As context, for work related to the Gates Foundation's postsecondary strategy, the ICA was administered annually for up to 4 years. Whether an intermediary experiences the process only once or has multiple years of follow-up, it is critical to communicate with team members about how processes for identifying action-planning priorities are unfolding to promote staff involvement in future continuous improvement efforts

Should you have any questions, you can reach out to **Ben Kalina** (bkalina@air.org) or **Garry Davis** (gdavis@air.org) at the American Institutes for Research.

Appendix A

Intermediary Capability Assessment Framework and Rubrics

 Oversee Network Design and Operations	 Motivate and Drive Change	 Manage Knowledge
RELATIONSHIPS AND ENGAGEMENT NETWORK MANAGEMENT STUDENT CENTERED FOCUS	RECRUITMENT AND MOTIVATION COACHING AND ENGAGEMENT NEEDS ASSESSMENT NETWORK COLLABORATION	BEST PRACTICE AGGREGATION AND ACCESS DATA ANALYSIS AND CONTINUOUS IMPROVEMENT

Intermediary Capability Assessment Framework

Introduction

The ICA Framework is comprised of three *Roles* which describe key approaches in supporting institutional change. Each Role has an associated set of Intermediary Capabilities that reflect key intermediary activities or capacities. Each Intermediary Capability is measured by one or more Elements.

The ICA Framework reflects a working theory of the capabilities intermediaries need to effectively support networks of providers and institutions based on the learnings from the foundation's postsecondary success strategy. It does not articulate every capability or discrete skill an organization might employ in service of supporting institutions. Instead, it offers a common and focused set of capabilities informed by evidence and practical application to effectively support institutions and engage partners across a postsecondary ecosystem.

The framework is structured to include three levels of focus. Each of the three Roles operate at the most comprehensive level and offer broad insight about an organization's operations. The next level includes multiple Capabilities that combine to form a Role. The third level of Elements is the most discrete and captures data on individual topics within a Capability. Therefore, multiple Elements serve to provide a picture of how a Capability is functioning. Similarly, multiple Capabilities roll up together to offer insight into the functioning of a Role. Exhibit X provides an overview of the ICA Framework Roles and Capabilities. Appendix A provides a more detailed description of the Capabilities and Elements and includes the developmental rubrics for each Element.

- The ICA Framework is comprised of four **Roles** and a set of **Cross-cutting Enablers**.
- Each role has an associated set of **Intermediary Capabilities** that reflect key Intermediary activities or capacities.
- Each Intermediary capability is measured by one or more **Elements**.

ICA Framework Structure

High-level Overview

Oversee Network Design and Operations	Motivate and Drive Change	Manage Knowledge
Relationships and Engagement	Recruitment and Motivation	Best Practice Access and Aggregation
1. Network Membership 2. Member Engagement 3. Shared Vision and Common Goals	15. Message Development 16. Communication Methods 17. Change Agent Engagement 18. Motivation for Action 19. Commitment to Action	31. Network Information 32. Learning Synthesis
Network Management	Needs Assessment	Data Analysis and Continuous Improvement
4. Network Operations 5. Strategic Talent Recruitment 6. Talent Development 7. Financial Management 8. Financial Stability	20. Resource and Service Needs 21. Readiness Assessment 22. Need Articulation	33. Data Administration 34. Network Needs and Performance Monitoring 35. Network Continuous Improvement
Student Centered Focus	Coaching and Engagement	
9. Respectful Working Environment Practices 10. Student-Centered Expertise 11. Programmatic Focus Based on Student Needs 12. Network Partnerships Based on Student Needs 13. Student Voice 14. Student-Centered Language	23. Theory of Action 24. Evidence-based Practices 25. Knowledge and Skills to Manage Change 26. Structures and Processes to Support Change 27. Sustainability of Institutional Change	
	Network Collaboration	
	28. Network Interaction and Connections 29. Co-Generation Within the Network 30. Value of Network Participation	



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Relationships and Engagement

Network Membership

Define and use criteria for network membership that prioritize student-centered outcomes for all students, including any prioritized student populations [as identified by the organization].

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has developed criteria for network membership that prioritize student-centered outcomes for all student populations.	The intermediary is beginning to develop criteria for network membership that prioritize student-centered outcomes for all student populations.	The intermediary has developed criteria for network membership that all student-centered outcomes for all student populations, but use of the criteria in its recruitment strategy is limited or inconsistent.	The intermediary consistently uses criteria for network membership that all student-centered outcomes for all student populations in their recruitment efforts.	The intermediary consistently applies its criteria for network membership, regularly assesses the effectiveness of its overall recruitment strategy, and monitors the composition of network members to ensure alignment to the criteria.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Relationships and Engagement

Member Engagement

Provide opportunities for meaningful engagement in network activities and communicate expectations for participation.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has developed expectations for participation or provides opportunities for meaningful engagement in network activities.	The intermediary has developed expectations for participation in network activities.	The intermediary has communicated expectations for participation but provides limited or inconsistent opportunities for meaningful engagement in network activities.	The intermediary clearly communicates expectations for participation and consistently provides opportunities for meaningful engagement in the network.	The intermediary consistently provides meaningful opportunities for member engagement in network activities and regularly assesses the opportunities to ensure their effectiveness.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Relationships and Engagement

Shared Vision and Common Goals

Guide network collaboration with a shared vision and common goals to achieve positive student outcomes.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has developed a shared vision and common goals to achieve positive student outcomes that guide network collaboration.	The intermediary is working with network members to develop or refine a shared vision and common goals to achieve positive student outcomes.	The intermediary has developed a shared vision and common goals to achieve positive student outcomes but does not yet use them consistently to guide collaboration within the network.	The intermediary has developed a shared vision and common goals with network members to achieve positive student outcomes and guide collaboration within the network.	The intermediary has a shared vision and common goals to achieve positive student outcomes and guide collaboration within the network and regularly assesses alignment and adjusts activities or vision and goals based on assessment.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Network Management	Network Operations
	Manage the day-to-day operations of the network (e.g., project management, technology, and communication systems).

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has systems to manage the day-to-day operations of the network.	The intermediary is beginning to develop systems to manage the day-to-day operations of the network.	The intermediary has developed some systems to manage the day-to-day operations of the network, but use of them is limited or inconsistent.	The intermediary consistently uses its systems to manage day-to-day operations of the network.	The intermediary consistently uses systems to manage day-to-day operations of the network and regularly assesses its systems to improve effectiveness.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Network Management

Strategic Talent Recruitment

Determine skills, knowledge, or experience required, and recruit qualified candidates to build, support, and grow the network through intermediary staff.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary identifies necessary skills, knowledge, or experience to build, support, and grow the network through intermediary staff.	The intermediary is beginning to identify necessary skills, knowledge, or experience to build, support, and grow the network through intermediary staff.	The intermediary identifies necessary skills, knowledge, or experience needed to build, support, and grow the network through intermediary staff, but use of this information for recruitment is limited or inconsistent.	The intermediary consistently uses the identified skills, knowledge, or experience in its recruitment strategies to address intermediary capacity needs.	The intermediary consistently uses the identified skills, knowledge, or experience in its recruitment strategies, regularly evaluates intermediary staffing capacity, and implements short- and long-term recruitment strategies.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Network Management	Talent Development
	Train, develop, and retain intermediary talent through formal processes.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary trains, develops, and retains talent through formal processes.	The intermediary is beginning to train, develop, and retain talent through formal processes.	The intermediary trains, develops, and retains talent, but use of formal processes to do this is limited or inconsistent.	The intermediary consistently trains, develops, and retains talent through formal processes.	The intermediary consistently uses as well as evaluates its talent development processes.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Network Management	Financial Management
	Manage network funds and monitor budget decisions.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has systems to manage network funds or monitor budget decisions.	The intermediary is beginning to develop systems to manage network funds and monitor budget decisions.	The intermediary has developed systems to manage network funds and monitor budget decisions, but their use is limited or inconsistent.	The intermediary consistently uses systems to manage network funds and monitor budget decisions.	The intermediary proactively manages network funds and monitors budget decisions to include financial considerations in programmatic decision making.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Network Management	Financial Stability
	Develop business/revenue plan that provides for long-term sustainability.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has developed a business/revenue plan.	The intermediary is beginning to develop a business/revenue plan.	The intermediary has developed a business/revenue plan, but it does not provide for long-term sustainability.	The intermediary has a business/revenue plan that includes a plan for sustainability.	The intermediary has a business/revenue plan that includes a plan for sustainability and regularly reviews and revises plans for improvement.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Student Centered Focus

Respectful Working Environment Practices

Design and apply policies, procedures, and professional development opportunities that result in more respectful working environment practices.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has policies, procedures, and professional development opportunities that result in more respectful working environment practices.	The intermediary is beginning to design policies, procedures, and professional development opportunities aimed to develop more respectful working environment practices.	The intermediary has designed some policies, procedures, and professional development opportunities but application of them is inconsistent.	The intermediary consistently applies policies, procedures, and professional development opportunities that result in a more respectful working environment practices.	The intermediary has processes in place to assess the effectiveness of its policies, procedures, and professional development opportunities and to adjust as needed to increase their effectiveness.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Student Centered Focus

Student-Centered Expertise

Understand and apply the balanced use of student-centered experts, including students, researchers, and practitioners who understand and have experience supporting all students, including any prioritized student populations [as identified by the intermediary].

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary understands or applies the use of student-centered experts.	The intermediary is developing an understanding of the balanced use of student-centered experts.	The intermediary understands and has a plan to apply the balanced use of student-centered experts, but efforts are limited or inconsistent.	The intermediary consistently applies a balanced use of student-centered experts.	The intermediary regularly reviews application of their balanced use of student-centered experts to identify areas for improvement.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Student Centered Focus

Programmatic Focus Based on Student Needs

Prioritize efforts (e.g., services and supports) that advance positive student outcomes for all students, including efforts for prioritized student populations [as identified by the intermediary].

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary prioritizes efforts that advance positive student needs for all student populations.	The intermediary is beginning to articulate its focus on advancing positive student outcomes for all student populations, in one or more programs or initiatives.	The intermediary's focus on advancing positive student outcomes for all student populations, is limited or inconsistent.	The intermediary prioritizes efforts focused on advancing positive student outcomes for all student populations.	The intermediary prioritizes efforts focused on advancing positive student outcomes for all student populations and has key performance objectives related to how well it serves students.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Respectful Working Environment Practices

Network Partnerships Based on Student Needs

Demonstrate student-centered focus through partnerships with organizations that provide content expertise focused on addressing the needs of all students, including any student populations [as identified by the intermediary].

