

## Operationalization of CPP

CCER will utilize data to guide our decision on which partnerships are likely to have the greatest impact on post-secondary outcomes among Black and Indigenous students. For example, we would try to identify a high school that has a relatively large Black and Indigenous student population. We will also use data to highlight student pathways after graduation. This will help us identify which CTC's and University partners are most fitting for that high school. For example, if 70% of Black and Indigenous seniors at Kentridge High School directly enroll in Green River Community College, we would establish partnerships there. Similarly, of the students enrolling in 4-year University, if the greatest proportion of students are attending University of Washington- Tacoma, we would establish partnerships there with their advising and admissions departments.

### 1. Phase 0:

#### a. Session 1:

- i. Begin with developing partnerships with CPP members.
- ii. Establish group structure, norms, and practices.
- iii. Communicate CPP's purpose, goals, and objectives.
- iv. Understand each members' scope of practice and role within their respective organizations.
- v. Establish each members' sphere of influence, expertise, and role within the CPP.

#### b. Session 2: Group Dialogue and Data sharing

- i. Data Fellows, Research Assistant will work with the data and research team to visualize school and student level data as it pertains to each identified project area.
  1. High School and Beyond Planning
  2. Course taking
  3. College acceptance & Transition
  4. Course Placement
- ii. Data will be presented to CPP members.
- iii. CPP members will have a dialogue about the following questions.
  1. What is the equity challenge we need to address right now, and why does it matter?
  2. Who is most impacted by this challenge?
  3. How will we listen deeply to their voices and experiences?

### 2. Phase 1: Listen

#### a. Session 3: Learning Session -Developing a Mindset of Radical Inclusion

- i. CPP members will learn about equity-centered transformation and deep listening. Members will have an opportunity to practice deep listening.
- ii. CPP members will develop a plan to collect street data. Examples include (Listening Sessions, Voice memos, empathy interviews).
  1. The Research coordinator will support logistics of executing the plan (i.e., partner with school for a date, time, place etc.).

#### b. Session 4: Listen

- i. During this session CPP members will begin listening to student and adult experiences about the equity challenge identified in Session 2.

#### c. Session 5: Reflect & Collaborate

- i. Members will reconvene to discuss and reflect on what they heard. Members will be encouraged to sit with and acknowledge their own emotions and be aware of where they feel them in their bodies.

- ii. Questions for dialogue include.
  1. What stands out from the listening data? What are the patterns and themes?
  2. What is most painful to hear?
  3. What new questions emerge from this data?
  4. What additional listening might we need to do and with whom?
  5. How does what I heard help me understand the satellite or map data (shared in session 2)?
- d. Session 6: Uncover - In this phase members probe all the available street data to uncover root causes of their equity challenge. (Data Fellows & Research assistants will work with members to bring forth more artifacts, observation notes etc.).
  - i. Members will learn about the mindset of curiosity.
  - ii. They will begin to study the data and try to uncover patterns and hidden stories.
  - iii. During this session members will engage in either the Iceberg protocol or peeling the onion, both designed to uncover deeper trends and systematic structures that are beneath the current equity challenge.
- e. Session 7: Reflect and Collaborate:
  - i. This session members will reflect on the previous session and dialogue about the following questions:
    1. What were our assumptions going in, and how does the street data challenge them?
    2. What is most surprising in the street data?
    3. What root causes are revealing themselves as we analyze the array of street data?
    4. What invisible mental models may be shaping the outcome we currently have?
    5. What entry points are emerging for disrupting business as usual and trying something really different?
- f. Session 8: Reimagine
  - i. This session members will learn and understand what it takes to adopt a mindset of creativity and engage in a group visioning activity.
  - ii. They will review street data trends, patterns, and root causes. They will explore their feelings and share with one another in dyads etc.
- g. Session 9: Reflect and Collaborate
  - i. This session will continue to engage members in visioning. And will reflect on the following questions.
    1. What are the people we listened to telling us they want and need?
    2. In what new directions does the reboot cause begin to point us?
    3. What creative ideas and approaches naturally emerging from the data and dialogue?
    4. What would success look like if we moved in these directions?
    5. What do you feel excited to do or try next?
- h. Session 10: Move
  - i. This session members will learn and understand what it takes to adopt a mindset of courage.
  - ii. Members will establish what ideas they want to “move” on. Some example projects may include (but are not limited to) the following.
    1. Example 1: To address high school and beyond planning, CPP members decide that it would be useful to develop a student-facing mobile application that helps them plan their course pathways. CCER would then contract with a UX designer to work directly with students and families about the types of data that would be most useful, the specific app functions, and the utility of an app to support HSBP.

2. Example 2: To address transition and advising support, CPP might engage in a participatory research project to learn directly from college freshmen at universities and CTC about their transition experience. CCER could use the Sense Maker tool to gather data about their transition experience; including the transition and advising supports that they utilized and the supports that would have helped them transition more seamlessly. This data could then be used to share with high school students as they begin to consider their own post-secondary pathways. This data could be gathered intentionally, with all roadmap project schools in mind, and subsequently shared back with those high schools to provide insight into their own systems.

i. Session 11: Reflect and Collaborate

i. CPP members will continue to meet to reflect and collaborate on the collective project.