

So... you want to be an inclusive and equitable systems changer?

Demystifying the *how* of systems change efforts that are
grounded in principles of diversity, equity, and inclusion

Who we are
and the
perspectives
we bring to
this
conversation

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Session Goals

Help make key components of inclusive and equity-centered systems change efforts *clear and explicit*

- ✓ Provide actionable knowledge to advance justice-centered systems change
- ✓ Help you begin apply this knowledge to your own context
- ✓ Connect, build community, and have fun

Flow of our time
together

Present four key components to support justice-centered systems change

- ✓ Introduce the concept, provide one or two examples
- ✓ Have a mini-engagement exercise to help you apply these concepts

PLEASE use the Q&A function to ask questions AND use the chat function to offer comments and reflections!

We will end with a quick recap and link to additional resources

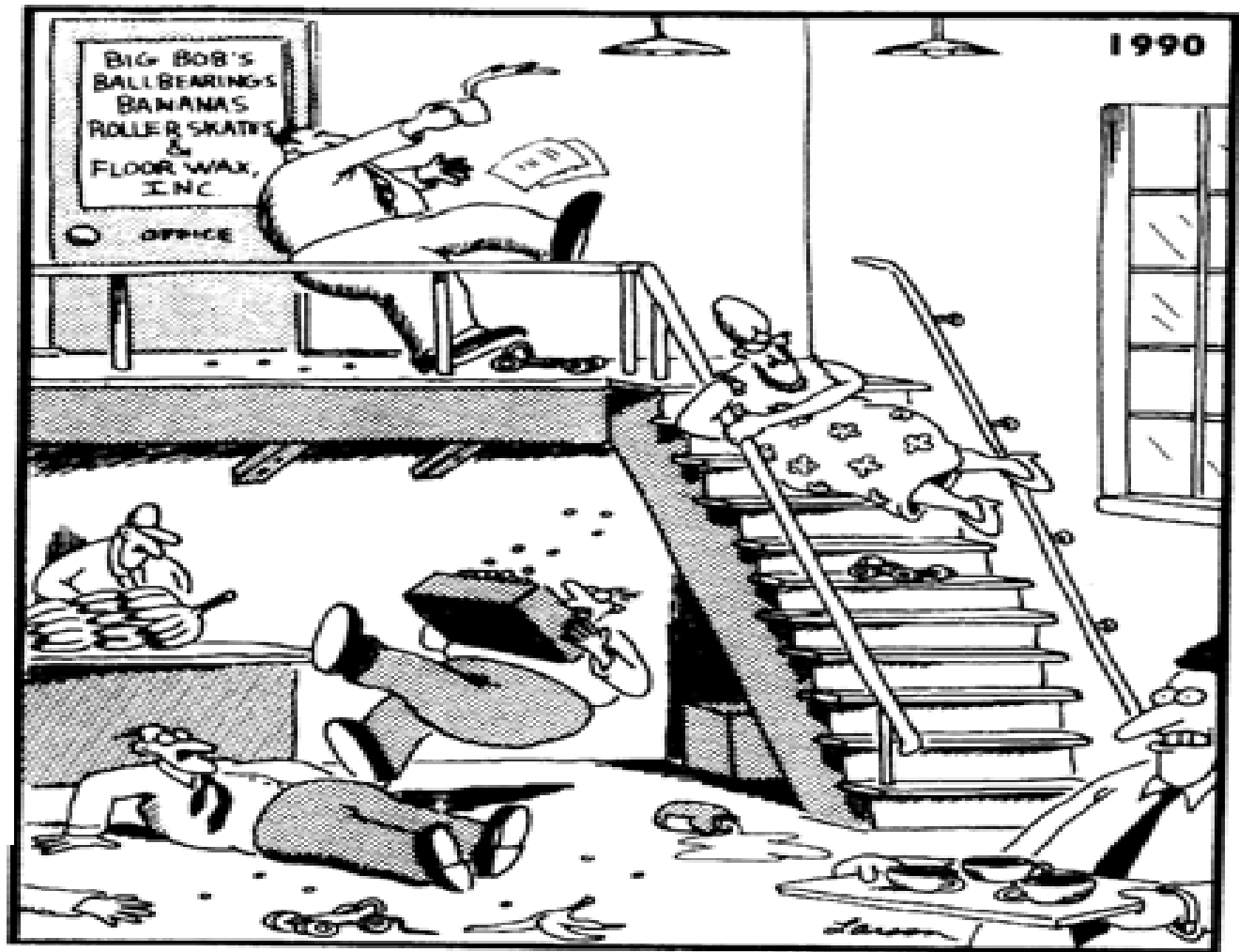
Point # 1
Define systems
change work as
racial justice
work—both in
process and
outcome



We don't get racial
justice out of true
democracy;
we get true democracy
out of racial justice.

Rashad Robinson

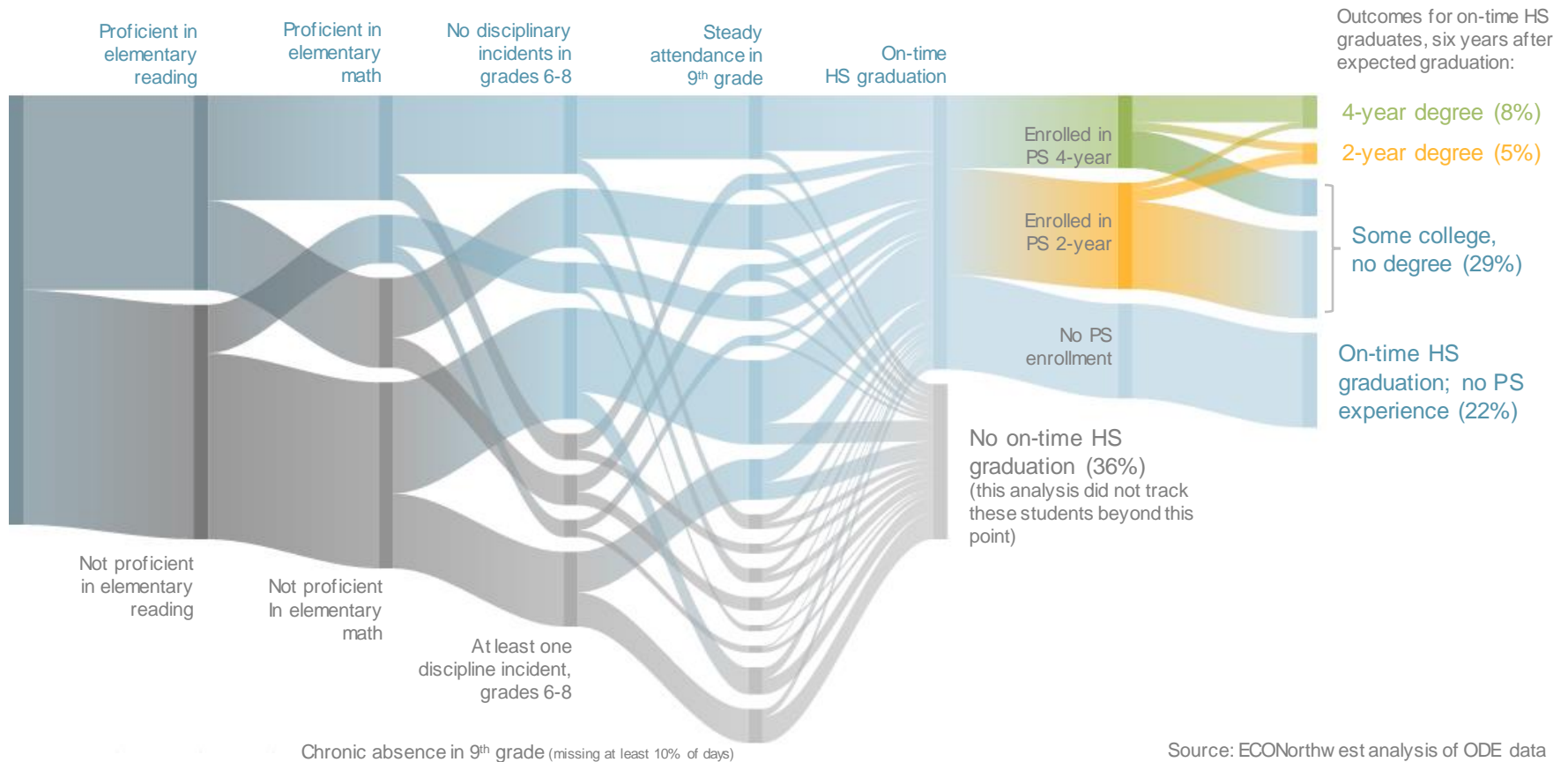
Every system is perfectly designed to achieve the results it gets.