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary collaborates with organizations that address the needs of all student populations.	The intermediary is beginning to identify organizations that address the needs of all student populations, for future collaborations.	The intermediary has been collaborating with one or more organizations that address the needs of all student populations, but in a limited or inconsistent way.	The intermediary now routinely collaborates with multiple organizations that address the needs of all student populations.	The intermediary has a history of multiyear collaborative relationships with multiple organizations that address the needs of all student populations. Relationships have led to productive collaborative endeavors and greater awareness of student-centered issues within the network.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Student Centered Focus

Student Voice

Develop an understanding of the aspirations, challenges, and life contexts of all students, including any prioritized student populations [as identified by the intermediary], and applied that understanding to the resources and services provided to institutions.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary understands the aspirations, challenges, and life contexts of our student populations.	The intermediary is beginning to develop an approach to learning about the aspirations, challenges, and life contexts of our student populations, from an antideficit lens.	The intermediary has an approach to learning about the aspirations, challenges, and life contexts of our student populations, from an antideficit lens, but application of that understanding to the design and delivery of resources and services is limited or inconsistent.	The intermediary understands the aspirations, challenges, and life contexts of our student populations, from an antideficit lens and consistently applies that understanding to the design and delivery of resources and services.	The intermediary understands the aspirations, challenges, and life contexts of our student populations, from an antideficit lens, consistently applies that understanding to the design and delivery of resources and services, and regularly revisits its understanding to improve service design and delivery.



ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

Student Centered Focus

Student-Centered Language

Use student-centered language to communicate the experiences of all students, including any prioritized student populations [as identified by the intermediary].

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary uses student-centered language to communicate the experiences of all student populations.	The intermediary is beginning to articulate its expectations around the use of student-centered language to communicate the experiences of all student populations but is not yet applying them.	The intermediary is developing processes aligned to the expectations for use of student-centered language to communicate the experiences of all student populations and is beginning to apply them.	The intermediary consistently uses student-centered language to communicate the experiences of all student populations.	The intermediary uses student-centered language to communicate the experiences of all student populations, and shares tools and resources for student-centered language use with network members.



ROLE: MOTIVATE AND DRIVE CHANGE

Recruitment and Motivation

Message Development

Develop targeted messages about institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has developed targeted messages about institutional change.	The intermediary is beginning to develop targeted messages about institutional change.	The intermediary is developing targeted messages about institutional change, but its efforts are limited or inconsistent.	The intermediary consistently develops targeted messages about institutional change.	The intermediary develops targeted messages and establishes processes for future message development.



ROLE: MOTIVATE AND DRIVE CHANGE

Recruitment and Motivation

Communication Methods

Identify and use multiple communication methods to disseminate messages about institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary is identifying and using multiple communication methods to disseminate messages about institutional change.	The intermediary is beginning to identify multiple communication methods to disseminate messages about institutional change.	The intermediary is limited or inconsistent in its use of multiple communication methods to disseminate messages about institutional change.	The intermediary consistently uses multiple communication methods to disseminate messages about institutional change.	The intermediary uses multiple communication methods and establishes guidelines for use of methods for specific audiences.



ROLE: MOTIVATE AND DRIVE CHANGE

Recruitment and Motivation

Change Agent Engagement

Engage stakeholders within institutions and organizations who are positioned as change agents for institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has identified or is engaging potential change agents.	The intermediary is beginning to identify potential change agents.	The intermediary has identified potential change agents, but engagement with them is limited or inconsistent.	The intermediary is consistently engaging identified change agents within institutions or organizations who are positioned to effect institutional change.	The intermediary is engaging change agents, including identifying additional change agents, and regularly reviews processes for change agent engagement for improvement.



ROLE: MOTIVATE AND DRIVE CHANGE

Recruitment and Motivation	Motivation for Action
	Articulate how institutional change will meet institutional needs (e.g., value proposition).

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has articulated or used value propositions with institutions.	The intermediary is beginning to articulate how institutional change will meet institutional needs.	The intermediary is developing value propositions for institutional change.	The intermediary routinely uses value propositions to articulate how institutional change will meet institutional needs.	The intermediary regularly assesses the relevance of value propositions and adjusts them to ensure their relevance.



ROLE: MOTIVATE AND DRIVE CHANGE

Recruitment and Motivation

Commitment to Action

Develop agreements (e.g., MOU) with institutions to work toward institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has developed agreements (e.g., MOU) with institutions.	The intermediary is beginning to develop a process for entering into agreements (e.g., MOU) with institutions to work toward institutional change.	The intermediary has a process for entering into agreements (e.g., MOU) with institutions to work toward institutional change, but use is limited or inconsistent.	The intermediary consistently uses its process for entering into agreements (e.g., MOU) with institutions to work toward institutional change.	The intermediary regularly assesses their agreements (e.g., MOU) with institutions to ensure commitments are being upheld and their process to improve effectiveness.



ROLE: MOTIVATE AND DRIVE CHANGE

Needs Assessment	Resource and Service Needs
	Assess needs of institutions related to resources and services to support institutional change, including use of disaggregated student-level data.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has assessed institutional resource and service needs related to supporting institutional change.	The intermediary is beginning to assess institutional resource and service needs related to supporting institutional change.	The intermediary's assessment of institutional resource and service needs to support institutional change includes multiple sources of data (e.g., institutional assessment data, student outcome data, and institutional context, but collection and use of the data is limited or inconsistent.	The intermediary consistently collects multiple forms of data (e.g., institutional assessment data, student outcome data, institutional context) to assess institutional resource and service needs to support institutional change . The data collected are consistently used to inform resource and service development and implementation.	The intermediary consistently uses a process to assess institutional resource and service needs related to institutional change and regularly reviews its processes for improvement.



ROLE: MOTIVATE AND DRIVE CHANGE

Needs Assessment	Readiness Assessment
	Assess institutional readiness to engage in services related to institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary is assessing institutional readiness to engage in services related to institutional change.	The intermediary is beginning to develop an approach to assess institutional readiness to engage in services related to institutional change.	The intermediary has developed an approach to assess institutional readiness to engage in services related to institutional change, but use of the approach is limited or inconsistent.	The intermediary consistently uses its approach to assess institutional readiness to engage in services related to institutional change.	The intermediary uses its approach to assess institutional readiness to engage in services related to institutional change and collects and uses feedback to improve its approach.



ROLE: MOTIVATE AND DRIVE CHANGE

Needs Assessment	Need Articulation
	Articulate needs to reflect an understanding of institutional assessment data, student outcome data, institutional context, and the integration of services selected to advance change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary is articulating needs to reflect an understanding of institutional assessment data, student outcome data, institutional context, and the integration of services selected to advance change.	The intermediary is beginning to develop an approach to articulate needs to reflect an understanding of institutional assessment data, student outcome data, institutional context, and the integration of services selected to advance change.	The intermediary has developed an approach to articulate needs to reflect an understanding of institutional assessment data, student outcomes data, institutional context, and the integration of services selected to advance change, but use of the approach is limited or inconsistent.	The intermediary consistently uses its approach to articulate needs to reflect an understanding of institutional assessment data, student outcome data, institutional context, and the integration of services selected to advance change.	The intermediary uses its approach to articulate needs to reflect an understanding of institutional assessment data, student outcome data, institutional context, and the integration of services selected to advance change and collects and uses feedback to improve its approach.



ROLE: MOTIVATE AND DRIVE CHANGE

Coaching and Engagement

Theory of Action

Develop and apply well-defined theory of action to drive programmatic decisions.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has a theory of action.	The intermediary has a theory of action, but it is not used to drive programmatic decisions.	The intermediary's use of its theory of action to drive programmatic activities is limited or inconsistent.	The intermediary consistently uses its theory of action as a driver of programmatic decisions.	The intermediary has a well-defined theory of action and has a process for evaluating and modifying that theory of action to respond to emerging knowledge or changing field conditions.



ROLE: MOTIVATE AND DRIVE CHANGE

Coaching and Engagement

Evidence-Based Practices

Use evidence-based interventions or practices that support institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary activities are informed by evidence-based interventions or practices.	The intermediary is beginning to review the evidence base to determine its relevance to programmatic goals, but current activities lack rigorous evidence.	The intermediary reviews evidence-based interventions or practices with a willingness to design and deliver services based on findings, but process is limited or inconsistent.	The intermediary is knowledgeable about evidence-based interventions or practices and consistently uses this knowledge to design and deliver an integrated suite of evidence-based services.	The intermediary uses evidence-based interventions or practices to design and deliver services and builds institutions' capacity to identify and use evidence-based practices in program design.



ROLE: MOTIVATE AND DRIVE CHANGE

Coaching and Engagement

Knowledge and Skills to Manage Change

Develop and deliver services that build knowledge and skills to support and manage institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary develops or delivers services that build knowledge and skills to support and manage institutional change.	The intermediary is beginning to develop services that build knowledge and skills to support and manage institutional change.	The intermediary is delivering limited services that build knowledge and skills to support and manage institutional change.	The intermediary consistently develops and delivers services that build knowledge and skills to support and manage institutional change.	The intermediary develops and delivers services that build knowledge and skills to support and manage institutional change and assesses institutional capacity building using the data to revise ongoing services.



ROLE: MOTIVATE AND DRIVE CHANGE

Coaching and Engagement

Structures and Processes to Support Change

Develop and deliver services that support behaviors, structures, and processes that facilitate institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary develops or delivers services that support behaviors, structures, and processes that facilitate institutional change.	The intermediary is beginning to develop services that support behaviors, structures, and processes that facilitate institutional change.	The intermediary is developing and delivering limited services that support behaviors, structures, and processes that facilitate institutional change.	The intermediary consistently develops and delivers services that support behaviors, structures, and processes that facilitate institutional change.	The intermediary develops and delivers services that support behaviors, structures, and processes that support institutional change and assesses institutional capacity building using the data to revise ongoing services.



ROLE: MOTIVATE AND DRIVE CHANGE

Coaching and Engagement

Sustainability of Institutional Change

Develop and deliver services that support sustainability of institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary develops or delivers services that support sustainability of institutional change.	The intermediary is beginning to develop services that support sustainability of institutional change.	The intermediary is delivering limited services that support sustainability of institutional change.	The intermediary consistently develops and delivers services that support sustainability of institutional change.	The intermediary develops and delivers services that support sustainability of institutional change and assesses the extent to which institutions sustain institutional change without intermediary services using the data to revise ongoing services.



ROLE: MOTIVATE AND DRIVE CHANGE

Network Collaboration	Network Interaction and Connections
	Build connection and collaboration among network members and the intermediary.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has built connection and collaboration among network members and itself.	The intermediary is beginning to develop processes to build connection and collaboration among network members and itself.	The intermediary has a formalized process in place to build connection and collaboration among network members and itself, but the application of the process is limited.	The intermediary consistently applies a formalized process for building connection and collaboration among network members and itself.	The intermediary's process for building connection and collaboration has resulted in robust interaction among network members.



