

Appendix B: Steps to Inform the Pathway of Change

Step 1: Identify Systemic Barriers and Facilitators at the Level at Which the Initiative Is Being Implemented

Step 1A: Identify the level at which the initiative is being implemented



What is your desegregation and integration initiative?

Guiding question	Response
Q1. At what level does implementation of your initiative primarily take place? <i>Select all that apply: policy level (federal, state), organizational or community level (district/local, school/neighborhood), or individual/interpersonal level.</i>	☐ Policy level (federal/state) ☐ Organizational or community level (district/local, school/neighborhood) ☐ Individual/interpersonal level

Step 1B: Identify systemic factors at this level that are facilitators and/or barriers. Work through the guiding questions and discussion prompts below with your team to identify facilitators and barriers related to context, policies, and institutions.



Place your initiative in the specific historical, political, and socioeconomic **contexts** in which it operates to help identify context-related facilitators and barriers that influence the implementation and effectiveness of your initiative.

CONTEXT	
Guiding questions	Responses
IDENTIFY CONTEXT-RELATED FACILITATORS Q1. At the level you identified above, what context-related factors have facilitated the implementation and effectiveness of desegregation and integration initiatives? <i>Examples of historical context-related factors might include social movements that have expanded access to civil rights. Examples of current context-related facilitators might include the level of civic engagement and activism in a specific community. Look at the interactive Theory of Change for more examples.</i>	

CONTEXT	
Guiding questions	Responses
IDENTIFY CONTEXT-RELATED BARRIERS Q2. At the level you identified above, what context-related factors have posed barriers to the implementation and effectiveness of desegregation and integration initiatives? <i>Examples of historical context-related factors might include legacies of systemic racism. Examples of current context-related barriers might include the existing spatial, geographic, and/or infrastructural patterns of physical segregation.</i>	



Now that you have thought through how context influences your initiative, next think about the systemic influence of **policies**. At each level of implementation, there are different legislation and policies that may affect the initiative's scale, scope, and how it is implemented.

POLICY	
Guiding questions	Responses
IDENTIFY POLICY-RELATED FACILITATORS Q3. What current policies make it easier to implement your initiative? What policies help your initiative to be more effective? Q4. What policies or policy components might support the sustainability of your initiative? <i>For example, school boundary and redistricting policies can facilitate the implementation of desegregation and integration initiatives.</i>	
IDENTIFY POLICY-RELATED BARRIERS Q5. What policies or policy components make it challenging to implement your initiative? What policies limit the effectiveness of your initiative? Q6. What policies might limit the sustainability of your initiative? <i>For example, restrictive local zoning policies can inhibit the development, affordability, and utilization of housing, which affects the extent to which desegregation initiatives can address root causes of segregation.</i>	



Finally, think about the systemic influence of **institutions**. Formal and informal institutions or organizations may constitute a set of incentives, constraints, or norms at each level. Some institutions can support implementation of your initiative, and others may constrain your initiative.

INSTITUTION	
Guiding questions	Responses
IDENTIFY INSTITUTION-RELATED FACILITATORS Q7. Which institutions support the implementation of your initiative? Which institutions enhance the effectiveness of your initiative? Q8. Which institutions might support the sustainability of your initiative? <i>Examples include the support of local institutions, such as planning commissions and licensing boards with the authority to enact regulations, such as zoning ordinances and building permits.</i>	
IDENTIFY INSTITUTION-RELATED BARRIERS Q9. Which institutions make it challenging to implement your initiative? Which institutions limit the effectiveness of your initiative? Q10. Which institution-related barriers limit the sustainability of your initiative? <i>Examples include opposition from homeowner’s associations or housing authorities.</i>	

Step 1C: Identify levers of change. Consider the level(s) at which your organization is working to implement the initiative. Work through the guiding questions and discussion prompts below with your team to identify levers of change that address systemic factors of context, policies, and institutions.



Now that you have identified systemic facilitators and barriers at your initiative's primary level of implementation, the next step is to reflect on strategic **levers of change**. Levers of change are the context-related factors, policies, and institutions that can be harnessed to strengthen your initiative or effectively address implementation barriers. Identifying levers of change is a vital step in charting an effective and strategic course of action.

Guiding questions	Responses
IDENTIFY CONTEXT-BASED LEVERS OF CHANGE Q1. How can context-related facilitators be leveraged or harnessed to support your initiative? Q2. Are there context-related barriers that are within your initiative's capacity to address? If yes, how? <i>Examples of context-related changes might include actions that increase community awareness of the benefits of school integration. Look at the interactive Theory of Change for more examples.</i>	
IDENTIFY POLICY LEVERS OF CHANGE Q3. How can policies be leveraged or harnessed to support your initiative? Q4. Are there policies that are within your initiative's capacity to address? If yes, how? <i>Examples might include advocacy or lobbying campaigns that aim to reform housing or educational access policies. Look here for more examples.</i>	
IDENTIFY INSTITUTION-RELATED LEVERS OF CHANGE Q5. How can institution-related facilitators be leveraged or harnessed to support your initiative? Q6. Are there institution-related barriers that are within your initiative's capacity to address? If yes, how? <i>For example, changes to the composition of a school board's practices and regulations can affect transportation policies or school site locations, laying the groundwork for desegregation and integration initiatives to move forward.</i>	

Step 2: Identify How Systemic Factors Interact Between Levels

Step 2A: Identify other levels that influence your initiative



Write out the type of desegregation and integration initiative you are planning.

