



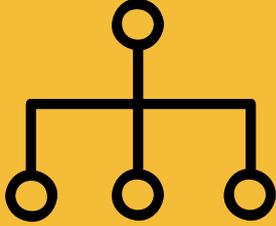
The National Center for College & Career
 Make Potential Exponential

Illinois 60 by 25 Network Annual Conference
Agents of Change: Working Together to Improve Student & Community Outcomes

Day 2 Workshop: Leading for Equity

Time	Agenda and Notes
9:55 – 10:00 a.m.	<p align="center">Welcome and Overview</p> <p align="center">Julie Koenke, Director of Regional and District Programs ConnectED: National Center for College and Career</p>
10:00 – 10:25 a.m.	<p align="center">Understanding the intersection Systems, Structures, Practices, Policies, Beliefs and Values in order to Lead for Equity</p> <p align="center">Activity: Overview and Reflection of the 4I’s of Oppression</p>
10:25 – 10:55 a.m.	<p align="center">Understanding Your Team’s Strengths and Areas of Growth</p> <p align="center">Activity: Team Assessment</p>
10:55 – 11:25 a.m.	<p align="center">Identifying how to lead and work with your community to make change</p> <p align="center">Activity: Overview and Refletion of SCARF Framework</p>
11:25 – 11:50 a.m.	<p align="center">Team/Individual Action Planning</p>
11:50 – 12:00 p.m.	<p align="center">Closing</p>

Four I's of OPPRESSION



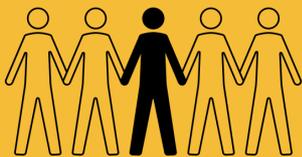
Ideological

A system of beliefs or ideas



Institutional

Using the laws, the legal system, the education system, public policy, media, political power, etc... to maintain ideology



Interpersonal

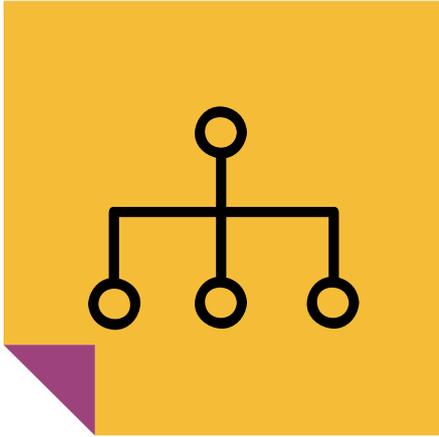
The idea that one group is better than another and has the right to dominate/control the other



Internalized

The oppressor doesn't have to exert any more pressure, because we now do it to ourselves and each other

