Team Name: Equity ANT

Tactical Plan: 2021-2022

TACTICAL PLAN

Equity Definition: Equity is fairness and justice for all in educational institutions across the IE and is achieved by eradicating systemic barriers, while building resources and intentional strategies, so that historically marginalized individuals can reach their full potential for educational success, career attainment and community excellence. (December 2020)

Team Vision: The Inland Empire will significantly increase degree and certificate completion by reaching equity in attainment for all ethnic and gender groups, so that our historically under-represented have economic opportunities to prosper in this region and negotiate future economic changes.

Team Strategy: Develop accountability processes and tools that intersegmental partners can implement to identify greatest areas of inequity and inform systems-level interventions to eliminate equity gaps and achieve parity in attainment for all ethnic and gender groups.

Tactic 1: Design and implement an equity-focused, equity-minded Communications/Outreach Strategy and Plan to create a community-wide college going culture in the IE
(NOTE: This tactic is being advanced for the Equity ANT by the IE Black Student Success Collaborative, hosted through CSUSB. Update reports are shared at each Equity ANT meeting.)

Output(s)	Output Metric(s)	Short-term Outcome(s)	Short-term Metric(s)	Mid-Term Outcome 18-24 months	Mid-Term Metric(s)	Long-term Outcome 24-36 months	Long-term Metric(s)
• Identify location of target groups for campaign that have the highest need by district and disaggregated by elementary-high schools – be courageous! Explore where parents and students are and not typically reached and assure universal message on college and good jobs for all. - Black and brown boys are priority - Include elementary grades – early outreach, engagement • Identify specific student groups within this location. • Identify trusted community partners (I.e. Umoja) and engage to reach target groups. • Draft a marketing and outreach campaign, tailored to targeted student/parent groups.	• Specific communities and locations for campaign are identified, informed by CA Dashboard, NSC and other data. • (X) student groups within these communities are selected. • (X) of trusted partners have committed to implementation of outreach campaign. • Marketing and outreach campaigns are ready for piloting.	• Marketing and outreach campaigns are piloted, results reviewed, and revisions made. • Final outreach campaign is approved and launched.	• Pilot test and revise marketing campaigns with # students and # community partners. • Outreach campaign is communicated to all key partners.	• Increase in the number of target parents/students aware of support resources and are engaged. • Increase in the number of target students indicating intention to enroll and apply for financial aid. • Increase in 12th grade students complete summer bridge programming. • Increase number of 12th grade students in targeted programs/outreach are applying for college.	• (X) of students/parents receive information. Participate in outreach or demonstrate awareness. • (X) or % increase in FAFSA completion. • (X) % increase of students completing summer bridge program. • (X) % increase of students applying for college	• Educational, career, community policies and initiatives are aligned within a, bi-county cradle to career, collective impact model have produced equity. • Increase educational attainment, with specific emphasis on accelerating success for historically marginalized student groups.	• (X%) Increased enrollment, persistence, graduation rates, and overall educational attainment of targeted groups of students within the Inland Empire.

Tactic 2: Design a regional equity rubric/screen for partner self-assessment and action. (allows orgs to see themselves across time and their progression)

Output(s)	Output Metric(s)	Short-term Outcome(s)	Short-term Metric(s)	Mid-Term Outcome 18-24 months	Mid-Term Metric(s)	Long-term Outcome 24-36 months	Long-term Metric(s)
• Examine and identify why current equity policies and practices in major institutions are not producing the results for African American, black and Latinx students • Map current institutional definitions of equity. • Define common equity indicators, accountability worksheet and process steps for assessing equity within and across regional institutions. • Design a rubric/screen to inform data and analysis processes that surface inequities in regional educational institutions. • Define an annual evaluation and measurement cycle to guide institutions in pulling, reviewing, sharing, analyzing results and designing systems-level changes indicated	▪ Indicators and process steps are defined	• An annual evaluation, action and measurement cycle is published.	• Adoption of the cycle	• Pilot group Education institutions K-20 have embedded practice of disaggregating data by race, ethnicity and gender.	• 100 % of pilot group of K-20 education institutions have embedded practice of disaggregating data by race, ethnicity and gender.	▪ Build equitable structures in education to eradicate systemic racism.	•