The Groundwater Metaphor

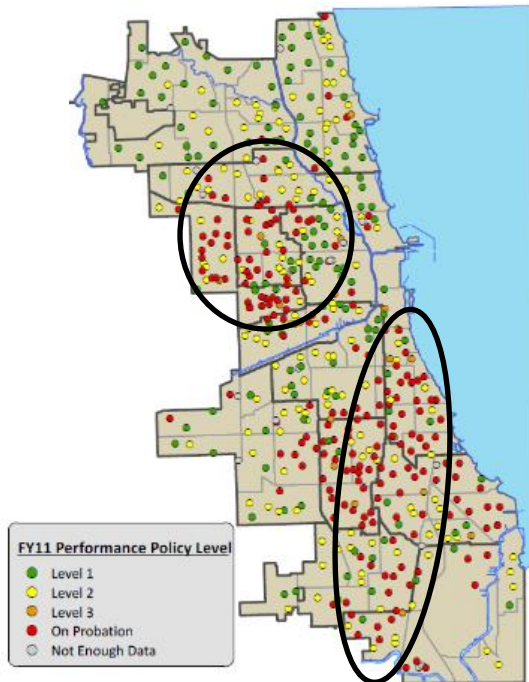
- “We live in a racially structured society, and that is what causes racial inequity.”
- The metaphor is based on three observations:
 - racial inequity looks the same across systems,
 - socio-economic difference does not explain the racial inequity;
 - and inequities are caused by systems, regardless of people’s culture or behavior.
- Embracing these truths forces leaders to confront the reality that all our systems, institutions, and outcomes emanate from the racial hierarchy on which the United States was built. In other words, we have a “groundwater” problem, and we need “groundwater” solutions.

Oregon P-16 Student pathways: FRL-eligible Students

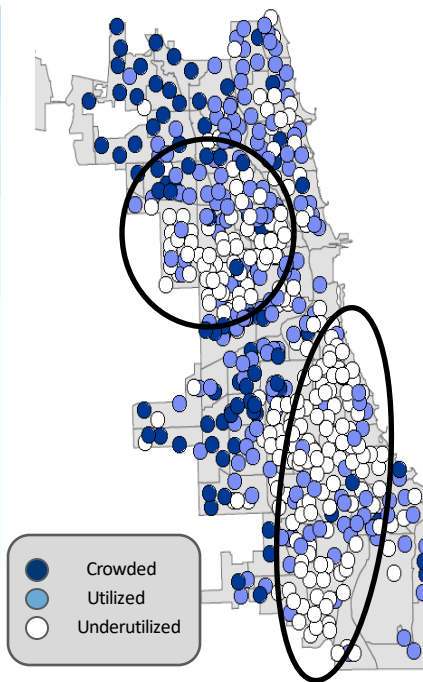


Chicago Public schools - Portfolio of schools Context

Quality of K-8 Schools



Utilization of K-8 Schools



Summary

~ 123,000 students in underperforming seats
~73,000 ES and 50,000 HS

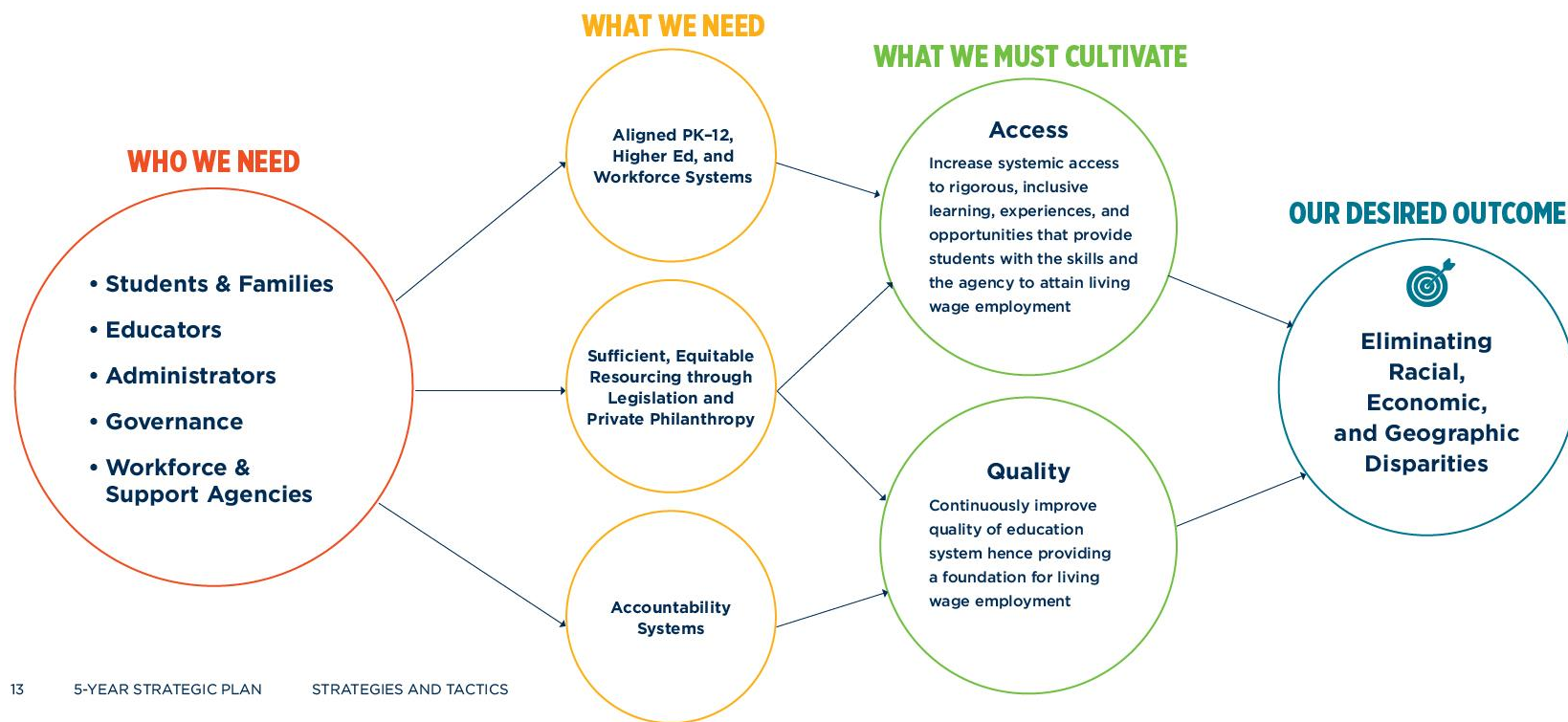
Additionally we have:
~ 119,000 seats to reduce by 2021
~79,000 ES and 40,000 HS

Pockets of under- and overutilization demonstrate the need to right-size the district

Areas of underperformance are aligned with under-utilization

STRATEGIES AND TACTICS

Our work extends from 0-3 policy efforts to workforce and every educational provider and stakeholder along the way, from cradle to career.