Four I's of OPPRESSION



Ideological



Institutional



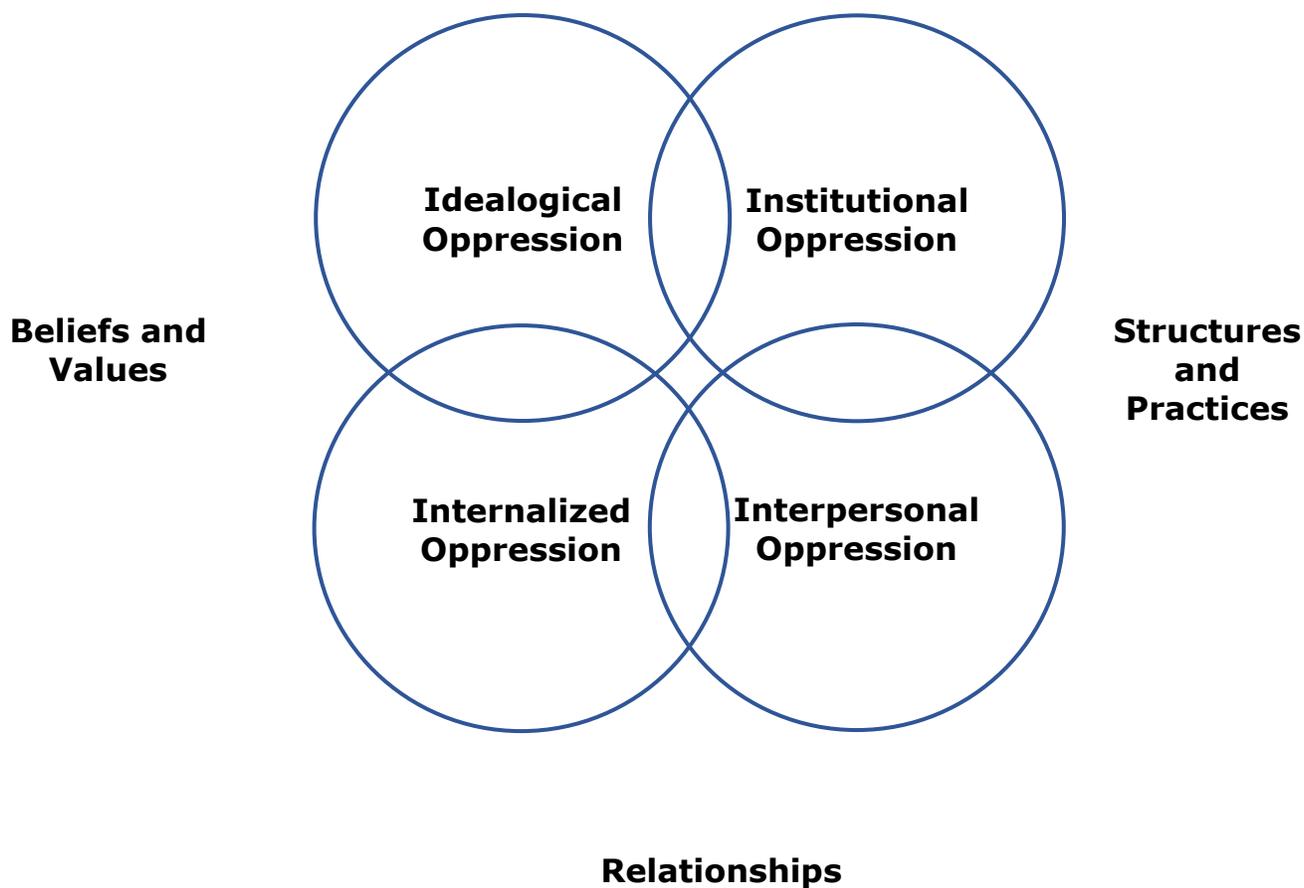
Interpersonal



Internalized

The Four "I's" Of Oppression

Systems, Political Power and Policies



Adopted from Chinook Fund and Disruptive Equity Education Project, Dr. Darnissa Carter 2/1/20

***The Four I's of Oppression
Team/Individual Processing Sheet***

<p><i>What resonates for your team about this framework?</i></p>	
<p><i>As you think about your local equity efforts, where are you most successful (4 I's)?</i></p>	
<p><i>As you think about your local equity efforts, where are your biggest challenges (4 I's)?</i></p>	
<p><i>How might this framework help you think about next steps with leading for equity?</i></p>	

GLCCPP Self-Assessment: Leadership and Governance for Pathways Development



Purpose and Use of Self-Assessment Tool

The purpose of the following self-assessment tool is intended to describe the developmental stages that both convening leadership and work-based learning intermediaries may go through as they deepen pathways implementation over time. Additionally, the tool is intended to provide starting point for a conversation within each community about building and scaling a college and career pathway system in each GLCCPP region.

Target Audience

This self-assessment tool is designed to be used by an existing cross-sector group/s of stakeholders that are involved at the leadership level in current regional and/or district pathways design and implementation. This group may include regional workforce development boards, Chambers of Commerce, employers (particularly those related to the designated pathways), 2- and 4-year postsecondary institutions, secondary and middle schools and school districts, city and/or county government leaders from departments focused on either workforce or youth issues, and, as appropriate, non-profit organizations that are focused on youth and/or workforce development.

Self-Assessment Rubric

Below are three sections of a broader Leadership and Governance Rubric. The entire rubric can be found at GLCCPP.org/resources