New tactic from 10/20 meeting:
Tactic 2: Design a regional equity rubric/screen for partner self-assessment and action
Design a rubric/screen to inform data and analysis processes that surface inequities – the greatest gaps in equity. Annually every department takes a look at x, x, x and all data pulls are done disaggregated by race and ethnicity , a report is generated, shared and reviewed with a team //
it's not just here is a good screen… rather it is a full cycle … group creates a full cycle for gathering data that points out greatest inequity for sharing internal, sharing cross-sector and for informing decision making and testing process. We are looking for those who are ready and willing – outcomes backwards … alignment says, we have decided there are 3 principles that help us to surface the greatest equity issues and we have designed a cycle and we are looking for partners to step up and participate

Tactic #1: Design and implement an equity-focused, equity-minded Communications/Outreach Strategy and Plan to create a community-wide college going culture in the IE

Target Population	Expected Dates of Implementation	Description	Services needed from the community

Who will benefit from this initiative?
 	
• Low-income first-generation students
• African American students
• Foster Youth
• Students with Disabilities
• Veterans
• Homeless
• DACA Students
• Undocmented Students
• Young men of color
 	
EL students (NOTE: There are many African American students did not designate EL but are missing basic English Language skills)
 	
Long-term EL student population (those who were designated as EL when started school, and still designated EL in high school – need to get to these students before they start high school so that they can be successful with a-g)
 	
Parents
 	
Students not currently engaged in other programs
	Start Date: Spring 2021
	
	End Date:
	• December 2023
	
	Anticipated Process Steps:
	• Launch of Pilot Campaign to limited audience:
	  • media outreach campaign created
	  • creative collateral finalized
	  • creative content developed
	  • focus groups conducted to inform campaign creative materials
	
	• Launch of refined region-wide campaign following
		How will you describe to the greater community what you are doing?
		
		We think every child can go to college. We are working to assure that every student understands that college (post-secondary) education is possible, and they are capable. This message begins at Kindergarten.
		
		Convince students and parents that students are worthy of attending college and that there are resources available to support and empower them (i.e. Summer Bridge)
		
		We are developing an inspirational campaign that includes success stories of local students.
		
		We are framing college going as a continuation of the parents' dreams and aspirations – finding a way to say that college may be unknown and challenges, but you (parents) have tackled other unknowns and challenges, and encourage them to draw on these experience to support their students.
			How can community partners engage this initiative? What are you looking for? How can existing resources in your community be aligned?
			
			Contribute knowledge and data to inform the campaign
			
			Provide access to parents and students to participate in focus groups and share success stories
			
			Respond to outreach invitations to participate in the message and campaign development and to help disseminate the messaging – spread the message and share the campaign ("We're all in this together!")
			
			Connections to our target populations, and special programs that serve these populations
			
			Access to program alums who are considered success stories that can be featured in the outreach campaign
			
			Share existing affiliated community groups who can assist in disseminating the campaign message
			
			Leverage faith-based communities in this outreach campaign
			
			Assist Equity ANT to develop an asset map of orgs with existing strong connections, partnerships and relationships with parents and students so that we begin as a true partnership and alliance from the outset
			
			Join this ANT!
			
			Share visual assets that they already have – logos, photos, other – that might help us to develop our visual campaign. Will help create familiarity and trust among parents when they associate this campaign with another they know and trust

TACTICAL PLAN

How does this change business as usual in our community?	How will this affect future generations?	How will this scale and be sustained?
Stronger economy Stronger, inspired community Community buy-in Collaborative cross institutional engagement Greater school enrollment/attendance and employment Stronger family and community success	Increased college awareness and college going	Ownership by community partners and educational network

Discussion 10/21:
- Toward Policy/System Change -- What if we include a metric around every district says every students (grade?) must be exposed to this campaign?
- It's about structural racism that is barrier to student success – truly to achieve student goals must eliminate educational barriers
- Dismantling structural racism and structural barriers – need to understand definition of "equity"
- Institutional policy must align in order for ANT objectives to be achieved
- Outcomes should be consistently measurable over the long-term
- Note: CSU system does not disaggregate data by race and ethnicity.
- Look toward inter-agencies have common understanding about how to look at race and ethnicity
- What metrics could we imagine would be more relevant to the work we are doing and the students we are trying to serve? Where are the gaps?

NEXT STEPS:
- Data to Ida by November 10
- Look at data that informed original work
- Look at K-12 district data around (1st objective language)

SHEILA – great if this team could work on a template for data review to surface equity issues.