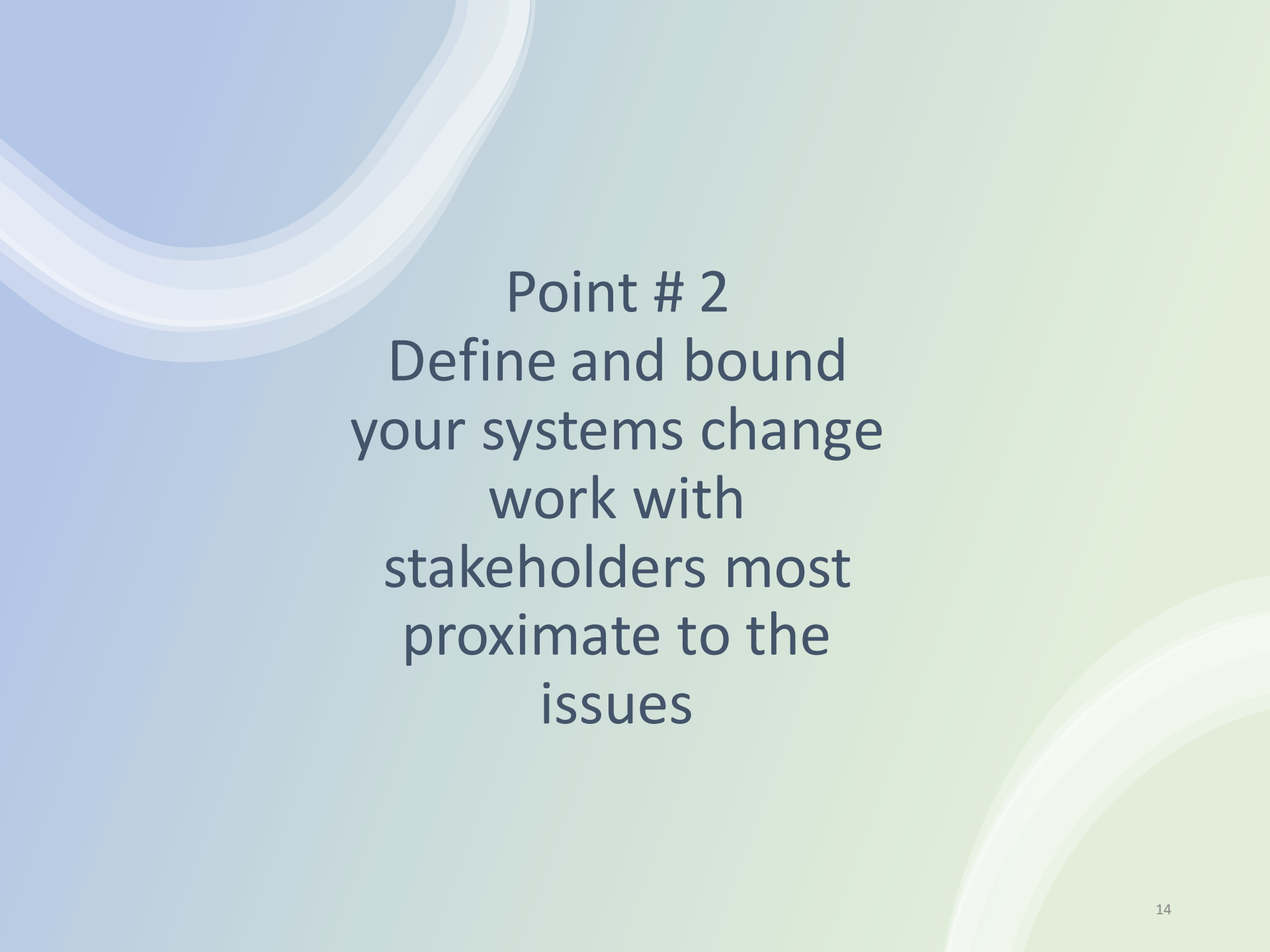
Inclusive Innovation Core Tenets

- Innovation is defined as **differentiated, novel, and radical solutions that are intentionally-designed** to meet the needs of marginalized groups
- Solutions are **co-designed and co-created with traditionally marginalized groups** to address challenges as they see them and as they deem important
- Success is defined by **traditionally marginalized communities having full access to, participating in, and benefiting from** powerful learning outcomes

Engagement
moment –
reflect and chat
in...

- Thinking about your systems change effort – what is the root cause that you are trying to address?
- Where might you start your systems change effort to build early momentum?

Recommended action: Start your work with a historical and root cause analysis to understand the past and current conditions

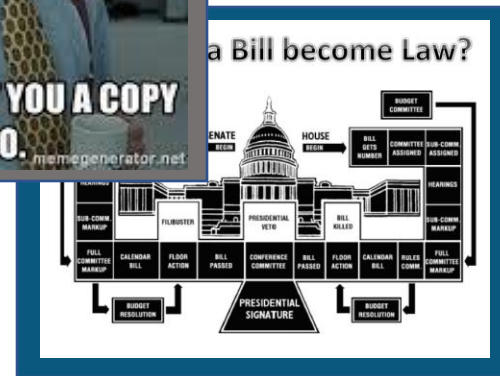
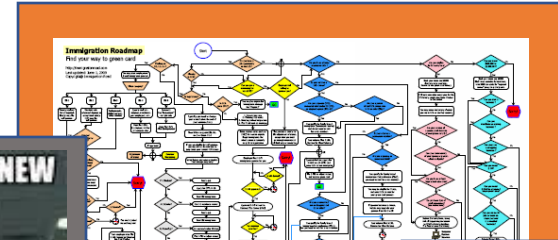
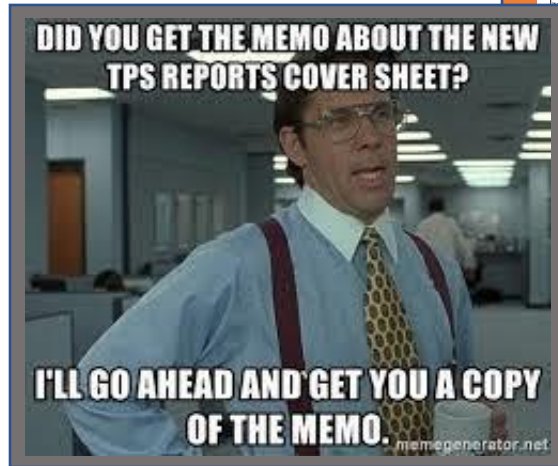


Point # 2
Define and bound
your systems change
work with
stakeholders most
proximate to the
issues

Think BIG...
...but start small!

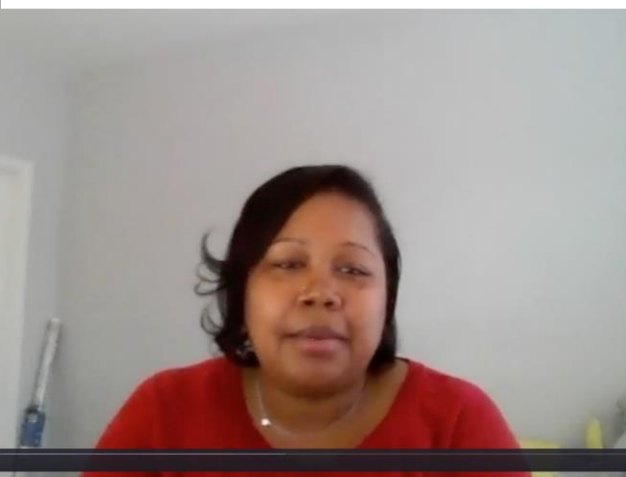
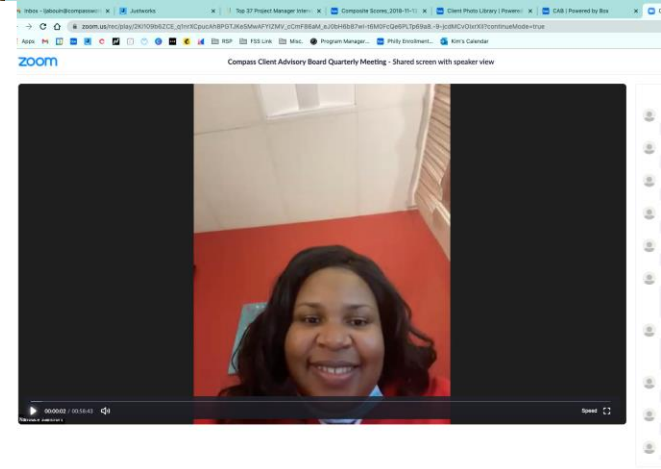


Is your system
complex or
complicated?



