Systems Change Worksheet

[The FSG Water of Systems Change framework](https://www.fsg.org/resource/water_of_systems_change/) defines systems change as shifting the conditions that hold a problem in place. FSG names six interdependent conditions that must be addressed to create sustainable change. This worksheet provides an opportunity for INCLUDES National Network members to document how they are addressing these conditions to their own work. See page 2 for an example of a completed worksheet.

Structural Changes

| **Condition for Systems Change** | **Definition of the Condition** | **What You Are Currently Doing to Impact This Condition** | **An Action You Could Take to Impact This Condition** |
| --- | --- | --- | --- |
| **Policy** | government, institution, or organizational rules, regulations, and/or priorities |  |  |
| **Practices** | activities, procedures, guidelines, or informal shared habits  |  |  |
| **Resource Flows** | how money, people, knowledge, information, and/or other assets such as infrastructure are allocated and distributed |  |  |

Relational Changes

| **Condition for Systems Change** | **Definition of the Condition** | **What You Are Currently Doing to Impact This Condition** | **An Action You Could Take to Impact This Condition** |
| --- | --- | --- | --- |
| **Relationship and Connections** | the quality and kinds of connections and communications among actors in the systems, especially among those with differing histories and viewpoints |  |  |
| **Power Dynamics** | the distribution of decision-making power, authority, and formal and informal influence among individuals and organizations |  |  |

Transformative Changes

| **Condition for Systems Change** | **Definition of the Condition** | **What You Are Currently Doing to Impact This Condition** | **An Action You Could Take to Impact This Condition** |
| --- | --- | --- | --- |
| **Mental Models** | deeply held beliefs and assumptions, and taken-for-granted ways of operating that influence how we think, what we do, and how we talk |  |  |

***Example:*** *A coalition of organizations that is seeking to strengthening transfer pathways from community college construction programs to engineering majors at 4-year institutions.*

Structural Changes

| **Condition for Systems Change** | **Definition of the Condition** | **What You Are Currently Doing to Impact This Condition** | **An Action You Could Take to Impact This Condition** |
| --- | --- | --- | --- |
| **Policy** | government, institution, or organizational rules, regulations, and/or priorities | sharing templates for policy changes around articulating STEM bachelor’s degrees with community college programs | share examples of local policies about math requirements that allow for more contextualized courses |
| **Practices** | activities, procedures, guidelines, or informal shared habits  | working together to provide mentoring opportunities for community college students | have counselors meet with students in construction classes to identify nonacademic factors influencing enrollment |
| **Resource Flows** | how money, people, knowledge, information, and/or other assets such as infrastructure are allocated and distributed | (nothing currently) | devising joint strategies to convince their institutions to devote more funds to onboarding transfer students |

Relational Changes

| **Condition for Systems Change** | **Definition of the Condition** | **What You Are Currently Doing to Impact This Condition** | **An Action You Could Take to Impact This Condition** |
| --- | --- | --- | --- |
| **Relationship and Connections** | the quality and kinds of connections and communications among actors in the systems, especially among those with differing histories and viewpoints | hosting convenings of faculty at the 2- and 4-year institutions to build stronger relationships and a sense of shared purpose | build new relationships with workforce boards that can provide referrals to social benefit programs so that students can afford to continue their education |
| **Power Dynamics** | the distribution of decision-making power, authority, and formal and informal influence among individuals and organizations | (nothing currently) | create cross-education system coordinating committees in which community colleges are on equal footing with 4-year partners |

Transformative Changes

|  |  |  |  |
| --- | --- | --- | --- |
| **Condition for Systems Change** | **Definition of the Condition** | **What You Are Currently Doing to Impact This Condition** | **An Action You Could Take to Impact This Condition** |
| **Mental Models** | deeply held beliefs and assumptions, and taken-for-granted ways of operating that influence how we think, what we do, and how we talk | (nothing currently) | work with both educators and employers to make a case for why the more hands-on curriculum offered at community colleges makes transfer students uniquely qualified for engineering jobs |