- *African American / Black Hispanic parents are priority*
- *Be aware of challenges reaching those who don't identify in traditional groups.*

January 2021 Discussion
- Need baseline data to begin and set goals
- Where do we get it?
  - Gertia can get data on her summer bridge program. Moreno Valley, Beaumont/Banning, Norco
  - Need grade level data K-12 (Dr. Li/RCOE; John Massey/SBCSS) – (Molly, Gertia, Melissa May, Sorrel – subcommittee to define what we want to know. Data may already exist – find what we can and then have them)
  - PPIC report (Yara shared link)

Discussion 11/18:
- Tactic 2: Group affirmed the accountability piece of this tactic

NEXT STEPS:
- Small group will meet and refine equity definition (what equity is and what it is not) and possible rubric, and review suggestions at December meeting -- Molly, Alicia, Gertrude, La Tonya and Talisa. // look at CC definition of equity
- Ida will email full SRS study report to the team. Team homework – review and advise Ida of further disaggregation desired

December 16, 2020
- Region 9 is willing to assist in build out of the rubric. Will meet again in Spring semester. Information would be shared with Malia and Kristi

NEXT STEPS:
- Establish metrics for Tactic one
- Begin tasking out

Tactic #2: Design a regional equity rubric/screen for partner self-assessment and action.

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Target Population	Expected Dates of Implementation	Description	Services needed from the community
Who will benefit from this initiative? The entire region would benefit. A common definition and rubric would be helpful for a variety of entities. The students, those who are most impacted and have experienced systemic barriers.	**Start Date**: November 2020 **End Date:** November 2022	**How will you describe to the greater community what you are doing?** - We are doing this for our students, those who we serve, to make sure their needs are being addressed -- graduation and retention needs to help them advance in their academic pursuits. - We are focused on eliminating system racism because we know it is a massive barrier to education attainment, life attainment and economic mobility - We are doing it for ourselves – recognizing that we have shortcomings as institutions and systems and what can we do to be more transparent to help systems elevate to the next level - Defining Equity for the region is critical for us to have a laser focus on eliminating equity gaps" " we must be self critical and self determinate in making the changes necessary"	**How can community partners engage this initiative? What are you looking for? How can existing resources in your community be aligned?** - Complete College America can advocate for us to these students that this remains a sustainable and reliable method for career progression - CA Community college system – Vision for Success: Impact students with graduation , successful transfer to 4-year, eliminate high number of units to achieve goals, and certificate attainment for employment - that every organization makes a commitment to disaggregation of their data by race and ethnicity and making that data available for their organization to analyze, and therefore respond too by making changes in their areas

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Systemic Change Through Collective Impact

Tactic #2: Design a regional equity rubric/screen for partner self-assessment and action.

How does this change business as usual in our community?	How will this affect future generations?	How will this scale and be sustained?
- The rubric data will help get our region moving in the right direction. Looking at data and where education gaps are, will help students move beyond the gaps. On the east coast, this strategy is working and we could see results in a year. We can learn from what other regions are doing. - A regional rubric will bring light. The cross institutional sharing is a big part of why this will be different. Looking at disaggregated data will help region understand what is needed and will help us hold each other accountable for action to serve students. - Understanding data will be a new way for systems to hold each other accountable. - Training teachers on how to access the data and use the data will improve student success. - A rubric and identifying key metrics will be tools to help create coherence across systems.	- Promoting intrinsic motivation – helping students see their value and worth. Knowing that problems that students have in school right now is due to the systemic barriers they are facing. Lack of training for teachers and professional development. Training teachers and establishing common practices will help students see that it is possible for them to achieve and we will break cycles that create poverty. - Training generations of teachers to look at data will help teachers be proactive - A cross-regional rubric will create a generation of leaders – teachers, students, educators – who will be affected by systemic look at what will move dials - Will help us build resources and intentional strategies that will impact student success and career attainment - This is about systemic change – recognizing that the institutions are the problem not the students. We are all cogs in a wheel of a system, and the system has problems. It's about assuring the system serves students well from start to finish. - Building on data access and professional development can help initiate systemic change - Uncover conditions and positive practices that are part to the organization system to impact individuals aspirational change	- Community collaborations - Feedback loop - Commitment statements from various entities, and/or MOUs - Embedding in institutional policies, practices and procedures - Support resource allocation