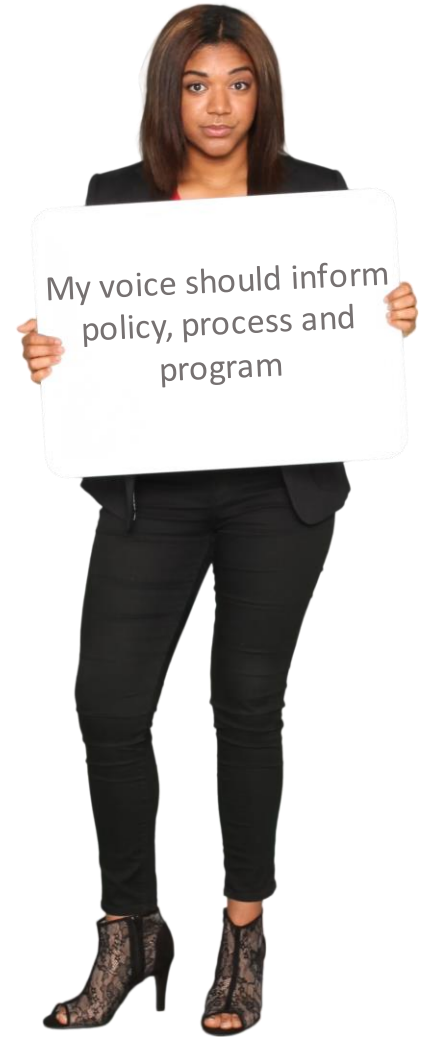
Gross Income Computation	Example
Determine household size.....	4 people with no elderly or disabled members.
Add gross monthly income.....	\$1,500 earned income + \$500 social security = \$2,000 gross income.
If gross monthly income is less than the limit for household size, determine net income.	\$2,000 is less than the \$2,633 allowed for a 4-person household, so determine net income.

Subtract Deductions to Determine Net Income and Apply the Net Income Test	Example
Subtract 20% earned income.....	\$2,000 gross income
deduction.....	\$1,500 earned income x 20% = \$300. \$2,000 - \$300 = \$1,700
Subtract standard deduction.....	\$1,700 - \$168 standard deduction for a household size of 4 = \$1,582
Subtract dependent care deduction.....	\$1,582 - \$361 dependent care = \$1,221
Subtract child support deduction.....	0
Subtract medical costs over \$35 for elderly and disabled.....	0
Excess shelter deduction.....	
Determine half of adjusted income.....	\$1,221 adjusted income / 2 = \$610.50
Determine if shelter costs are more than half of adjusted income.....	\$700 total shelter - \$610.50 (half of income) = \$89.50 excess shelter cost
Subtract excess amount, but not more than the limit, from adjusted income.....	\$1,221 - \$89.50 = \$1,132 Net monthly income
Apply the net income test.....	Since the net monthly income is less than \$2,025 allowed for a household of 4, the household has met the income test.



Are you listening to
the voices of those
who matter most?

**Systems change
must be inclusive to
be equitable**



Hitting an Asset Limit



Tamika bought a 2008 Toyota Corolla two years ago with her tax return. Although it was an older model, Tamika couldn't afford a newer model and she knew this was a reliable car. Thanks to owning this vehicle, Tamika was able to access a better paying job.

Since then, Tamika lost her job, and after her unemployment benefits ran out, she applied for TANF and SNAP. She was turned down for both because her car (now worth \$5,000) is worth more than what her state allowed for those receiving TANF and SNAP benefits.

Tamika either had to go without the benefits, or sell her car and spend down those monies to qualify.

Falling Off the Benefits Cliff



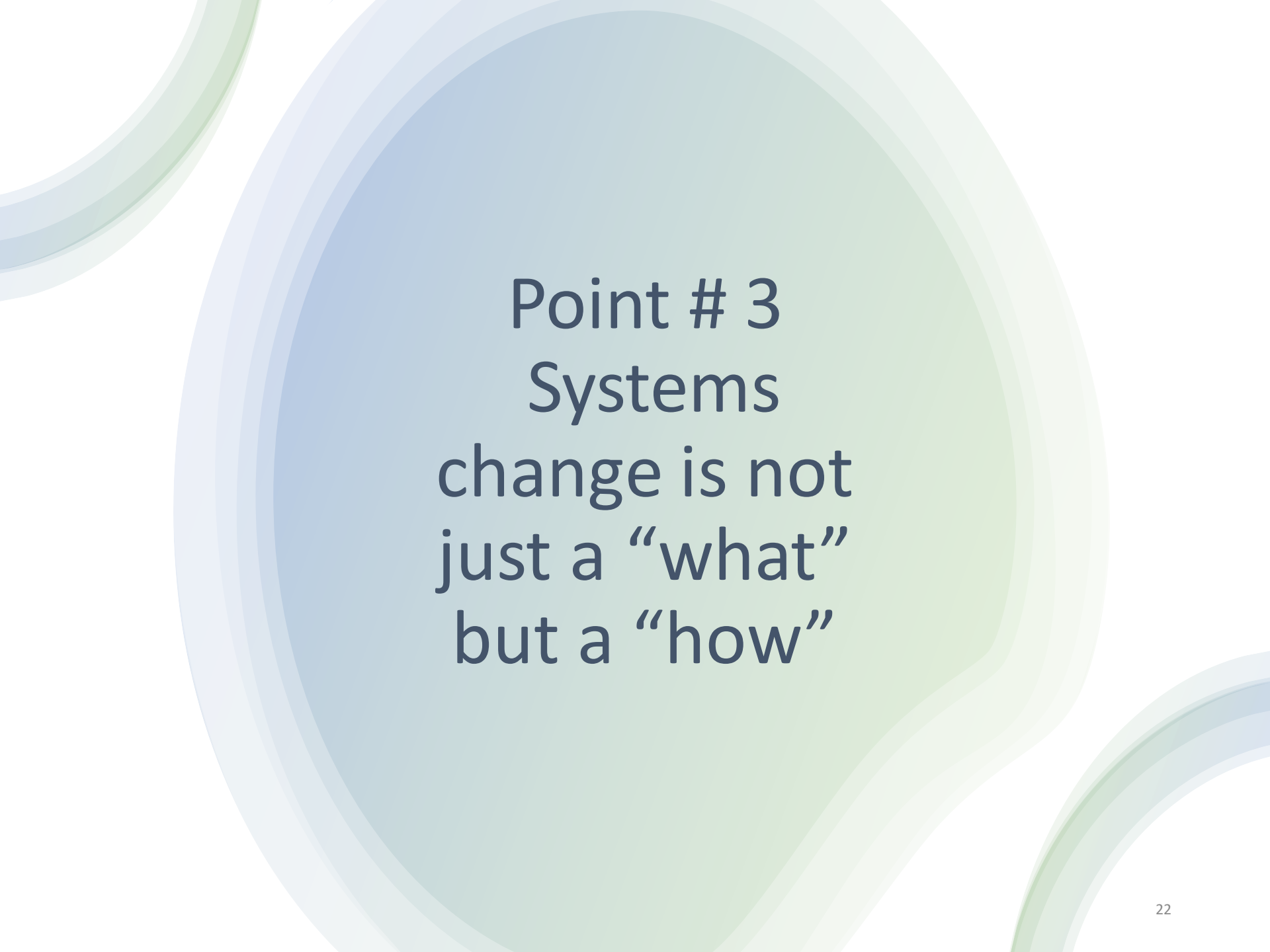
After years of financial stress, Deyanira has been working steadily for the last 3 years. She has some savings, good credit and a nice apartment for herself and her 2 kids, who are 2 and 7. She gets decent annual raises at her job and is in line for a nice promotion that would raise her annual salary by \$15,000.