D. Data and Metrics

	0 – Not yet implemented	1 – Initiating	2 – Developing	3 – Demonstrating	4 – Sustaining
Shared Accountability (QI D.1 – D.3)		The convening leadership discusses the educational, social/emotional, economic, and other indicators they would expect to impact as a result of implementing a system of college and career pathways, potential realistic targets , as well as the respective roles each leader and organization might play in gathering data and supporting progress toward the indicators.	Convening leadership establishes an initial set of indicators to measure the success and impact of pathways (i.e., traditional education measures, assessment of student and parent satisfaction, and indicators of social and emotional well-being) and identifies a process to gather and record baseline data for each of the identified indicators.	The convening leadership confirms the educational indicators, adds indicators of community social and economic wellbeing (e.g., incidents of juvenile crime, youth voter registration rates), and creates cross-organizational data sharing agreements in order to develop a data dashboard that represents a broader set of success indicators.	The convening leadership implements a pathways data dashboard, data collection and reporting processes, and communication strategies, and on regular intervals, publicly shares progress on the indicators in order to demonstrate mutual accountability and commitment to sharing responsibility for results.
Shared Metrics		Convening leadership has not yet established performance and process based shared metrics to gauge effectiveness	Convening Leadership established shared performance metrics by which to measure their effectiveness	Convening leadership establishes performance- and process-based metrics by which to measure their effectiveness for multiple time horizons (e.g., one year, five years, 10 years)	Convening leadership establishes performance- and process-based metrics by which to measure their effectiveness for multiple time horizons (e.g., one year, five years, 10 years) and closely monitors progress adjusting plans as needed.
Communication of Data		Each organization within the convening leadership individually collects and reports on data.	Convening leadership collects and reviews and shares data internally within each organization.	The convening leadership collects reports on data across systems and associated communication strategies are established to regularly and publicly share progress on the performance metrics in the short- and medium-term as it pertains to pathways implementation and in the longer-term to community and economic wellbeing	The convening leadership collects reports on data across systems and associated communication strategies are established to regularly and publicly share progress on the performance metrics in the short- and medium-term as it pertains to pathways implementation and in the longer-term to community and economic wellbeing, adjusting as needed.

E. Equity and Access

	0 – Not yet implemented	1 – Initiating	2 – Developing	3 – Demonstrating	4 – Sustaining
Shared Vision for Student Success, Access and Equity (QI B)		The convening leadership (both executive and operational) develops a clear vision of preparing all students for college and career success within a defined geographic area in alignment with local needs. Conceptually, all members embrace this vision .	Some convening members publicly endorse the vision for all students to become college and career ready. Some convening leadership members serve as visible and public champions within the defined geographic area. Convening leadership members identify system level gaps and barriers that hinder all students succeeding.	Most/all convening leadership members assert persistent messaging to ensure ongoing stakeholder support for pathway expansion as the primary strategy for improving student outcomes. Convening leadership develops plans to address gaps and barriers to improve student success, particularly for historically marginalized students.	Guided by a comprehensive communications and implementation plan, convening leadership members use consistent language as they act as visible and public champions for their shared vision. All convening leadership members continually assess gaps and barriers, refine plans to address gaps and anticipate unintended consequences of systems change.
Equity Principles		The convening leadership implements pathways without tending to the principles of equity and access. Pathways are not intentionally designed to improve student success of historically marginalized students.	The convening leadership considers equity and access when designing and implementing pathways. Planning and design addresses some equity and access gaps	The principles of equity and access serve as a through line in pathways development, implementation, and associated planning to address gaps and barriers that will improve student success, particularly for historically marginalized students	The principles of equity and access serve as a through line in pathways development, implementation, and associated planning to address gaps and barriers that will improve student success, particularly for historically marginalized students. Team regularly discuss issues of equity and access and designs current and future programming to address.
Personalized Student Supports		Each institution is individually responsible for engaging community-based organizations to develop partnerships to support student needs.	Convening leadership engages community-based organizations who are traditionally involved in pathways efforts to determine student needs and wraparound supports.	Convening leadership engages community-based organizations who have not historically been involved in pathways planning to determine community and student needs for particular wraparound supports, as well as to identify potential barriers to participation or success.	Convening leadership engages community-based organizations who have not historically been involved in pathways planning to determine community and student needs for particular wraparound supports, as well as to identify potential barriers to participation or success and works to improve supports based on student need.



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**SCARF Framework
Team/Individual Processing Sheet**

<p><i>What resonates for your team about this framework?</i></p>	
<p><i>As you think about your local equity efforts, what SCARF component are you most successful in addressing?</i></p>	
<p><i>As you think about your local equity efforts, what SCARF component might you need to tend to?</i></p>	
<p><i>How might this framework help you think about next steps with leading for equity?</i></p>	



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30, 60, 90 Day Action Plan

<i>In the next 30 days, we will....</i>			
<i>Action Item</i>	<i>Person Responsible</i>	<i>Due Date</i>	<i>Evidence of Success or Completion</i>

<i>In the next 60 days, we will....</i>			
<i>Action Item</i>	<i>Person Responsible</i>	<i>Due Date</i>	<i>Evidence of Success or Completion</i>

<i>In the next 90 days, we will....</i>			
<i>Action Item</i>	<i>Person Responsible</i>	<i>Due Date</i>	<i>Evidence of Success or Completion</i>