ROLE: MOTIVATE AND DRIVE CHANGE

Network Collaboration

Co-Generation Within the Network

Support development of activities (e.g., resources, learning opportunities) within the network that accelerate institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary supports the development of activities (e.g., resources, learning opportunities) within the network that accelerate institutional change.	The intermediary is beginning to engage network members in planning for the development of network activities.	The intermediary is supporting the development of activities (e.g., resources, learning opportunities), and there is indication that network participants are taking more of a co-generation role.	The intermediary and network members consistently share responsibility for identifying and developing activities (e.g., resources, learning opportunities) to accelerate institutional change with members taking primary responsibility for providing feedback about design and deployment.	The intermediary fulfills a largely advisory role in developing activities (e.g., resources, learning opportunities) to accelerate institutional change; network members take primary responsibility for development, improvement, and quality of activities.



ROLE: MOTIVATE AND DRIVE CHANGE

Network Collaboration	Value of Network Participation
	Create value for network members from active participation in the network.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary has created value for network members from active participation in the network.	The intermediary is beginning to articulate the value of active participation in the network.	The intermediary has articulated the value of active participation in the network and is beginning to create opportunities for members to gain value.	Network members can articulate the value they gain through active participation in the network, and intermediary activities consistently result in interactions through which members are able to simultaneously contribute their expertise to the network and yield value.	Network members can articulate the value they gain through active participation in the network. In addition, the intermediary has formalized opportunities for network members to shape network participation, structures, and functions as needed to enhance opportunities for success.



ROLE: MANAGE KNOWLEDGE

Best Practice Aggregation and Access	Network Information
	Synthesize and communicate promising practices derived from the network to drive institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary synthesizes and communicates information about promising practices that drive institutional change.	The intermediary is beginning to synthesize promising practices to drive institutional change.	The intermediary synthesizes promising practices to drive institutional change, but the synthesis and distribution of best practice information is limited or not coordinated.	The intermediary consistently synthesizes institutions' best practices in a coordinated manner and communicates the practices among network members and ecosystem partners.	The intermediary disseminates best practices information to a wide audience that not only includes network members and ecosystem partners but also external stakeholders and policymakers.



ROLE: MANAGE KNOWLEDGE

Best Practice Aggregation and Access	Learning Synthesis
	Develop or curate resources that synthesize learning from the field to support network members to advance/implement institutional change.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary is developing or curating resources that synthesize learning from the field to support network members advance/implement institutional change.	The intermediary is beginning to develop or curate resources that synthesize learning from the field to support network members advance/implement institutional change.	The intermediary's efforts to develop or curate resources that synthesize learning from the field to support network members advance/implement institutional change are limited or inconsistent.	The intermediary consistently develops or curates and disseminates resources that synthesize learning from the field to support network members advance/implement institutional change.	Intermediary resources provided to network members are continuously reviewed and tailored when possible to align with institutions' individual contexts, including capacity strengths and challenges related to institutional change.



ROLE: MANAGE KNOWLEDGE

Data Analysis and Continuous Improvement	Data Administration
	Understand and apply best practices related to data administration, including data-sharing agreements, data storage and privacy, and transparent communications about data usage with its network institutions.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary is knowledgeable about best practices related to data administration.	The intermediary is beginning to understand best practices related to data administration.	The intermediary is developing procedures for data administration but use of them with its network institutions is limited or inconsistent.	The intermediary has procedures for data administration and consistently applies them.	The intermediary has documented its procedures for data administration and regularly reviews them for effectiveness.



ROLE: MANAGE KNOWLEDGE

Data Analysis and Continuous Improvement	Network Needs and Performance Monitoring
	Collect data on network needs and performance as well as the effectiveness of its own activities.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary collects data on network needs and performance or intermediary effectiveness.	The intermediary is beginning to collect data on network needs and performance and intermediary effectiveness.	The intermediary is collecting network needs and performance data and intermediary effectiveness data but in a limited or inconsistent way.	The intermediary routinely collects network needs and performance data and intermediary effectiveness data.	The intermediary collects network needs and performance data and intermediary effectiveness data, and regularly assesses its processes for collecting data to improve effectiveness.

ROLE: MANAGE KNOWLEDGE

Data Analysis and Continuous Improvement	Network Continuous Improvement
	Use network needs and performance data to guide improvement in the health and growth of the network.

No Activity	Emerging	Developing	Achieved	Exemplary
There is no evidence that the intermediary is using network needs and performance data to guide the health and growth of the network.	The intermediary is beginning to use network needs and performance data to guide the health and growth of the network.	The intermediary is using network needs and performance data to guide the health and growth of the network, but the use of data is limited or inconsistent.	The intermediary is consistently using network needs and performance data to guide the health and growth of the network.	The intermediary has integrated into its operations the use of network needs and performance data to improve the health and growth of the network, and how to do so is clearly documented.

Appendix B

Supplemental Activities

Data Collection Supplemental Activities

DOCUMENT REVIEW

Key documents provide tangible evidence of intermediary activities and progress. Together with other data sources, key documents contribute to a holistic understanding of not only intermediary operations, activities, and interactions but also progress in building a network working toward institutional transformation. Key documents may include an organizational strategic plan or a business plan; a vision/mission/goals statement for the network; a description or infographic that illustrates a theory of action; templates shared with network members (e.g., memoranda of understanding, data-sharing agreements); or papers, guidance, or other descriptions of commitments to and processes for advancing toward stated goals.

When considering whether to include a review of key documents, think about:

- The volume of documents that may exist and how best to prioritize drafts or versions to include in this process.
- Assessing the awareness and/or availability of documents rather than the quality of current versions. Outcomes of the Intermediary Capability Assessment (ICA) may include priorities related to improving quality, awareness, or availability.
- How documents best align with Elements in the ICA Framework. Some documents, such as strategic plans, may seem to touch on all facets of a network but are best included in the ICA process if they are aligned to an Element of focus.
- How the inclusion of documents builds awareness among all ICA participants.

INTERVIEWS/FOCUS GROUPS

The purpose of interviews and/or focus groups is to gather more detailed information about organizational capabilities of your team and/or other constituents with diverse perspectives about the intermediary's capabilities and efforts to build and manage a network. Interviews and focus groups add heft and depth to what can be learned from other data sources, and they often provide new information or insights into the inner workings of the organization.

When considering whether to include interviews/focus groups, think about:

- Purposeful selection of team members to interview (e.g., staff who are the most knowledgeable about key aspects of the work, who represent different levels of the organizational hierarchy, and who are neither peripheral nor relatively new to the work).
- A strategy to target questions based on the role of the staff to reduce burden and focus data collection.
- Acceptance of staff's lack of knowledge or awareness on specific topics. This lack of knowledge or awareness can be just as meaningful and as helpful to discuss as staff's understanding on topics.
- Alignment of interview protocols with ICA Framework Elements.

SOCIAL NETWORK ANALYSIS

Social Network Analysis (SNA) contributes to an understanding of how actors in a system—that is, a network—interact with one another. SNA can “make invisible work visible”ⁱ as practitioners, researchers, and policymakers seek to address complex issues through collaboration. While SNA can provide insight into how actors in a network function together, it is continuing to evolve as a methodology. Therefore, not all organizations may have the capacity to conduct this research.

When considering whether to include social network analysis, think about:

- Internal capacity to conduct the analysis and data visualization.
- The ability to work with an external evaluation partner to conduct the analysis and data visualization.
- Embedding time for staff to learn how SNA data can contribute to overall network understanding.⁴

⁴ For more information about social network analysis, please visit: [DRK-12 Research Methods Webinar Series on Social Network Analysis | CADRE](#)

EXPANDED PARTICIPATION IN DATA COLLECTION

When expanding participation in data collection activities to close partners and/or institutions they are supporting, organizations have an opportunity to capture an external perspective of their capabilities. Organizations can ask partners to complete the survey, participate in focus groups/ interviews, or contribute to the social network analysis to gain a comprehensive picture of the structure and strength of network relationships.

When considering whether to expand participation in the data collection, think about:

- The goals identified for engaging in the ICA process.
- The strength of the relationship and the level of trust between the organization and its partners.
- The relationship strength and trust level between partners if multiple partners are asked to participate.
- The amount of prerequisite information or background that would need to be shared to prepare external participants to engage effectively in the process. This would include guidance to partners regarding ICA Elements on which they would be best positioned to provide feedback.

Sensemaking Supplemental Activities

MULTIPLE MEETINGS

To dig into the findings of the data collection activities, especially if organizations add any supplemental data collection activities to the process, facilitating multiple meetings is an option for sensemaking. One possibility would be to facilitate meetings (2 or 3 hours) for each role, to give team members the time and space they need to explore perceptions and interrogate assumptions within the findings. Another option would be to schedule 1 hour, focused meetings at the *Capability* level.

When considering whether to facilitate multiple Sensemaking Meetings, think about:

- The goals identified for engaging in the ICA process (e.g., one-time snapshot of capabilities, part of a longer organizational development process).
- Internal capacity and time for staff to participate in multiple meetings.
- The degree to which there was variation or spread in the results of the ICA Self-Assessment Survey. If there was a large degree of agreement, multiple meetings may not add value.

EXPANDED PARTICIPATION IN SENSEMAKING

The expansion of participation in sensemaking can include external partners who were invited to engage in data collection activities or additional internal organizational staff who might find value in participation (e.g., senior staff who are not directly involved in the work but are involved in other organizational development efforts). In the first case, external partners can offer key perspectives and help organizations triangulate findings and/or deepen their understanding of perceived capabilities. Partners can participate with team members in the Sensemaking Meeting, or organizations may consider facilitating a meeting focused only on diving into partner-provided feedback and perspectives. In the second case, additional internal staff can broaden understanding of the findings beyond a specific team and increase alignment to other organizational development efforts that might have connections to the capabilities that are assessed within the ICA.

When considering whether to expand participation within sensemaking, think about:

- The goals identified for engaging in the ICA process.
- The strength of the relationship and the level of trust between the organization and its partners.
- Relationship strength and trust level between partners, if multiple partners are asked to participate.
- The time available for external and internal partners to participate in the Sensemaking Meetings
- The risk of more senior/veteran voices dominating the conversation.

SENSEMAKING REPORT

Organizations that want to formalize the meeting notes and document the key themes or takeaways from the Sensemaking Meeting may want to develop a full report. This report could be shared with internal and external stakeholders.

When considering whether to develop a sensemaking report, think about:

- The goals identified for engaging in the ICA process.
- Internal capacity and staff time to develop the report.
- Whom the report would be shared with and for what purpose.
- Whether the report could help support other organizational or grant requirements (e.g., progress report).