Deyanira receives a child subsidy for her 2-year old's daycare. Dey wants the raise, but she's nervous that the increase would put her over the limit for the childcare subsidy. Her child's day care, which she loves, would cost her \$250 a week or \$1,000 a month, which would more than eat up her raise after taxes.

Engagement
moment –
reflect and chat
in...

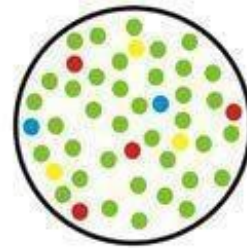
- Think about the organization you serve as a staff member or board member, then type in the chat a behavior or practice that you want to explore more, why you think change might be necessary to create equity, and how you might engage stakeholders in that exploration.

Recommended action:
Identify your stakeholders, engage them in 'bounding' the system and developing approaches for change.

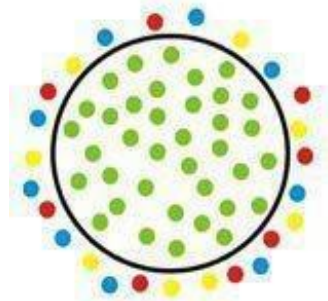


Point # 3
Systems
change is not
just a “what”
but a “how”

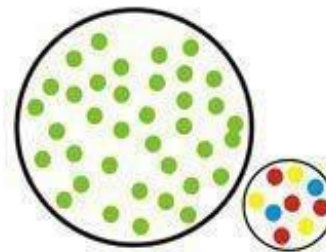
Defining and recognizing the complexity of systems change is the “what”; the “how” of changing systems is equally important



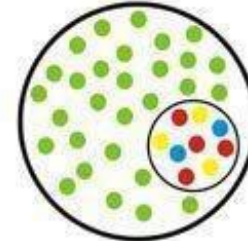
Inclusion



Exclusion



Segregation



Integration

Effective systems change
requires a mindset shift from:

To → With
&

Example of power

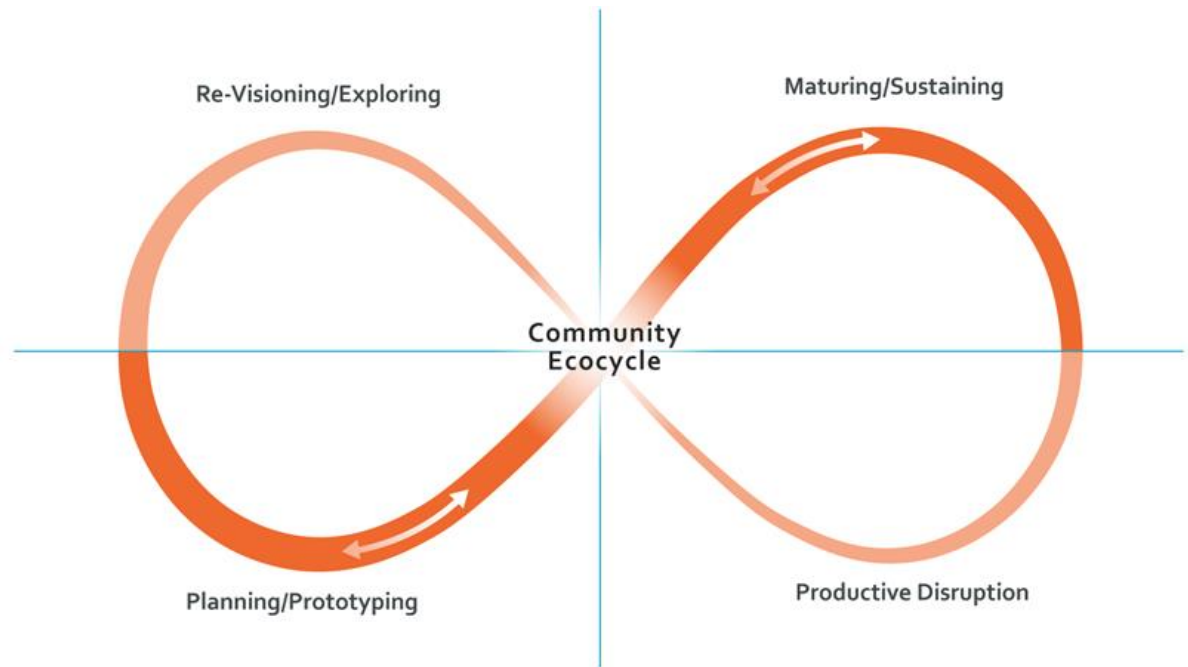
↪ Power of example

“Fund us like you want us to
win”

-- Ash-Lee Woodard Henderson,
Co-director of Highlander Center



Communities and their systems are not one-dimensional or static; rather, they are dynamic and move within ecocycles



Example: Application in Evaluation and Learning Practice

EVALUATION WORK IS IN SERVICE OF AND CONTRIBUTES TO EQUITY

Production, consumption, and management of evaluation and evaluative work should hold at its core a responsibility to advance progress towards equity.