Guiding question	Responses
Q1. In addition to the primary level of implementation you identified earlier, what other level(s) might have an important influence on your initiative? <i>Select all that apply: federal, state, district/local, school/neighborhood, or individual.</i>	☐ Policy level (federal/state) ☐ Organizational or community level (district/local, school/neighborhood) ☐ Individual/interpersonal level

Step 2B: Identify systemic factors at different levels of influence that interact to facilitate or create barriers for your initiative. Consider the different levels of influence you identified above. Work through the guiding questions with your team to identify the systemic influences you may leverage to improve implementation and/or effectiveness.



The exercise below is designed to help you think through each of these interactions to identify potential alignments or synergies your initiative could leverage to facilitate implementation and/or improve effectiveness. Federal, state, local, and school policies and politics play a critical role in determining whether initiatives are ultimately effective. Moreover, the politics of desegregation and integration are constantly shifting, depending on the context and the balance of power between levels.

POLICY AND POLITICAL

Guiding questions	Responses
IDENTIFY POLICY- AND POLITICAL-RELATED INFLUENCES AT EACH LEVEL Q1. What are the most relevant policies operating at each level of influence that you identified? Q2. Of the policies you identified at each level, which seem to be aligned with your initiative? Q3. At each level of influence, what is the relevant political context that might affect your initiative? Q4. What political movements or groups seem to be aligned with your initiative? Now, repeat these questions for each level you identified.	

POLICY AND POLITICAL	
Guiding questions	Responses
IDENTIFY POLICY AND POLITICAL FACILITATORS BETWEEN LEVELS Q5. How do interactions between policies and political factors at different levels help your initiative? Q6. What advantages do these alignments offer your initiative? <i>For example, initiatives that promote integration through the expansion of affordable housing may be bolstered by the alignment of housing policies across district, local, and state levels. Moreover, elections can occasionally realign political coalitions and agendas to open up avenues for action that may have previously been closed.</i>	
IDENTIFY POLICY AND POLITICAL BARRIERS BETWEEN LEVELS Q7. Who might be politically opposed to your initiative? Q8. What policy and/or political misalignments <i>between</i> levels might be barriers for your initiative? Q9. What redundancies, gaps, or inefficiencies do misaligned policies and politics at different levels create for your initiative? <i>Different levels have their own policy and political realities. These factors may be at odds from time to time, which may inhibit your initiative's implementation and effectiveness. For example, each level may have different reporting or compliance requirements that might be difficult for your initiative to navigate. Moreover, despite enthusiasm to support your initiative at the district/local level, a lack of political will—or even opposition—at the state level might act as a barrier.</i>	



Now, complete a similar exercise to map out how interactions between **individual and organizational actors** at **different levels** may influence your initiative. Such actors shape the policies, practices, and institutions that operate between levels

INDIVIDUAL AND ORGANIZATIONAL ACTORS	
Guiding questions	Responses
IDENTIFY KEY INDIVIDUAL AND ORGANIZATIONAL ACTORS Q10. What are the most relevant individual and organizational actors who might have an influence on the implementation and effectiveness of your initiative? Q11. Who are the key decision-makers that operate at each level you identified? <i>Now, repeat these questions for each level you identified.</i>	
IDENTIFY INDIVIDUAL AND ORGANIZATIONAL FACILITATORS BETWEEN LEVELS Q12. Of the actors you identified at each level, who seems to operate in ways that align with the needs of your initiative? Q13. What individual and organizational actors across different levels might serve as key allies to your initiative? <i>For example, state governors, legislators, housing and education officials, and other actors collaborate with actors at the district and local levels—such as mayors, city council members, and school board members—to shape residential and educational policies and programs.</i>	
IDENTIFY INDIVIDUAL AND ORGANIZATIONAL BARRIERS BETWEEN LEVELS Q14. Of the actors you identified at each level, who may have agendas that are at odds with the goals of your initiative? Are there actors who might be working against the interests of your initiative? <i>For example, local homeowners’ groups and zoning boards may oppose desegregation and integration initiatives, such as affordable housing programs, and actively work against them.</i>	



Finally, map out how **resource allocations** across different levels may influence your initiative. Key financial and in-kind resources flow between levels, but levels of support may fluctuate over time depending on the shifting economic, political, and social contexts

RESOURCE ALLOCATIONS	
Guiding questions	Responses
IDENTIFY AVAILABLE RESOURCES Q15. How are resource allocation decisions made, and what factors at each level shape such decisions? Q16. How do resources flow between levels, and what mechanisms mediate this flow? <i>Now, repeat these questions for each level you identified.</i> <i>For example, housing assistance from federal funding can flow through local housing authorities to subsidize rent for low-income households.</i>	
IDENTIFY RESOURCE-RELATED FACILITATORS Q17. Across the different levels you identified, what kind of funding and financial resources might be available to support your initiative? Q18. What other resources—such as technical assistance, training, or human capital—might be available to support your initiative?	
IDENTIFY RESOURCE-RELATED BARRIERS Q19. What are the biggest resource needs of your initiative? Q20. What are the barriers to attaining and sustaining these resource needs? Q21. What redundancies, gaps, or inefficiencies in the existing resource landscape might adversely affect your initiative?	