Action-Planning Supplemental Activities

EXPANDED PARTICIPATION IN ACTION PLANNING

Organizations may want to consider expanding participation in action planning to include close partners in their institutional change work and/or the institutions they are supporting to leverage their experience and expertise to identify areas on which to focus organizational development. Organizations can facilitate a joint action-planning session and/or provide action plans to partners for review and feedback as part of the development process.

When considering whether to expand participation in action planning, think about:

- The goals identified for engaging in the ICA process.
- The strength of the relationship and the level of trust between the organization and its partners.
- The amount of time that would be requested of participants.
- The extent to which organizations plan to follow or act upon feedback from partners.

PROGRESS MONITORING

Organizations may want to consider developing a process to monitor progress on the action plan and a cadence by which they want to capture and reflect on progress.

When considering whether to develop progress-monitoring processes, think about:

- The goals identified for engaging in the ICA process.
- Internal capacity and staff time to develop and manage the process.
- How progress would be reported and shared.

Appendix C

ICA Work Plan Template

This work plan template is intended to help facilitators plan and track progress on administration of the Intermediary Capability Assessment (ICA). This template provides a general overview of the task flow; however, each intermediary will adapt it to align with their approach.

Action Item	Resources	Person(s) Responsible	Time Frame	Scheduled Date/Time Frame	Notes
Planning and Preparation					
Review the ICA Framework and process.	Appendix A. ICA Framework and Rubrics				
Develop high-level goals and communicate the value of participation.					
Identify staff who will participate.					
Determine whether any supplemental activities will be included in the process.	Appendix B. Supplemental Activities				
Develop the overall timeline.	Implementation Guide				Include a PDF version of the survey items as well as any ICA overview materials.

ACTION ITEM	RESOURCES	PERSON(S) RESPONSIBLE	TIME FRAME	SCHEDULED DATE/TIME FRAME	NOTES
FACILITATION ACTIVITIES					
Facilitate the kickoff meeting.	Appendix E. Kickoff Meeting Agenda				
Program the ICA Self-Assessment Survey in a format that is easily disseminated and that facilitates data collection and analysis.	Appendix F. ICA Self-Assessment Survey, Appendix G. Survey Report Template				
Adapt the survey introduction and instructions.					
Send an overview email on the ICA survey to all survey takers and individual emails containing survey links.					Include a PDF version of the survey items as well as any ICA overview materials.
Provide a deadline for responses, typically within 1 or 2 weeks.					
Monitor the response rate and send out reminders as necessary.					

ACTION ITEM	RESOURCES	PERSON(S) RESPONSIBLE	TIME FRAME	SCHEDULED DATE/TIME FRAME	NOTES
FACILITATION ACTIVITIES					
Download or compile the self-assessment data.					
Prepare the summary report.					
Schedule the Sensemaking Meeting and send a calendar invitation to the team.					
Send a pre-meeting email along with the ICA Self-Assessment Report, ICA Rubric, and Sensemaking Agenda.					Send these materials 1 week before meeting.
Prepare for the pre-meeting by updating the PowerPoint® template with findings from the report.					This includes selecting the Elements with the most spread and identifying potential groupings of Elements. (See slides 3 and 4 in the template.)
Confirm the meeting facilitator and identify the notetaker.					

ACTION ITEM	RESOURCES	PERSON(S) RESPONSIBLE	TIME FRAME	SCHEDULED DATE/TIME FRAME	NOTES
FACILITATION ACTIVITIES					
Facilitate the meeting and take notes.	Appendix J. Note-taking Template				Make sure to take notes, record the session, and keep track of changed scores.
Update the scores with ratings the team decided to change during the Sensemaking Meeting and include them in the meeting summary.					
Share the meeting summary with the team.					
ACTION-PLANNING ACTIVITIES					
Identify strategic, capability-building objectives.					
Develop an ICA action plan.					
Monitor progress on the action plan.					

ACTION ITEM	RESOURCES	PERSON(S) RESPONSIBLE	TIME FRAME	SCHEDULED DATE/TIME FRAME	NOTES
SUPPLEMENTAL ACTIVITIES					
[add activity]					
[add activity]					
[add activity]					

Appendix D

Kickoff Meeting Agenda

OUTCOME

To understand the big picture of the Intermediary Capability Assessment (ICA) process, the general timeline, the actors, the framing, and the “why” of the ICA Framework and process

TIME	TOPIC
10 minutes	Welcome and Meeting Overview • Welcome team to meeting (include reasons for participation). • Provide overview of why the organization will engage in the ICA process (e.g., goals, intended outcomes, connections to other organizational efforts, how the information will be used).
25 minutes	Overview of ICA and ICA Process • Provide overview of ICA Framework. • Review ICA process steps.
10 minutes	ICA Timeline • Review anticipated timeline.
15 minutes	Questions and Answers

Appendix E

ICA Self-Assessment Survey

The Intermediary Capability Assessment (ICA) gives intermediaries an opportunity to reflect on, and gain insight into, the capabilities necessary to support institutional transformation effectively. The ICA process is sequenced to allow for individual feedback and collaborative team discussion. The first step in this sequence is the ICA Self-Assessment Survey. This survey asks you to provide your perception of your organization's current capabilities related to the Elements within the ICA Framework.

A FEW REMINDERS BEFORE YOU BEGIN THE SURVEY:

- There are no right or wrong answers, and no one in your organization will know how you answered the questions.
- You do not have to answer every question, and you may stop answering questions at any time.
- You should answer these questions based on your perception, selecting the best answer that fits your understanding of your organization.
- When answering the questions, think about your organization's specific work supporting institutional change efforts.
- You do not need to provide a response to each question. Answer only those questions for which you have knowledge about your organization's capability. We anticipate that across your team, all questions will be answered.
- You will have the option to add comments under each question, such as a rationale for your rating. Comments are optional but extremely valuable to the sensemaking conversation because they provide additional nuance for your team to discuss.

RELATIONSHIPS AND ENGAGEMENT | NETWORK MEMBERSHIP

Does your organization define and use criteria for network membership that focuses on student needs for all students, including any prioritized student populations [as identified by the intermediary]?

- ☐ We do not yet have criteria for network membership that focuses on the needs of all student populations.
- ☐ We are beginning to develop criteria for network membership that focus on the needs of all student populations.
- ☐ We have developed criteria for network membership that focus on the needs of all student populations, but use of the criteria in our recruitment strategy is limited or inconsistent.
- ☐ We consistently use criteria for network membership that focuses on the needs of all student populations in our recruitment efforts.
- ☐ We consistently apply our criteria for network membership and regularly assess the effectiveness of our overall recruitment strategy to monitor the composition of our network to ensure alignment to the criteria.

COMMENT(S):

RELATIONSHIPS AND ENGAGEMENT | MEMBER ENGAGEMENT

Does your organization provide opportunities for meaningful engagement in the network and communicate expectations for participation?

- ☐ We do not yet provide opportunities for meaningful engagement or communicate expectations for participation.
- ☐ We are developing opportunities for engagement and expectations for participation in network activities.
- ☐ We have developed and communicated expectations for participation but provide limited or inconsistent opportunities for meaningful engagement in network activities.
- ☐ We consistently provide opportunities for meaningful engagement in the network and clearly communicate expectations for participation.
- ☐ We consistently provide meaningful opportunities for participant engagement in network activities and regularly assess the opportunities to ensure their effectiveness.

COMMENT(S):

RELATIONSHIPS AND ENGAGEMENT | SHARED VISION AND COMMON GOALS

Has your organization collaborated with members to develop a shared vision and common goals to guide the network toward achieving positive student outcomes?

- ☐ We have not yet developed a shared vision and common goals to guide network collaboration toward achieving positive student outcomes.
- ☐ We are developing or refining a shared vision and common goals with members to guide network collaboration toward achieving positive student outcomes.
- ☐ We have developed a shared vision and common goals to achieve positive student outcomes but do not yet use them consistently to guide collaboration within the network.
- ☐ We have developed a shared vision and common goals with network participants to achieve positive student outcomes and guide collaboration within the network.
- ☐ We have a shared vision and common goals to guide the network toward achieving positive student outcomes and regularly assess alignment between goals and activities, making adjustments as needed.

COMMENT(S):

NETWORK MANAGEMENT | NETWORK OPERATIONS

Does your organization manage the day-to-day operations of the network (e.g., project management, technology, and communication systems)?

- ☐ We do not yet have systems to manage the day-to-day operations of the network.
- ☐ We are beginning to develop systems to manage the day-to-day operations of the network.
- ☐ We have developed some systems to manage the day-to-day operations of the network, but use of them is limited or inconsistent.
- ☐ We consistently use our systems to manage day-to-day operations of the network.
- ☐ We consistently use systems to manage day-to-day operations of the network and regularly assess our systems to improve effectiveness.

COMMENT(S):

NETWORK MANAGEMENT | STRATEGIC TALENT RECRUITMENT

Does your organization determine skills, knowledge, or experience required and recruit qualified candidates to build, support, and grow the network?

- ☐ We have not yet identified the necessary skills, knowledge, or experience to build, support, and grow the network.
- ☐ We are beginning to identify necessary skills, knowledge, or experience to build, support, and grow the network.
- ☐ We have identified the necessary skills, knowledge, or experience needed to build, support, and grow the network, but use of this information for recruitment is limited or inconsistent.
- ☐ We consistently use the identified skills, knowledge, or experience in our recruitment strategies to address capacity needs.
- ☐ We consistently use the identified skills, knowledge, or experience to implement short-and long-term recruitment strategies and regularly evaluate staffing capacity to build, support, and grow the network.

COMMENT(S):

NETWORK MANAGEMENT | TALENT DEVELOPMENT

Does your organization train, develop, and retain talent through formal processes?

- ☐ We do not yet train, develop, and retain talent through formal processes.
- ☐ We are beginning to develop formal processes to train, develop, and retain talent.
- ☐ We train, develop, and retain talent, but our use of formal processes to do this is limited or inconsistent.
- ☐ We consistently train, develop, and retain talent through formal processes.
- ☐ We evaluate our talent development strategy and formal processes regularly and support institutions' adoption of similar systems.

COMMENT(S):

NETWORK MANAGEMENT | FINANCIAL MANAGEMENT

Does your organization have systems to manage network funds and monitor budget decisions?

- ☐ We do not yet have systems to manage network funds or monitor budget decisions.
- ☐ We are beginning to develop systems to manage network funds and monitor budget decisions.
- ☐ We have developed systems to manage network funds and monitor budget decisions, but our use of them is limited or inconsistent.
- ☐ We consistently use systems to manage network funds and monitor budget decisions.
- ☐ We proactively manage network funds and monitor budget decisions to include financial considerations in programmatic decision making.

COMMENT(S):

NETWORK FINANCES AND OVERSIGHT | FINANCIAL STABILITY

Has your organization developed a business or revenue plan that provides for long-term sustainability?