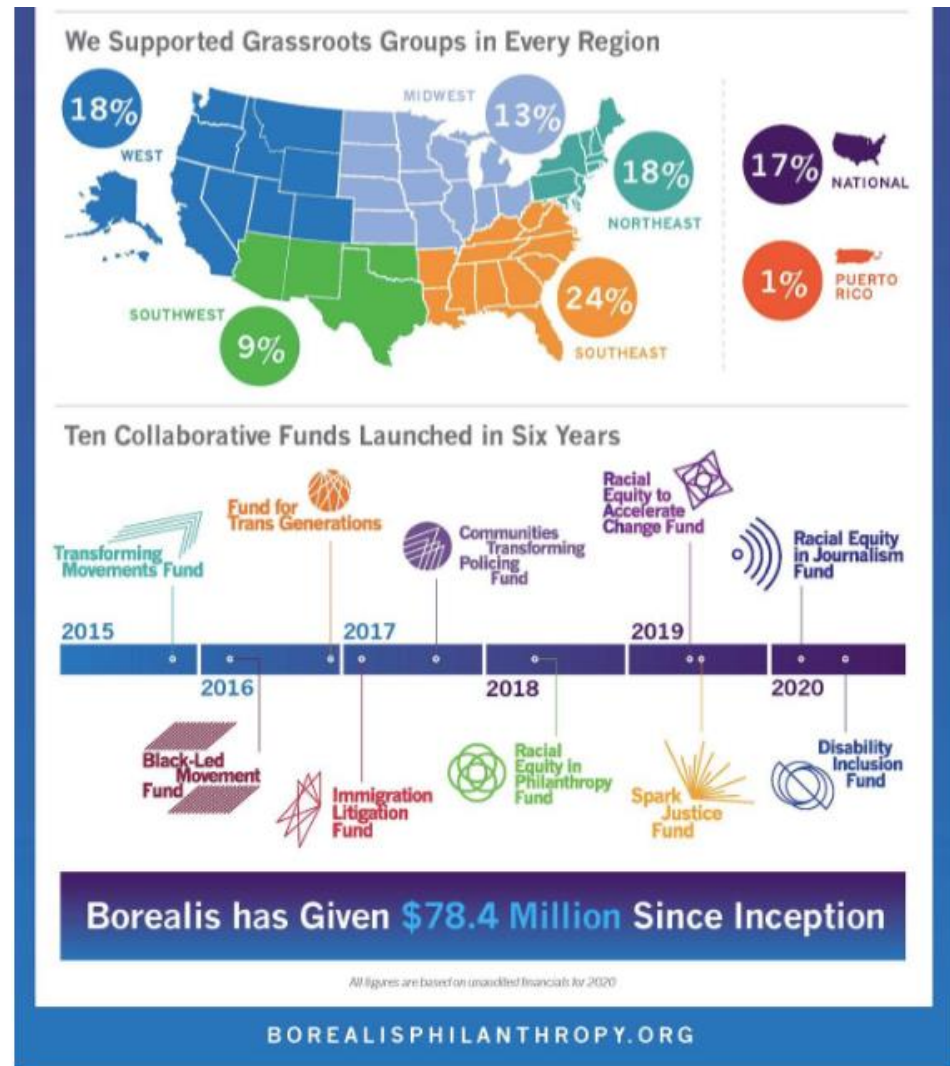
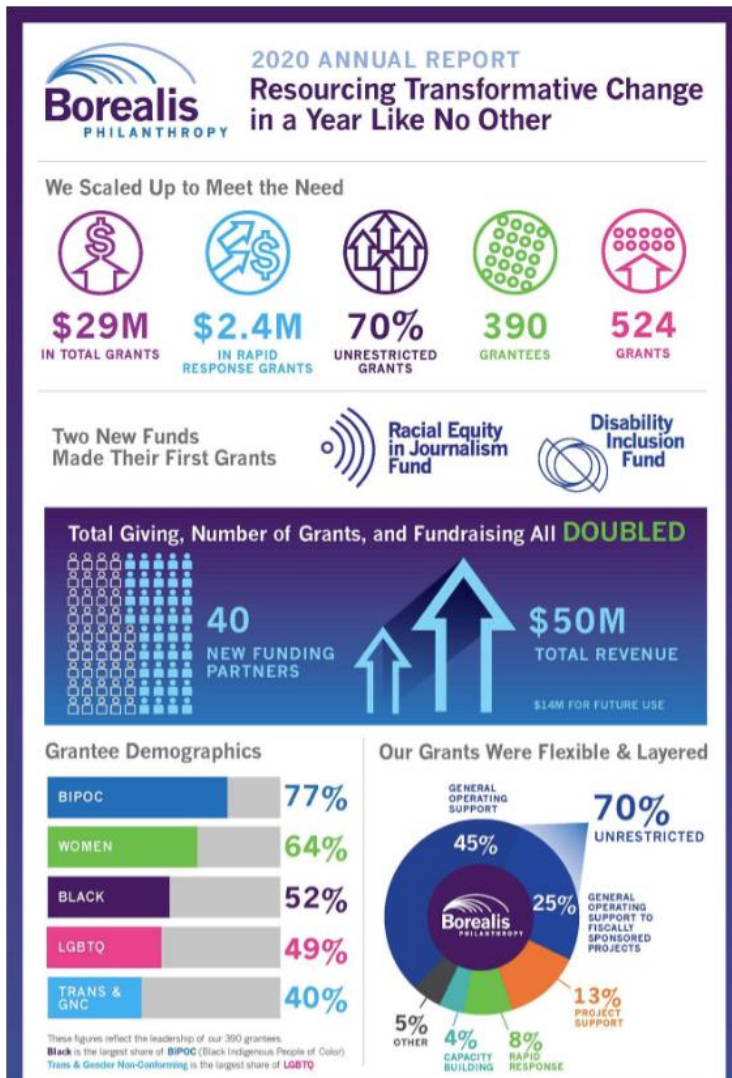
EVALUATIVE WORK SHOULD BE DESIGNED AND IMPLEMENTED IN A WAY THAT IS COMMENSURATE WITH THE VALUES UNDERLYING EQUITY WORK

It should be multi-culturally valid and oriented toward participant ownership.

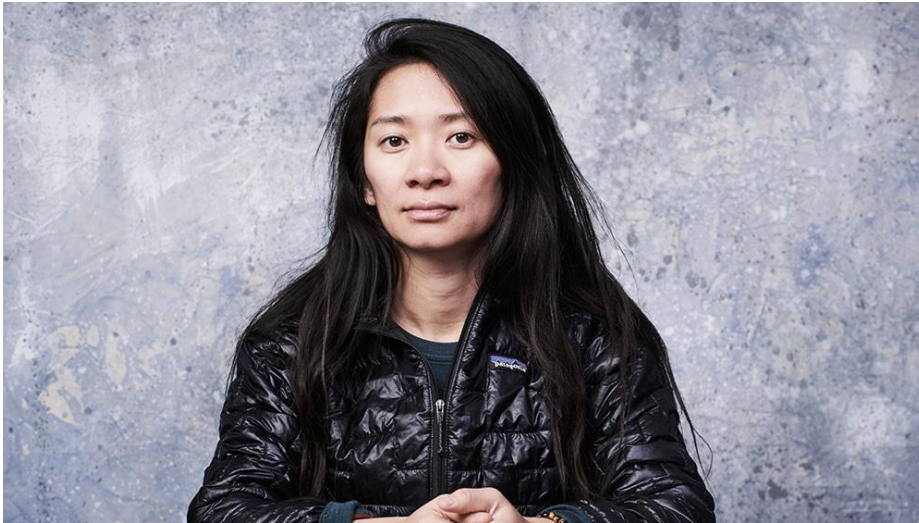
EVALUATIVE WORK CAN AND SHOULD ANSWER CRITICAL QUESTIONS ABOUT THE:

Effect of a strategy on different populations and on the underlying systemic drivers of inequity, and the ways in which history and cultural context are tangled up in the structural conditions and the change initiative itself.