STEP 2C: Identify levers of change or actions you may take based on Steps 2A and 2B. Work through the guiding questions and discussion prompts below with your team to identify how you can leverage or address the influence of interactions between the policies and politics, actors, and resource allocations at different levels.



Now that you have identified how policy- and political-related factors, individual and organizational actors, and resource allocations at different levels interact to facilitate or create barriers for your initiative, the next step is to reflect on **levers of change**. Levers of change are any of the above factors that can be harnessed to strengthen your initiative or effectively address implementation barriers. Just like you did in Step 1C, identifying levers of change is a vital step in charting an effective and strategic course of action.

Guiding questions	Responses
IDENTIFY WAYS TO LEVERAGE SYNERGIES AND POLICY AND POLITICAL ALIGNMENTS Q1. What policy or political alignments can your initiative leverage to improve implementation and/or effectiveness? Q2. In which areas could policy alignments or political coalitions be forged to support your initiative? Q3. What policy or procedural inefficiencies or gaps could be addressed through your initiative or through coordinated action with other institutions or actors and resources? <i>Policy and/or political alignments may be achieved through collective action. Strategic partnerships and advocacy efforts can lead to policy and/or political changes that might generate efficiencies or address key gaps in policy.</i>	
IDENTIFY WAYS TO LEVERAGE ALLIANCES AND PARTNERSHIPS WITH KEY ACTORS Q4. What existing alliances or partnerships can your initiative leverage to improve implementation and/or effectiveness? Q5. What <i>new</i> alliances or partnerships can your initiative forge to improve implementation and/or effectiveness?	

Guiding questions	Responses
IDENTIFY WAYS TO LEVERAGE AVAILABLE RESOURCES Q6. Across the different levels you identified, how can you access the funding and financial resources that might support your initiative? Q7. What partnerships could you explore that might unlock other resources, such as technical assistance, training, or human capital? Q8. What investments could your initiative make that might address some of its biggest needs? Q9. What resources does your initiative need to ensure longer term sustainability? Q10. How might you tap multiple funding streams across levels (i.e., braid funding) to achieve sustainability or accomplish something that is difficult to achieve through a single funding stream?	

Step 3: Assess and Prioritize Action Steps

Step 3A: Assess the levers of change you noted in Step 1C to prioritize actions

Assessment	Responses
Q1. Among the context-, policy-, and institution-related facilitators you identified in Step 1C, which do you consider to be the most <i>feasible</i> for your initiative to leverage? Q2. Among the context-, policy-, and institution-related barriers you identified in Step 1C, which do you consider to be the most <i>feasible</i> for your initiative to address? Q3. What context-specific factors, policies, or institutions could realistically be changed in the <i>short-to-medium</i> term to facilitate implementation of your initiative? Consider your organization's capacity to make these changes.	

Prioritization	Responses
Q4. Among the actions you identified above, which are the most likely to lead to meaningful change? Q5. Among the actions that you consider within your scope, which one or two actions would you prioritize to improve the implementation and/or effectiveness of your initiative?	

In continuing this exercise, you will assess and prioritize action steps based on Step 2C.

Step 3B: Assess the levers of change you noted in Step 2C to prioritize actions

Assessment	Responses
Q1. Among the policy synergies, partnerships, and resources you identified in Step 2C, which do you consider to be the most <i>feasible</i> for your initiative to leverage? Q2. Among the policy, partnership, and resource gaps and/or inefficiencies you identified, which do you consider to be the most <i>feasible</i> for your initiative to address?	

Prioritization	Responses
Q3. Among the actions you identified above, which are most likely to lead to meaningful change? Q4. Among the actions that you consider to be within your scope, which one or two actions would you prioritize to improve the implementation and/or effectiveness of your initiative?	

Step 4: Inform Strategic Planning

Instructions: Use this action plan template to outline the strategies/activities, responsibilities, resources, and timeline that your team will follow to take action on the three priorities you identified during Step 3. Complete a separate action plan for each strategic priority. While this is a possible tool for action planning, we encourage you to integrate these action steps into existing action planning processes that your organization may have for other aspects of your initiative’s design.

Strategic Priority 1 (Action Step)

Strategy/activity detail	Staff responsible	Resources needed	Start date	End date

Strategic Priority 2 (Action Step)

Strategy/activity detail	Staff responsible	Resources needed	Start date	End date

Strategic Priority 3 (Action Step)

Strategy/activity detail	Staff responsible	Resources needed	Start date	End date