- ☐ We have not yet developed a business or revenue plan.
- ☐ We are beginning to develop a business or revenue plan.
- ☐ We have developed a business or revenue plan, but it does not provide for long-term sustainability.
- ☐ We have a business or revenue plan that includes a plan for sustainability.
- ☐ We have a business or revenue plan that includes a sustainability plan, and we regularly review and revise plans for improvement.

COMMENT(S):

STUDENT CENTERED FOCUS | RESPECTFUL WORKING ENVIRONMENT PRACTICES

Does your organization design and apply policies, procedures, and professional development opportunities that result in a respectful working environment?

- ☐ We do not yet have policies, procedures, and professional development opportunities that result in a respectful working environment.
- ☐ We are beginning to design policies, procedures, and professional development opportunities aimed to develop a more respectful working environment.
- ☐ We have designed some policies, procedures, and professional development opportunities, but application of them is inconsistent, with limited evidence that they have resulted a more respectful working environment.
- ☐ We consistently apply policies, procedures, and professional development opportunities that result in a more respectful working environment.
- ☐ We have processes in place to assess the effectiveness of our policies, procedures, and professional development opportunities that result in a more respectful working environment, and we make adjustments as needed to increase their effectiveness.

COMMENT(S):

STUDENT CENTERED FOCUS | STUDENT CENTERED FOCUS

Does your organization understand and apply the balanced use of student-centered experts, including students, researchers, and practitioners who understand and have experience supporting all students, including any prioritized student populations [as identified by the intermediary]?

- ☐ We do not yet promote the use of student-centered experts who understand and have experience supporting all students, including any prioritized student populations [as identified by the intermediary].
- ☐ We are beginning to promote the use of student, researcher, and practice experts in student needs who understand and have experience supporting all students, including any prioritized student populations [as identified by the intermediary]. We promote the use of student, research, and practice experts in student centered focus but our efforts are limited or inconsistent.
- ☐ We promote the use of student, research, and practice experts in student needs who understand and have experience supporting all students, including any prioritized student populations [as identified by the intermediary], but our efforts are limited or inconsistent.
- ☐ We consistently promote the use of student, research, and practice experts in student needs who understand and have experience supporting all students, including any prioritized student populations [as identified by the intermediary].
- ☐ We are promoting the use of student, research, and practice experts in student needs who understand and have experience supporting all students, including any prioritized student populations [as identified by the intermediary], and we provide support and encouragement to network members to do the same

COMMENT(S):

STUDENT CENTERED FOCUS | PROGRAMMATIC FOCUS BASED ON STUDENT NEEDS

Does your organization prioritize efforts (e.g., services and supports) that advance positive student outcomes for all students, including efforts for prioritized student populations [as identified by the intermediary]?

- ☐ We do not yet prioritize efforts that advance positive student outcomes for all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We are beginning to articulate our focus on advancing positive student outcomes for all student populations, including efforts for prioritized student populations [as identified by the intermediary], in one or more programs or initiatives.
- ☐ We focus on advancing positive student outcomes for all student populations, including efforts for prioritized student populations [as identified by the intermediary], in limited or inconsistent ways.
- ☐ We consistently prioritize efforts focused on advancing positive student outcomes for all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We openly prioritize efforts focused on advancing positive student outcomes for all student populations, including efforts for prioritized student populations [as identified by the intermediary], and we have key performance objectives related to how well we serve students.

COMMENT(S):

STUDENT CENTERED FOCUS | NETWORK PARTNERSHIPS BASED ON STUDENT NEEDS

Does your organization demonstrate a student needs focus through partnerships with organizations that provide content expertise focused on addressing the needs of all students, including for prioritized student populations [as identified by the intermediary]?

- ☐ We do not yet collaborate with organizations that address the needs of all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We are beginning to collaborate with one or more organizations that address the needs of all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We are collaborating with one or more organizations that address the needs of all student populations, including efforts for prioritized student populations [as identified by the intermediary], but in a limited or inconsistent way.
- ☐ We routinely collaborate with multiple organizations that address the needs of all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We have multiyear collaborative relationships with multiple organizations that address the needs of all student populations, including efforts for prioritized student populations [as identified by the intermediary]. Relationships have led to productive collaborative endeavors and greater awareness of student need issues within the network.

COMMENT(S):

STUDENT CENTERED FOCUS | STUDENT VOICE

Has your organization developed an understanding of the aspirations, challenges, and life contexts of students, including any prioritized student populations [as identified by the intermediary] and applied that understanding to developing resources and services for institutions?

- ☐ We do not yet understand the aspirations, challenges, and life contexts of our student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We are beginning to develop an approach to learning about the aspirations, challenges, and life contexts of our student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We have an approach to learning about the aspirations, challenges, and life contexts of our student populations, including efforts for prioritized student populations [as identified by the intermediary], but application of that understanding to the design and delivery of resources and services is limited or inconsistent.
- ☐ We understand the aspirations, challenges, and life contexts of our student populations, including efforts for prioritized student populations [as identified by the intermediary], and we consistently apply that understanding to the design and delivery of resources and services.
- ☐ We understand the aspirations, challenges, and life contexts of our student populations, including efforts for prioritized student populations [as identified by the intermediary], and we consistently apply that understanding to the design and delivery of resources and services. In addition, we regularly revisit our understanding to improve service design and delivery.

COMMENT(S):

STUDENT CENTERED FOCUS | STUDENT-CENTERED LANGUAGE

Does your organization use student-centered language to communicate the experiences of all students, including any prioritized student populations [as identified by the intermediary]?

- ☐ We do not yet use student-centered language to communicate the experiences of all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We are beginning to articulate our expectations related to the use of student-centered language to communicate the experiences of all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We have expectations aligned with the use of student-centered language to communicate the experiences of student populations, including efforts for prioritized student populations [as identified by the intermediary], but our application of them is limited or inconsistent.
- ☐ We consistently use student-centered language to communicate the experiences of all student populations, including efforts for prioritized student populations [as identified by the intermediary].
- ☐ We use student-centered language to communicate the experiences of all student populations, including efforts for prioritized student populations [as identified by the intermediary], and we offer services for student-centered language to use with institutions.

COMMENT(S):

RECRUITMENT AND MOTIVATION | MESSAGE DEVELOPMENT

Does your organization develop targeted messages about institutional change?

- ☐ We have not yet developed targeted messages about institutional change.
- ☐ We are beginning to develop targeted messages about institutional change.
- ☐ We are developing targeted messages about institutional change, but our efforts are limited or inconsistent.
- ☐ We consistently develop targeted messages about institutional change.
- ☐ We develop targeted messages and have established processes for future message development.

COMMENT(S):

RECRUITMENT AND MOTIVATION | COMMUNICATION METHODS

Does your organization use multiple communication methods to share messages about institutional change?

- ☐ We do not yet use multiple communication methods to share messages about institutional change.
- ☐ We are beginning to identify multiple communication methods to share messages about institutional change.
- ☐ Our use of multiple communication methods to share messages about institutional change is limited or inconsistent.
- ☐ We consistently use multiple communication methods to share messages about institutional change.
- ☐ We use multiple communication methods and establish guidelines for selecting methods for use with specific audiences.

COMMENT(S):

RECRUITMENT AND MOTIVATION | CHANGE AGENT ENGAGEMENT

Does your organization engage constituents who are positioned as change agents for institutional change?

- ☐ We have not yet identified or engaged potential change agents.
- ☐ We are beginning to identify potential change agents.
- ☐ We have identified potential change agents, but our engagement with them is limited or inconsistent.
- ☐ We consistently engage change agents within institutions or organizations who are positioned to affect institutional change.
- ☐ We are engaging change agents, and we regularly review processes of change agent engagement for improvement.

COMMENT(S):

RECRUITMENT AND MOTIVATION | MOTIVATION FOR ACTION

Does your organization articulate how change will meet institutional needs (e.g., value proposition)?

- ☐ We have not yet articulated value propositions with institutions.
- ☐ We are beginning to articulate how transformation will meet institutions' needs.
- ☐ We are developing value propositions for institutional change.
- ☐ We routinely use value propositions to articulate how change will meet institutions' needs.
- ☐ We regularly assess the relevance of value propositions for participating institutions and make adjustments to ensure their relevance.

COMMENT(S):

RECRUITMENT AND MOTIVATION | COMMITMENT TO ACTION

Does your organization develop agreements (e.g., memoranda of understanding) with institutions or partners to work toward institutional change?

- ☐ We have not yet developed agreements with institutions or partners.
- ☐ We are beginning to develop a process for drafting agreements with institutions or partners to work toward change.
- ☐ We have a process for developing agreements with institutions or partners to work toward change, but our use of the process is limited or inconsistent.
- ☐ We consistently use our process for entering into agreements with institutions or partners to work toward change.
- ☐ We regularly assess our agreements with institutions or partners to ensure commitments are being upheld and to improve the effectiveness of our process for developing agreements.

COMMENT(S):

NEEDS ASSESSMENT | RESOURCE AND SERVICE NEEDS

Does your organization assess institutions' resource and service needs to support institutional change and include disaggregated student-level data in the needs assessment?

- ☐ We do not yet assess institutions' resource and service needs to support institutional change.
- ☐ We are beginning to assess institutions' resource and service needs to support institutional change.
- ☐ We assess institutions' resource and service needs to support institutional change, using multiple sources of data (e.g., institutional assessment data, student outcome data, and institutional context), but our collection and use of the data are limited or inconsistent.
- ☐ We consistently collect multiple forms of data (e.g., institutional assessment data, student outcome data, institutional context) to assess institutions' resource and service needs to support institutional change. We consistently use these data to inform resource and service development and implementation.
- ☐ We consistently use a process to assess institutions' resource and service needs related to institutional change and regularly review our processes for improvement.

COMMENT(S):

NEEDS ASSESSMENT | READINESS ASSESSMENT

Does your organization assess institutional readiness to engage in services related to institutional change?

- ☐ We do not yet assess institutional readiness to engage in services related to institutional change.
- ☐ We are beginning to develop an approach to assess institutional readiness to engage in services related to institutional change.
- ☐ We have developed an approach to assess institutional readiness to engage in services related to institutional change, but our use of the approach is limited or inconsistent.
- ☐ We consistently use our approach to assess institutional readiness to engage in services related to institutional change.
- ☐ We use our approach to assess institutional readiness to engage in services related to institutional change, and we collect and use feedback to improve our approach.

COMMENT(S):

NEEDS ASSESSMENT | NEED ARTICULATION

Does your organization articulate institutions' needs into your service delivery model, ensuring integration of services selected to advance change?