Example: Application in Philanthropic Giving

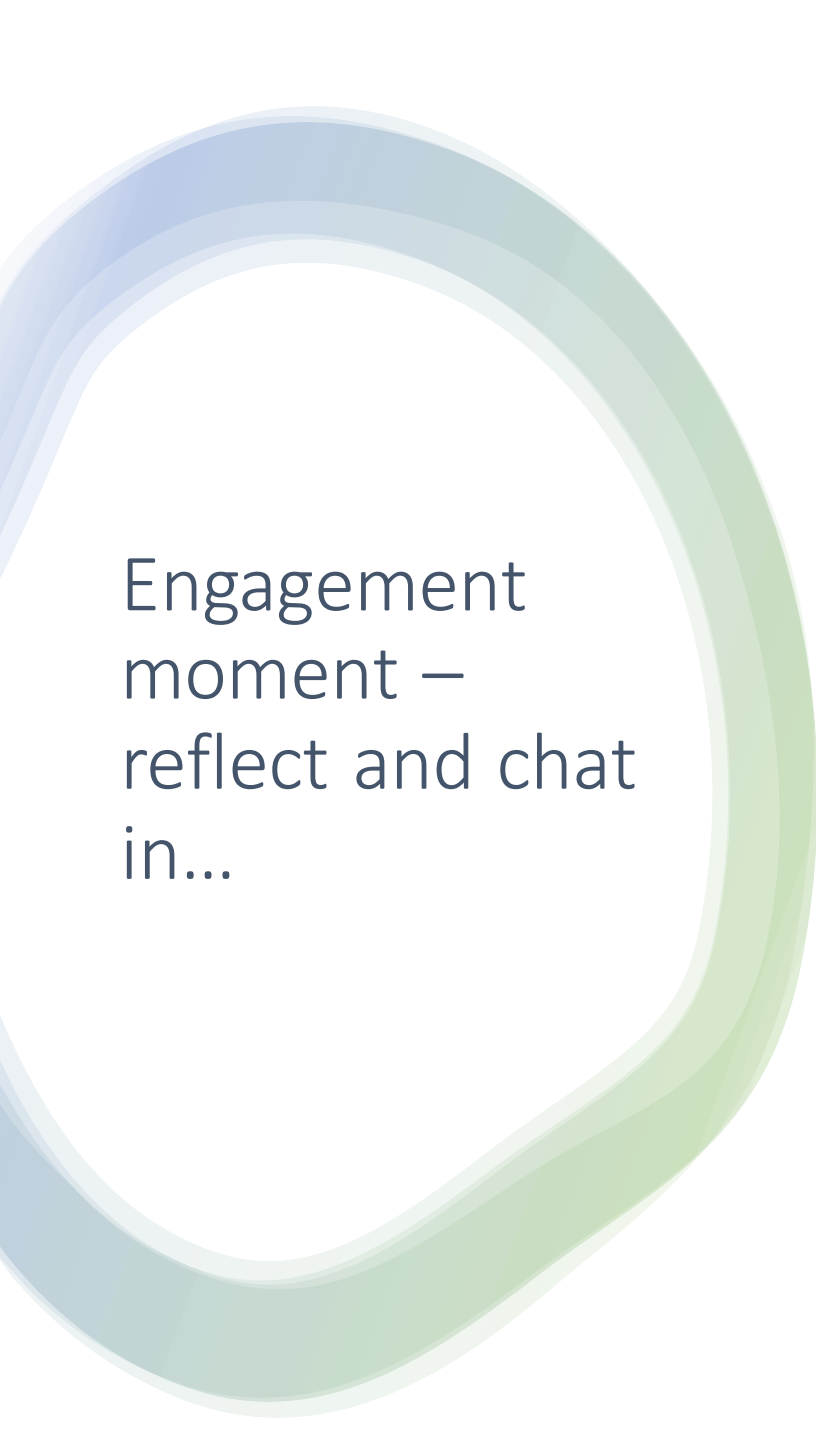


Example: Application in Mindset Shift



“That remains the impossible battle at the heart of representation: wanting to acknowledge the wounds that exist and to draw attention to neglect and oppression while trying not to be reduced to those things onscreen, to escape from the expectations of miserablism”

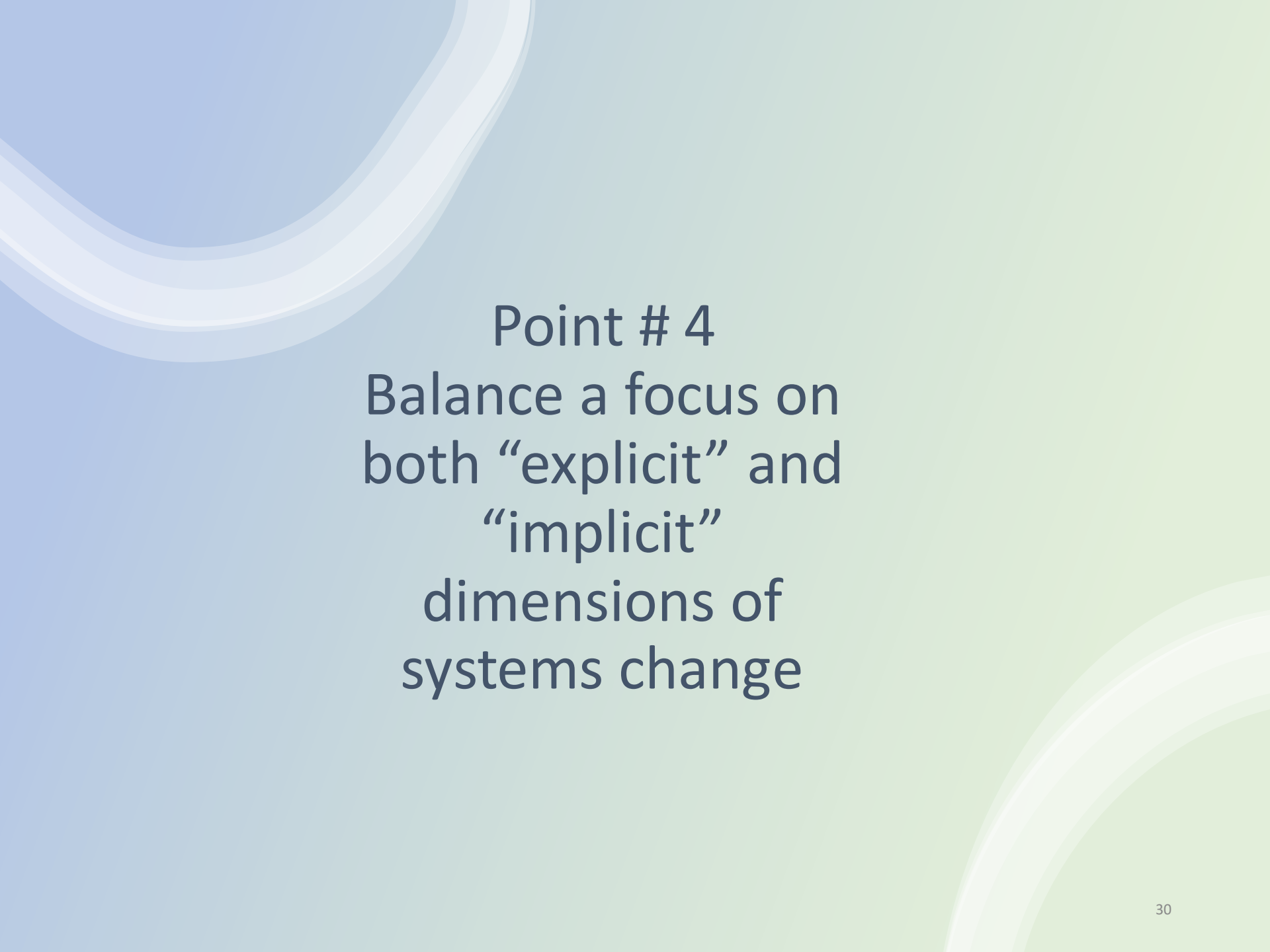
--Chloé Zhao



Engagement moment – reflect and chat in...

- In what ways does the work of your organization live in the 'to' space rather than the 'with' space?
- How might you connect with community leaders and members to listen, listen, and listen even more?

Recommended action: Co-design ways to best coordinate and support systems change based on a shared recognition of the phase of the community ecocycle.

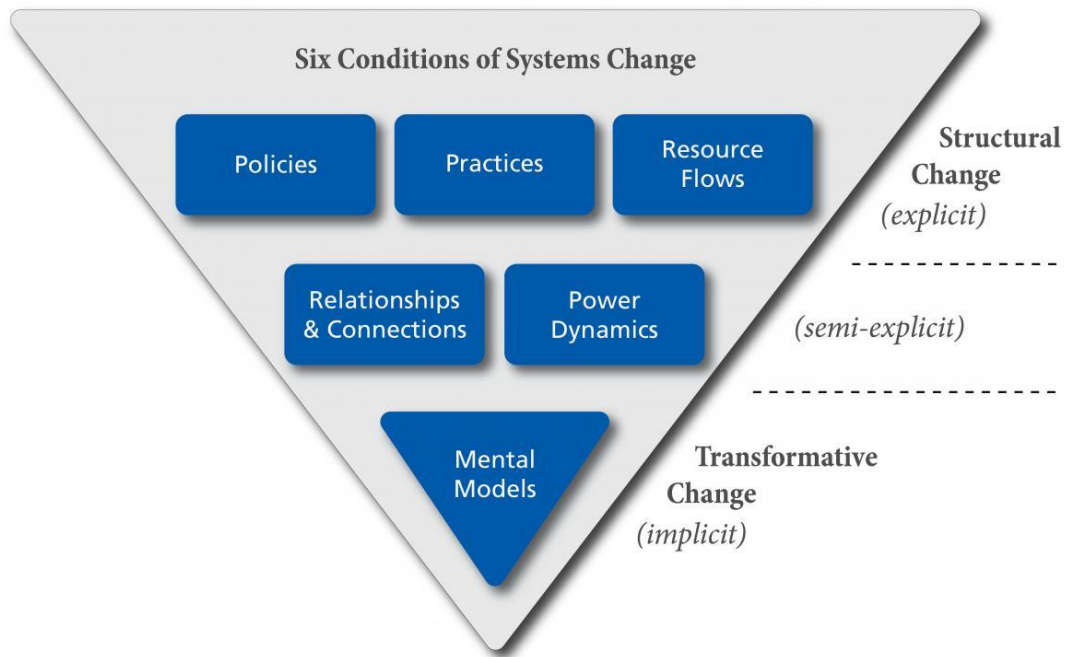


Point # 4
Balance a focus on
both “explicit” and
“implicit”
dimensions of
systems change

