

# Geographic Lead Agencies Theory of Action

*If Geographic Lead Agencies co-design, with state and other lead agencies, a coherent system which supports reciprocal relationships and mutual learning*



*And if Geographic Lead Agencies work reciprocally with state agencies to identify and build the systems, knowledge, practices, and mindsets needed to increase their organizational capacity as Geographic Lead Agencies to address systemic bias and inequities within the current system*



*And if Geographic Lead Agencies support COEs and LEAs and provide support tailored to locally identified needs and strengths of COEs and LEAs, as defined by statute*



*Then COEs/LEAs will know how to access SOS resources and capabilities, will be equipped to disrupt the predictive power of demographics, and will increase their capacity to use their local control and continuous improvement processes to positively change outcomes for COEs, LEAs, schools, and students.*

## Geographic Lead Agencies

- Establish structures for collaboration among Geographic Lead Agencies and with other SOS lead agencies
- Establish communication plans and processes among Geographic Lead Agencies and with other SOS lead agencies
- Develop mindset that working together within the SOS is an effective mechanism for disrupting the current system, addressing inequities and improving student outcomes
- Geographic Lead Agencies learn from and share with one another about problems of practice

## Systems

- Develop systems, activities, and resources needed to adopt and sustain effective innovations
- Implement strategies and practices to bring each Geo Lead to the next level of programmatic and organizational maturity needed to effectively and efficiently advance its mission and inspire others to do the same

## Knowledge

- Demonstrate awareness of best practices and knowledge of how to effectively implement those practices

## Skills/Practices

- Build skills and capacity in fostering effective reciprocal relationships
- Cultivate culture of self-reflection and continuous improvement
- Solicit feedback to improve practices

## Mindsets/Attitudes

- Understand need for change at all levels of the system including one's own
- Focus on underlying structures and mental models that perpetuate current system

## Geographic Lead Agencies

- **Capacity**<sup>1,2</sup>: Collaboratively build organizational capacity of COEs and LEAs and provide them with the support needed to bring them to the next level of programmatic and organizational maturity needed to effect change
- **Resources**<sup>3</sup>: Develop, refine, curate and share universal and targeted resources based on identified needs of COEs and LEAs
- **Facilitation**<sup>4</sup>: Build coherence by facilitating communication and collaboration through reciprocal partnerships with COEs and LEAs
- **Connectors**<sup>5</sup>: Act as connectors between COEs/LEAs and all the lead agencies of the SOS

## COE outcomes

- Awareness of and ability to address locally identified needs
- Provision of general assistance to all LEAs and differentiated assistance when needed.
- Changes in knowledge, practices, and mindsets to address systemic inequities

## LEA outcomes

- Changes in knowledge, practices, and mindsets to address systemic inequities
- Create culture of support to enable school sites to do their work and sustain it even if changes occur

## School staff outcomes

- Changes in knowledge, practices, and mindsets to address systemic inequities
- Belief that their personal efforts can help all students succeed
- Creation of classroom environments that respect and address needs of all students

## Student outcomes

- Reduced inequality in educational outcomes
- Increased student engagement
- Improvement in student academic achievement