- ☐ We are not yet articulating institutions' needs to effectively integrate services selected to advance change.
- ☐ We are developing an approach to articulate institutions' needs to ensure effective integration of services selected to advance change.
- ☐ We have developed an approach to articulate institutions' needs, but the use of the approach to integrate services selected to advance change is limited or inconsistent.
- ☐ We consistently use our approach to articulate institutions' needs into our service delivery model, and we use the articulation to effectively integrate services selected to advance change.
- ☐ We use our approach to articulate institutions' needs and integrate services across selected to advance change, and we use feedback to improve our approach.

COMMENT(S):

COACHING AND ENGAGEMENT | THEORY OF ACTION

Has your organization developed and applied a theory of action to drive programmatic decisions?

- ☐ We do not yet have a theory of action.
- ☐ We have a theory of action, but it is not used to drive programmatic decisions.
- ☐ We use our theory of action to drive programmatic activities in limited or inconsistent ways.
- ☐ We consistently use our theory of action as a driver of programmatic decisions.
- ☐ We have a well-defined theory of action and a process for modifying it to respond to emerging knowledge and/or changing field conditions.

COMMENT(S):

COACHING AND ENGAGEMENT | EVIDENCE-BASED PRACTICES

Does your organization use evidence-based interventions or practices that support institutional change?

- ☐ We do not yet use evidence-based interventions or practices in our institutional change activities.
- ☐ We are beginning to review the evidence base to determine its relevance to programmatic goals, but current activities lack rigorous evidence.
- ☐ We review evidence-based interventions or practices intending to design and deliver services based on findings, but the process is limited or inconsistent.
- ☐ We are knowledgeable about evidence-based interventions or practices, and we consistently use this knowledge to design and deliver an integrated suite of evidence-based services.
- ☐ We use evidence-based interventions or practices to design and deliver services, and we have a process to scan for emerging evidence-based interventions.

COMMENT(S):

COACHING AND ENGAGEMENT | KNOWLEDGE AND SKILLS TO MANAGE CHANGE

Does your organization develop and deliver services that build knowledge and skills to support institutional change?

- ☐ We have not yet developed or delivered services that build knowledge and skills to support institutional change.
- ☐ We are beginning to develop services that build knowledge and skills to support institutional change.
- ☐ We are delivering limited services that build knowledge and skills to support institutional change.
- ☐ We consistently develop and deliver services that build knowledge and skills to support institutional transformation.
- ☐ We develop and deliver services that build knowledge and skills to support institutional change, and we revise our services through data-based institutional capacity assessments.

COMMENT(S):

COACHING AND ENGAGEMENT | STRUCTURES AND PROCESSES TO SUPPORT CHANGE

Does your organization develop and deliver services that support behaviors, structures, and processes that facilitate institutional change?

- ☐ We have not yet developed or delivered services that support behaviors, structures, and processes that facilitate institutional change.
- ☐ We are beginning to develop services that support behaviors, structures, and processes that facilitate institutional change.
- ☐ We are developing and delivering limited services that support behaviors, structures, and processes that facilitate institutional change.
- ☐ We consistently develop and deliver services that support behaviors, structures, and processes that facilitate institutional change.
- ☐ We develop and deliver services that support behaviors, structures, and processes that facilitate institutional change, and we revise our services through data-based institutional capacity assessments.

COMMENT(S):

COACHING AND ENGAGEMENT | SUSTAINABILITY OF INSTITUTIONAL CHANGE

Does your organization develop and deliver services that support sustainability of institutional change?

- ☐ We have not yet developed or delivered services that support sustainability of institutional change.
- ☐ We are beginning to develop services that support sustainability of institutional change.
- ☐ We are delivering limited services that support sustainability of institutional change.
- ☐ We consistently develop and deliver services that support sustainability of institutional change.
- ☐ We develop and deliver services that support sustainability of institutional change, and we assess the extent to which institutions sustain change independently through data-based institutional assessments.

COMMENT(S):

NETWORK COLLABORATION | NETWORK INTERACTION AND CONNECTIONS

Does your organization build connections and collaboration among institutions and your organization?

- ☐ We have not yet built connections and collaboration among institutions or partners with our organization.
- ☐ We are developing processes to build connections and collaboration among institutions or partners with our organization.
- ☐ We have a formalized process to build connections and collaboration among institutions or partners with our organization, but the application of the process is limited.
- ☐ We consistently apply our formalized process for building connections and collaboration among institutions or partners with our organization.
- ☐ Our formalized process for building connections and collaboration has resulted in sustained and unmediated interaction among network members.

COMMENT(S):

NETWORK COLLABORATION | CO-GENERATION WITHIN THE NETWORK

Does your organization support the development of activities (e.g., resources, learning opportunities) within the network that accelerate institutional change?

- ☐ We do not yet support the development of activities within the network that accelerate institutional change.
- ☐ We are beginning to engage network members in planning for the development of network activities.
- ☐ We support the development of activities, and there is indication that network participants are taking more of a co-generation role.
- ☐ We and network participants consistently share responsibility for developing activities to accelerate institutional change, with members taking primary responsibility for providing feedback about design and deployment.
- ☐ We fulfill a largely advisory role, as network members take primary responsibility for the development, improvement, and quality of activities to accelerate institutional change.

COMMENT(S):

NETWORK COLLABORATION | VALUE OF NETWORK PARTICIPATION

Does your organization create value for institutions or partners through active participation in the network?

- ☐ We do not yet create value for institutions or partners through active participation in the network.
- ☐ We are beginning to articulate the value of active participation in the network.
- ☐ We have articulated the value of active participation in the network, and we are beginning to create opportunities for participants to gain value.
- ☐ Our members can articulate the value of active participation in the network, and our activities with the network consistently result in participants contributing their expertise.
- ☐ Our members can articulate the value of active participation in the network. We have formal opportunities for members to evaluate the network's value and shared goals and to shape network participation, structures, and functions to enhance opportunities for success.

COMMENT(S):

BEST PRACTICE AGGREGATION AND ACCESS | NETWORK INFORMATION

Does your organization integrate and communicate promising institutional change practices derived from the network to a wide audience?

- ☐ We do not yet integrate or communicate information about promising change practices derived from the network.
- ☐ We are beginning to integrate promising change practices derived from the network.
- ☐ We integrate promising change practices, but our synthesis and distribution of best practice information are limited or not coordinated.
- ☐ We disseminate best practices information emerging from institutions to a wide audience that not only includes institutions and ecosystems partners but also external stakeholders and policymakers.
- ☐ We successfully and regularly disseminate best practices information emerging from institutions to a wide audience that not only includes institutions and ecosystems partners but also external stakeholders and policymakers.

COMMENT(S):

BEST PRACTICE AGGREGATION AND ACCESS | LEARNING SYNTHESIS

Does your organization develop or curate resources that synthesize learning from the field to support network members to advance institutional change?

- ☐ We do not yet develop or curate resources that synthesize learning from the field to support network members to advance institutional change.
- ☐ We are beginning to develop or curate resources that synthesize learning from the field to support network members to advance institutional change.
- ☐ Our efforts to develop or curate resources that synthesize learning from the field to support network members to advance institutional change are limited or inconsistent.
- ☐ We consistently develop, curate, and disseminate resources that synthesize learning from the field to support network members to advance institutional change
- ☐ We regularly review resources provided to network members and tailor them to align with members' individual contexts, including capacity strengths and challenges related to institutional change.

COMMENT(S):

DATA ANALYSIS AND CONTINUOUS IMPROVEMENT | DATA ADMINISTRATION

Does your organization understand and apply best practices related to data administration? (This includes data-sharing agreements, data storage and privacy, and transparent communications about data usage with your network members.)

- ☐ We are not yet knowledgeable about best practices related to data administration.
- ☐ We are beginning to understand best practices related to data administration.
- ☐ We are adopting best practices for effective data administration, but use of the practices with our network members is limited or inconsistent.
- ☐ We have practices for effective data administration, and we apply them consistently.
- ☐ We have documented our practices for effective data administration, and we regularly review them for effectiveness.

COMMENT(S):

DATA ANALYSIS AND CONTINUOUS IMPROVEMENT | NETWORK NEEDS AND PERFORMANCE MONITORING

Does your organization collect data on network needs and performance and the effectiveness of its own intermediary activities?

- ☐ We do not yet collect data on network needs and performance or intermediary effectiveness.
- ☐ We are beginning to collect data on network needs and performance and intermediary effectiveness.
- ☐ We collect network needs and performance data and intermediary effectiveness data but in a limited or inconsistent way.
- ☐ We routinely collect network needs and performance data as well as intermediary effectiveness data.
- ☐ We collect network needs and performance data and intermediary effectiveness data, and we regularly assess our processes for collecting data to improve effectiveness.

COMMENT(S):

DATA ANALYSIS AND CONTINUOUS IMPROVEMENT | NETWORK CONTINUOUS IMPROVEMENT

Does your organization use network needs and performance data to guide improvement in the health and growth of the network?

- ☐ We do not yet use network needs and performance data to guide the health and growth of the network.
- ☐ We are beginning to use network needs and performance data to guide the health and growth of the network.
- ☐ We are using network needs and performance data to guide the health and growth of the network, but our use of data is limited or inconsistent.
- ☐ We consistently use network needs and performance data to guide the health and growth of the network.
- ☐ We have integrated the use of network needs and performance data into our operations, and we have documented these processes.

COMMENT(S):

Appendix F

ICA Survey Report PowerPoint Template

ACCESS.

Download the ICA Survey Report Template from the Intermediary Capability Assessment webpage at <https://www.air.org/intermediary-capability-assessment>.

USE.

This PowerPoint template is adaptable to share results of the survey with ICA participants before the Sensemaking Meeting. This gives participants time to reflect individually on organizational ratings. Below are instructions for editing the template to include survey results for your organization.

We recommend filling out slides 6 through 13 first, as these slides will help you in filling out the Capability Rating Across Roles chart on slide 5.

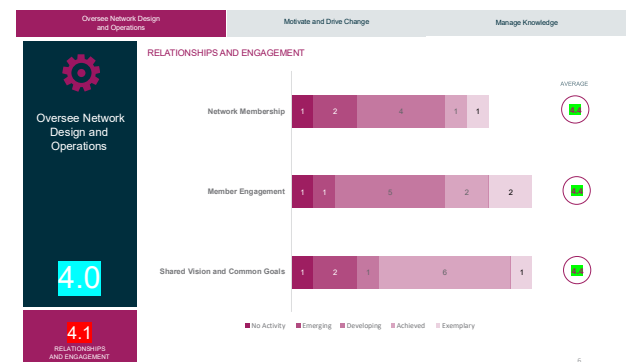
To edit the Capability data for the Capability Rating Across Roles chart on slide 5, right-click inside in one of the three charts in the bottom half of the slide and select “Edit Data.” An Excel sheet will pop up that you can fill in with your survey the data. The three boxes in the top half of the slide for Role scores can be edited directly.