Systems are resilient

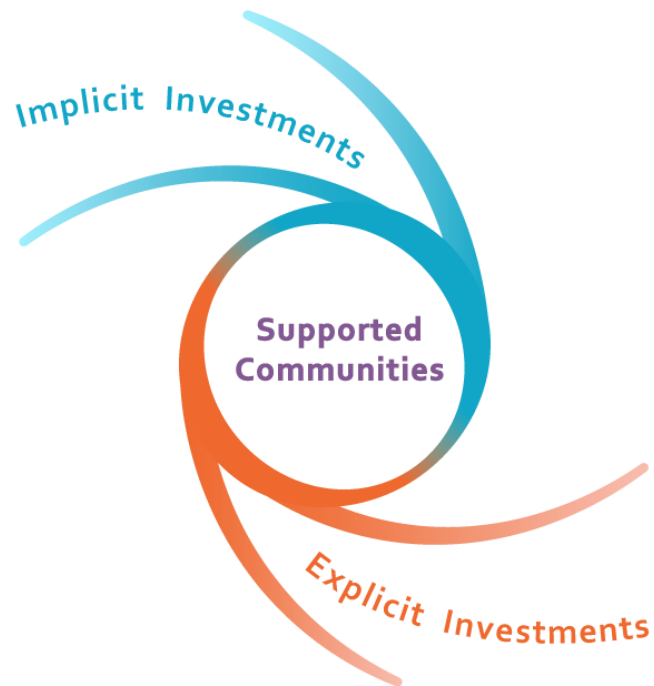
There is a lot of inertia
keeping systems
functioning as they are...





Systems change is about shifting the conditions that produce societal problems *and* hold them in place.

To truly advance systems change you must balance focus, effort, *and* investment in both explicit and implicit dimensions of change



Reflect for a moment:

Which way do you *lean* when it comes to tackling systems change efforts? Do you focus more on the explicit or implicit dimensions?



A place-based systems
change agenda in action:
Advancing equitable
cradle-to-career outcomes

GRADUATE!
TACOMA

SAYYES
BUFFALO

BUFFALO, NY

CHA2.0

CHATTANOOGA, TN

commit

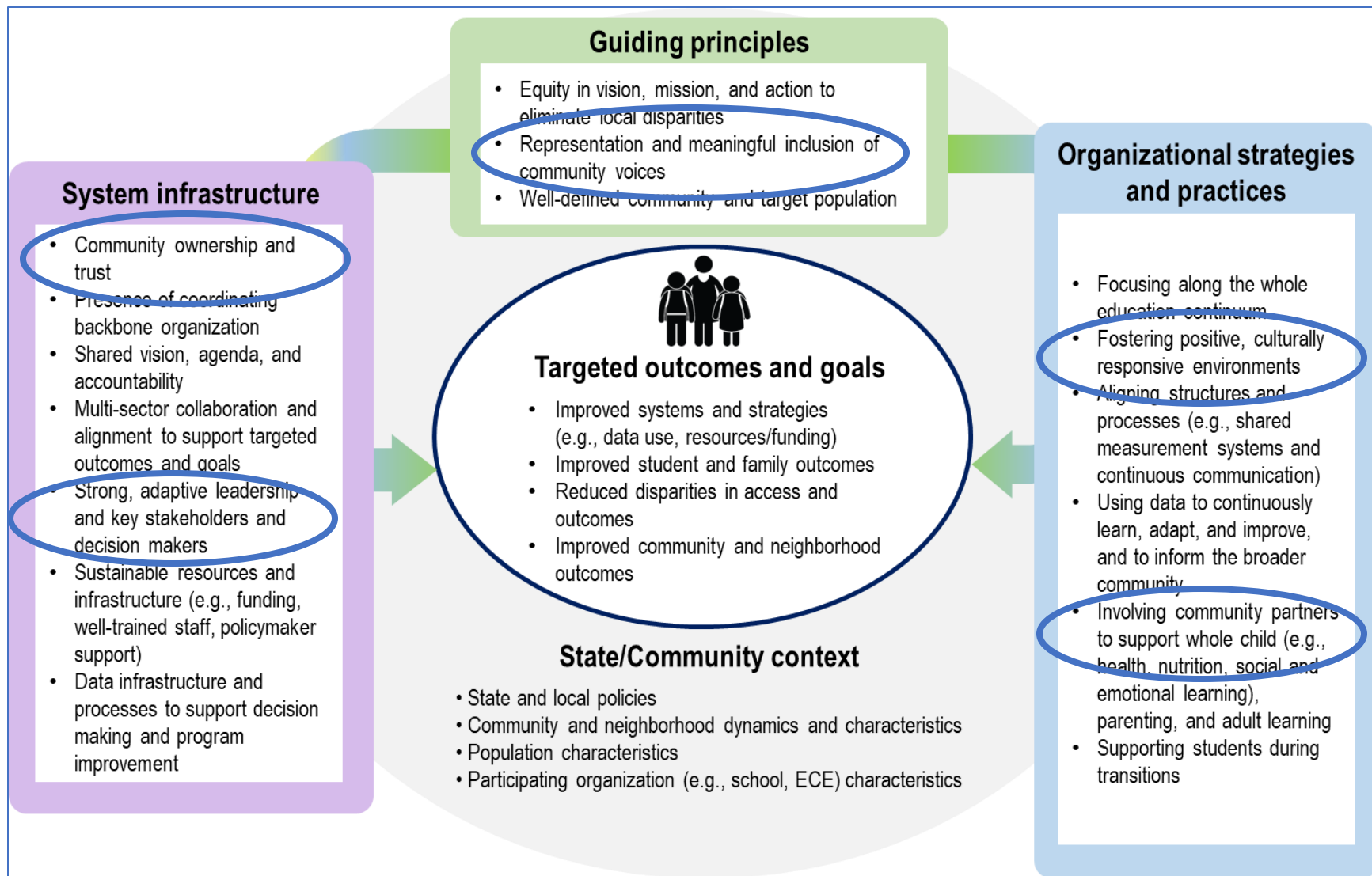
DALLAS, TX



RGV FOCUS

a COLLABORATION with EDUCATE TEXAS

RIO GRANDE VALLEY, TX



Engagement moment – reflect and chat in...

- Thinking about your systems change effort - community level, organizational, programmatic - what are the conditions that are holding your challenge in place?
- What are the implicit or even semi-implicit efforts that you may need to undertake to shift these conditions?

Recommended action: Consider these questions with your systems change stakeholders to ensure you are taking a balanced approach! And don't do it alone – partner with others to ensure that you are addressing all aspects of the change effort.

Quick recap

Define systems change work as racial justice work both in process and outcome

- ✓ Identify root causes
- ✓ Assess areas for early momentum

Systems change is not just a ‘what’ but a ‘how’

- ✓ Co-design inclusive and equitable processes
- ✓ Understand the ecocycle stage of the change effort and match your strategies accordingly

Bound your systems change work with stakeholders most proximate to the issues

- ✓ Understand the wholeness of the system but identify your place of greatest influence
- ✓ Center those most implicated by current systemic barriers to co-design change efforts

Balance a focus on both explicit and implicit dimensions of systems change

- ✓ Identify conditions holding the issue in place
- ✓ Partner with stakeholders for a balanced change strategy



Thank you!

And for more
insights see...

- [Our Approach — Compass Working Capital](#)
- [Our Approach - Digital Promise](#)
- [P-16 Tools and Resources \(mathematica.org\)](#)
- [ABOUT - We Refuse to Lose](#)
- [Water of Systems Change 30855.pdf \(issuelab.org\)](#)