Throughout the rest of the PowerPoint, text boxes highlighted in blue, green, and red can be edited directly.

Capabilities (Slides 6-13)

1. For each slide, use the data you collected from your survey and enter the score for each **Element** in the corresponding circle on the right side of the slide (highlighted in green). To do this, add the scores for all responses within an element and then divide by the total number of respondents. Response category scores are as follows:

- No Activity = 1
- Emerging = 2
- Developing = 3
- Achieved = 4
- Exemplary = 5



Capabilities (Slides 6-13) (cont.)

In the Network Membership example on slide 6, the calculation includes:

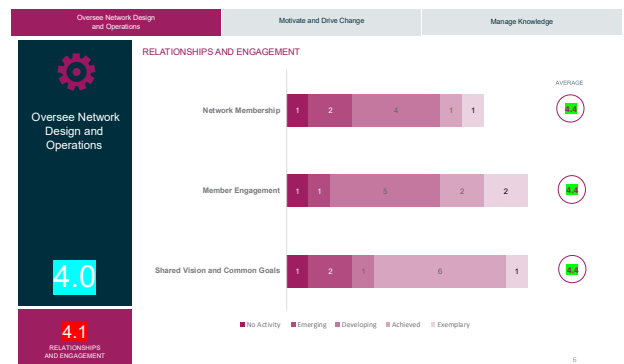
- » One **No Activity** response for a total of 1
- » Two **Emerging** responses for a total of 4 (2 respondents X 2 points each)
- » Four **Developing** responses for a total of 12 (4 respondents X 3 points each)
- » One **Achieved** response for a total of 4
- » One **Exemplary** response for a total of 5

Add the responses (1 + 4 + 12 + 4 + 5) and divide by total number of respondents (9).

$26 / 9 = 2.88$, which you should round to 2.9.

Insert 2.9 in the Average score for Network Membership on the right side of the slide.

2. To determine the **Capability** score for the Relationships and Engagement Capability (in red at the bottom left side of the slide), add together the Average Element scores on the slide and divide them by the number of Elements.



Capability Ratings Across Roles (Slide 5)

- 1. Using the **Capability scores** you calculated for slides 6 through 13, take each Capability score and put it in the area indicated for its associated Roles (i.e. put the Capability scores for “Relationship and Engagement”, “Network Management”, and “Student Centered Focus” under the Role “Oversee Network Design and Operations”).
- 2. For each **Role**, calculate the **average** of the **Capability scores** that fall within that **Role** and enter it directly into the large box at the top of its associated **Category**. For example, the Oversee Network Design and Operations Role scores on the left-hand sides of slides 6, 7, and 8 would all be the same.
- 3. Please note that higher scores may not be the intended goal based on intermediary and/or network priorities. Scores are for reflection and discussion but are not “grades” used to evaluate success.
- 4. Go back through slides 6 through 13 and add the corresponding Role score to the slide in the bottom left hand of the slide (highlighted in blue).



Snapshot of Elements From Different Angles (Slide 14)

Slide 14 is designed to highlight noteworthy outputs from the survey data. The Groupings listed on slide 14 are a few examples of potential outputs that may be worth raising during the sensemaking discussion, but don’t feel limited by these examples. Update the Groupings based on the patterns you find in your data.

For whatever Groupings you put into the chart, be sure to enter the names of its associated **Elements** in the Elements column on the slide.

Snapshot of Elements from Different Angles	
GROUPING	ELEMENTS
Elements with the most spread	• [Add]
Lowest scored elements	• [Add]
Elements that many obtained from answering	• [Add]
Other Notes	• [Add]

Appendix G

Sensemaking Meeting Agenda

MEETING GOALS

- Build common awareness and understanding of team perspectives on organizational capabilities.
- Identify areas of strength and areas for improvement to support ongoing development of organizational capabilities.

PRE-WORK

- Review the summary report of Self-Assessment Survey results.
- Reflect on discussion questions provided.

TIME	TOPIC
10 minutes	Welcome and Meeting Overview
15 minutes	Overview of Intermediary Capability Assessment (ICA) Survey Report • Presentation of main themes and findings • Review of capabilities identified for discussion
60 minutes	Capabilities Conversation • Facilitated discussion of ICA Capabilities with highest level of spread or disagreement • Review of consensus for each capability
10 minutes	Break
90 minutes	Capabilities Conversation • Facilitated discussion of ICA Capabilities with highest level of spread or disagreement • Review of consensus for each capability
45 minutes	Learnings and Next Steps • Facilitated discussion of high-level learnings, reflections, and identification of next steps for action planning

Appendix H

Sensemaking Meeting PowerPoint Template With Facilitation Notes

ACCESS.

Download the Sensemaking Meeting Slide Deck Template from the Intermediary Capability Assessment webpage at <https://www.air.org/intermediary-capability-assessment>.

USE.

This PowerPoint template is intended to be used to facilitate discussion during the Sensemaking Meeting and can be used in tandem with the Survey Report PowerPoint template from Appendix F.

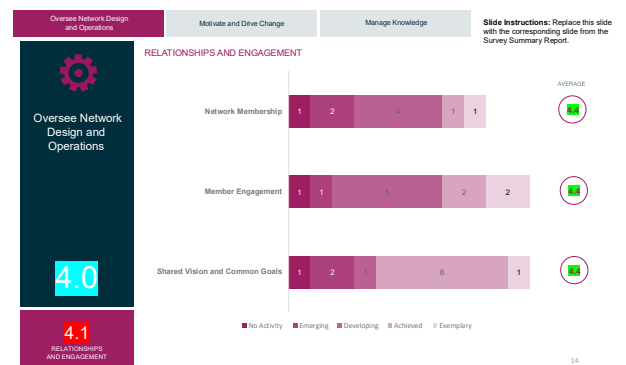
This PowerPoint template allows for teams to review organizational ratings and provides access to individual Element descriptions to support engagement. In the PowerPoint template, you can edit text boxes highlighted in blue directly with the data from your survey.

Within the PowerPoint template, the slide notes include instructions, facilitation directions, and suggested talking points.

Capabilities (Slides 14-21)

Note, filling in these slides first will help you with completing the Capability Rating Across Roles chart on slide 12. If you have already completed the steps below for Appendix F, then you can simply transfer the data to this template.

1. For each slide, use the data you collected from your survey and enter the score for each **Element** in the corresponding circle on the right side of the slide (highlighted in green).



Capabilities (Slides 14-21) (cont.)

2. Add together the Element scores and divide them by the number of Elements to get the average Element score and put it in the overall **Capability** score in the bottom left-hand corner of the slide (highlighted in red).

To do this, add the scores for all responses within an element and then divide the total number of respondents. Response category scores are as follows:

- No Activity = 1
- Emerging = 2
- Developing = 3
- Achieved = 4
- Exemplary = 5

In the Network Membership example on slide 6, the calculation includes:

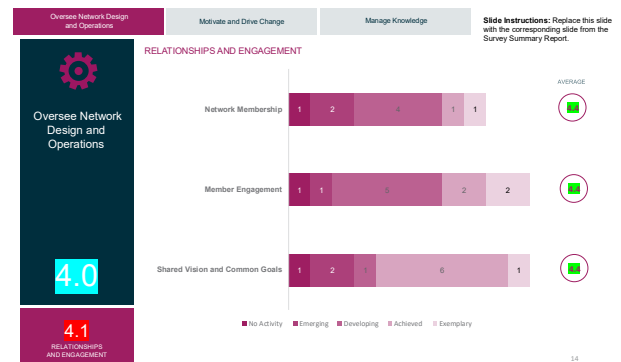
- » One **No Activity** response for a total of 1
- » Two **Emerging** responses for a total of 4 (2 respondents X 2 points each)
- » Four **Developing** responses for a total of 12 (4 respondents X 3 points each)
- » One **Achieved** response for a total of 4
- » One **Exemplary** response for a total of 5

Add the responses (1 + 4 + 12 + 4 + 5) and divide by total number of respondents (9).

$26 / 9 = 2.88$, which you should round to 2.9.

Insert 2.9 in the Average score for Network Membership on the right side of the slide.

Then add the Element averages together and divide by the total number of Elements on a slide to determine the Capability score. Put the overall **Capability** score in the bottom left-hand corner of the slide (highlighted in red).



Capability Ratings Across Roles (Slide 12)

- Using the **Capability scores** you calculated for slides 14 through 21 take each Capability score and put it in the area indicated for its associated Roles (i.e. you would put the Capability scores for “Relationship and Engagement”, “Network Management”, and “Student Centered Focus” under the Role “Oversee Network Design and Operations”).
- For each **Role**, calculate the **average** of the **Capability scores** that fall within that **Role** and enter it directly into the large box at the top of its associated **Category**.
- Please note that higher scores may not be the intended goal based on intermediary and/or network priorities. Scores are for reflection and discussion but are not “grades” used to evaluate success.
- Go back through slides 14 through 21 and add the corresponding Role score to the slide in the bottom left hand of the slide (highlighted in blue).



Element-level (Slides 22–56)

Enter the **Element average score** in the circle at the bottom left-hand corner for each Element (highlighted in red). To support making this visually relevant for sensemaking, reposition the score under the correct developmental category (e.g., Developing).

Oversee Network Design and Operations | **Motivate and Drive Change** | **Manage Knowledge**

ROLE: OVERSEE NETWORK DESIGN AND OPERATIONS

NO ACTIVITY | **EMERGING** | **DEVELOPING** | **ACHIEVED** | **EXEMPLARY**

RELATIONSHIPS AND ENGAGEMENT

Network Membership

Define and use criteria for network membership that prioritize equitable outcomes for prioritized student populations (as identified by the organization).

There is no evidence that the intermediary has developed criteria for network membership that prioritize equitable outcomes for prioritized student populations.

The intermediary is beginning to develop criteria for network membership that prioritize equitable outcomes for prioritized student populations.

The intermediary has developed criteria for network membership that prioritize equitable outcomes for prioritized student populations, but use of the criteria in its recruitment strategy is limited or inconsistent.

The intermediary consistently uses criteria for network membership that prioritize equitable outcomes for prioritized student populations in their recruitment efforts.

The intermediary consistently applies its criteria for network membership, regularly assesses the effectiveness of its overall recruitment strategy, and monitors the composition of network members to ensure alignment to the criteria.

Slide Instructions: Update this marker with the Element average and reposition it under the correct developmental category (e.g., developing).

Appendix I

Notetaking Template

This template is intended to support capturing of key information garnered through the Sensemaking Meeting. During the sensemaking conversation, teams may choose to alter organizational ratings, either to be higher or lower, based on availability of information shared. This template offers space to capture the new scores and rationales for changes. However challenging, organizations should change scores when necessary but refrain from having that serve as a de facto goal of the meeting. The purpose of the meeting is to assess the status of intermediary capabilities to support strategic investment in identified priorities.

Oversee Network Design and Operations | RELATIONSHIPS AND ENGAGEMENT

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Network Membership		
Member Engagement		
Shared Vision and Common Goals		

Oversee Network Design and Operations | NETWORK MANAGEMENT

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Network Operations		
Strategic Talent Recruitment		
Talent Development		
Financial Management		
Financial Stability		

Oversee Network Design and Operations | STUDENT CENTERED FOCUS

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Respectful Working Environment Practices		
Student-Centered Expertise		
Programmatic Focus Based on Student Needs		
Network Partnerships Based on Student Needs		
Student Voice		
Student-Centered Language		

Motivate and Drive Change | RECRUITMENT AND MOTIVATION

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Message Development		
Communication Methods		
Change Agent Engagement		
Motivation for Action		
Commitment to Action		

Motivate and Drive Change | NEEDS ASSESSMENT

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Resource and Service Needs		
Readiness Assessment		
Need Articulation		

Motivate and Drive Change | COACHING AND ENGAGEMENT

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Theory of Action		
Evidence-based Practices		
Knowledge and Skills to Manage Change		
Structures and Processes to Support Change		
Sustainability of Institutional Change		

Motivate and Drive Change | NETWORK COLLABORATION

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Network Interaction and Connections		
Co-generation Within the Network		
Value of Network Participation		

Manage Knowledge | BEST PRACTICE ACCESS AND AGGREGATION

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Network Information		
Learning Synthesis		

Manage Knowledge | DATA ANALYSIS AND CONTINUOUS IMPROVEMENT

ELEMENT	DISCUSSION COMMENTS	TEAM SCORE
Data Administration		
Network Needs and Performance Monitoring		
Network Continuous Improvement		

Appendix J

Capacities Checklist

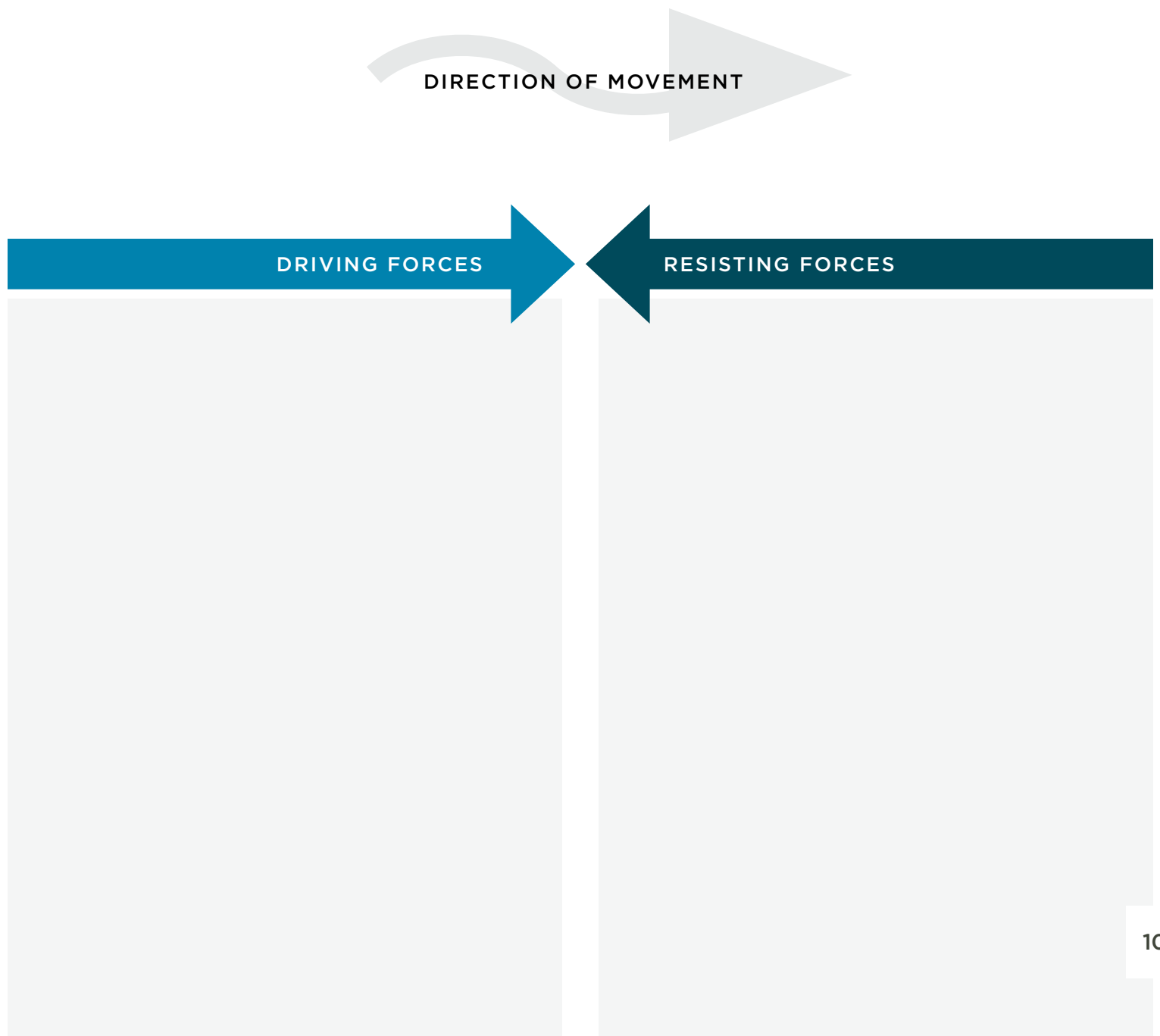
INSTRUCTIONS. Complete each column of the checklist with a yes/no check or by a simple rating, such as 1-5.

[illegible]

Appendix K

Force Field Analysis

INSTRUCTIONS. Use this template as a way to look at driving and resisting forces that influence movement toward a goal or change.



Appendix L

SWOT Analysis

INSTRUCTIONS. Use this template to capture your team’s perspectives on the strengths, weaknesses, opportunities, and threats of the organization’s capabilities.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

Appendix M

Action Planning Template

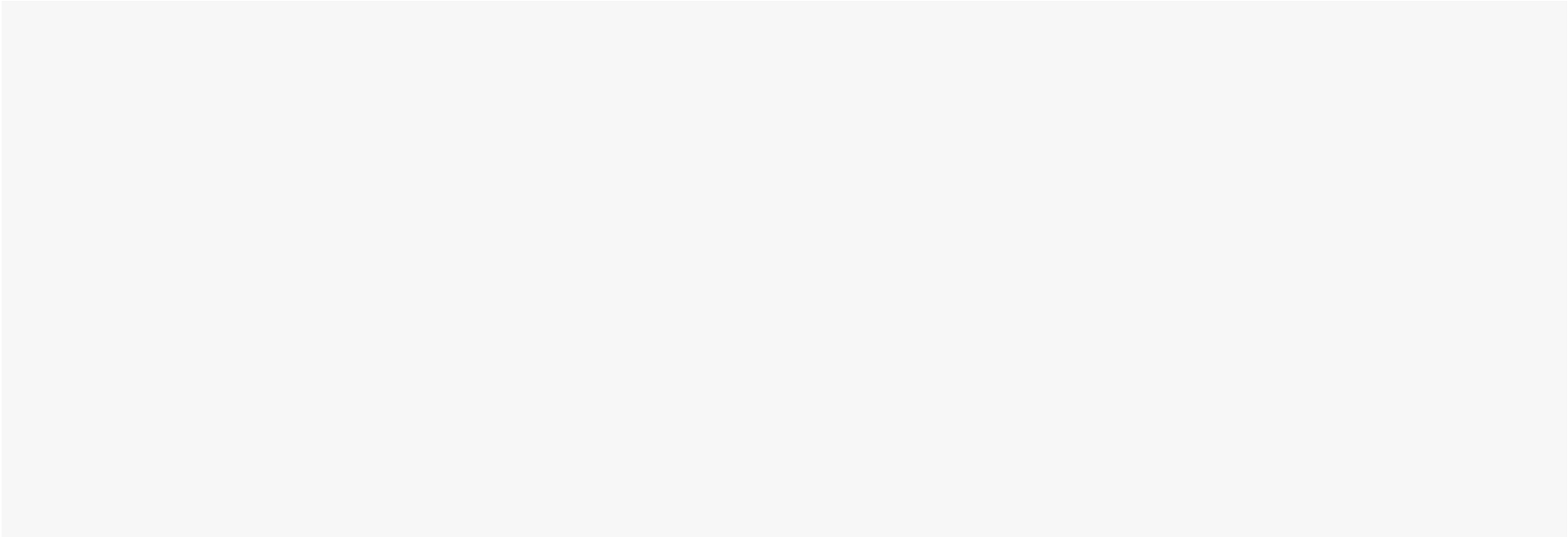
PART 1. VISION SETTING

What would it look like 2 to 3 years from now to have built organizational capabilities to serve as an effective intermediary?

In the space provided in the following matrix:

- Explain what increased intermediary capabilities would look, sound, and feel like to your team, your organization, your network of institutions, and your partners.
- Identify potential barriers to achieving this vision and actions that could be taken to address them.

VISION FOR IMPLEMENTATION



PART 2. PLANNING

Specify a small set of goals for each strategic capability objective identified by your team. Then identify the following for each strategic capability objective:

- **Action Steps.** Specific next steps
- **Leadership.** Person(s) responsible for leading each action step
- **Resources.** Resources required (e.g., people, time, materials, funding)
- **Indicators of Success.** Criteria, method, and/or evidence of success
- **Time Frame.** Time range or deadline

STRATEGIC CAPABILITY BUILDING OBJECTIVE

GOAL(S)	ACTION STEP(S)	LEADERSHIP	RESOURCES	INDICATORS OF SUCCESS	TIME FRAME

STRATEGIC CAPABILITY BUILDING OBJECTIVE

GOAL(S)	ACTION STEP(S)	LEADERSHIP	RESOURCES	INDICATORS OF SUCCESS	TIME FRAME

STRATEGIC CAPABILITY BUILDING OBJECTIVE

GOAL(S)	ACTION STEP(S)	LEADERSHIP	RESOURCES	INDICATORS OF SUCCESS	TIME FRAME

PART 3. PARTNER AND/OR CONSTITUENT ENGAGEMENT

In the matrix that follows, specify key internal and external partners and/or constituents; the support required (e.g., none, partial, full); the level of influence (e.g., low, medium, high); and the related, strategic capability-building objective. Use the “Notes” column to identify the aligned action steps from Part 2 and contextual information that is important in engaging the identified parties.

GROUP	SUPPORT REQUIRED	LEVEL OF INFLUENCE	STRATEGIC CAPABILITY-BUILDING OBJECTIVE	NOTES



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