

Innovations that Spark Success:
Transformational Education and Student Flourishing
Innovation Roundtable Participant Workbook

February 26 – February 27, 2019
Holiday Inn Capitol – Washington, DC

March 12 – March 13, 2019
Hilton Garden Inn Downtown Denver – Denver, CO

Building **Pathways**
to a **Brighter** Future



Health Profession Opportunity Grants

OFFICE OF FAMILY ASSISTANCE



Roundtable Task

To identify what HPOG programs have done well and share innovative approaches that have facilitated greater student capacity to strive and thrive in the classroom, on the jobsite, and beyond.

Roundtable Objectives

1. Showcase innovative practices that have gone beyond business as usual and made a difference for students, staff, and the program overall.
2. Discover the strengths-in-action that make HPOG a transformative educational opportunity.
3. Envision future opportunities for building on the creative ingenuity of the HPOG community to spark student success beyond HPOG 2.0.
4. Design (or refine) innovative action plans that leverage the collective wisdom and best practices from across the HPOG community to expand student capacity to strive and thrive.

Day One: Discovery and Dream

Timeframe	Task
8:15 AM – 9:00 AM	Meeting Registration
9:00 AM – 12:30 PM NOTE: There will be a break in the morning and afternoon session.	Welcome and Opening Remarks Overview of the Meeting <ul style="list-style-type: none"> – Preview of the agenda and activities – How we'll work together over the next two days Discovery, Part I: Innovation Showcase: Putting Our Best Practices Forward Discovery Part II: AI Paired Interviews Discovery Part III: Discovering the Resources and Strengths in Our Community <ul style="list-style-type: none"> – Small groups share and report outs
12:30 PM – 1:30 PM	Revitalization Break & Lunch
1:30 PM – 4:30 PM	Dare to Dream: The Power of Positive Images Imagining an Exceptional Future: HPOG 2029 <ul style="list-style-type: none"> – Small groups create their visions and aspirations Presentation of Exceptional Futures: HPOG 2029 <ul style="list-style-type: none"> – Small groups share Closing Activity: Walk the Innovation Incubator Adjourn

Day Two: Design and Destiny

Timeframe	Task
8:15 AM – 9:00 AM	<p>Meeting Registration and Morning Motivation (optional)</p>
<p>9:00 AM – 12:45 PM</p> <p>NOTE: There will be a break in the morning and afternoon session.</p>	<p>Welcome Back and Recap Day 1</p> <p>From Discovery and Dream to Design: Exploring Opportunity Areas for Innovation</p> <p>Introduce Design and Prototyping Methods</p> <p>Brainstorming Innovation Proposals and Rapid Prototyping</p> <ul style="list-style-type: none"> – Participants work in grantee teams
12:45 PM – 1:45 PM	<p>Revitalization Break & Lunch</p>
1:45 PM – 4:30 PM	<p>Presentations of Innovation Proposal Prototypes</p> <ul style="list-style-type: none"> – Next steps to build momentum for organizational action <p>Keep the Fires Burning: Maintaining the Transformative Power of AI in Your Program</p> <p>Meeting Adjourns</p>

Roles, Responsibilities, and Expectations

Facilitator will:

- Structure and facilitate a process that will enable you to discover your best moments and practices of innovation within the program
- Keep purpose front and center
- Create the environment that helps people be their best
- Suggest and encourage new ways of thinking and doing
- Help maintain focus and stay on track
- Start and stop on time

Participants will:

- Participate actively and share opinions in the conversation – engage fully in this process
- Tell stories, provide information, and make meaning
- Manage your own small group and dyad discussions
- Experiment and take risks to share, while engaging in conversation with others
- Contribute to the creation of action steps
- Listen actively, attentively, and help pull out the details of the story
- Demonstrate caring about and respect for yourself, each other, the team, and the program
- Write everything on chart sheets
- Take responsibility for the conversation and ideas developed here today
- Be here for the entire process – be *here* while you're here

Success looks like... :

- All voices are invited, respected, and heard
- All experiences are recognized as valid
- Notes are captured in writing on flip charts
- We listen to each other
- We observe timeframes
- We seek higher ground through individual and collective action
- There is full and active attendance
- Make time and space to connect with each other

Appreciative Inquiry – An Overview

Ap-pre'ci-ate, v., 1. to value or admire highly; judge with heightened understanding; recognize with gratitude. 2. to increase in value, e.g., the economy has appreciated in value. Synonyms: value, prize, esteem, and honor.

In-quire' (in'kwir), v., 1. to search into; to investigate; to seek for information by questioning. Synonyms: discover, search, systematically explore, and study.

What is Appreciative Inquiry?¹

AI has been defined as “the study and exploration of what gives life to human systems when they function at their best” (Whitney and Trosten-Bloom, 2003, p. 1)². The approach is both a philosophy and practice rooted in the assumption that in every individual, group, team, organization, or community there exists an underutilized potential, a core of strengths, which when discovered and tapped provides a sustainable source of positive energy needed to facilitate personal and organizational transformation.

From a philosophical perspective, AI focuses on assets, strengths, and the most positive experiences rather than problems, challenges, and threats. Traditional change management theory looks at what is wrong or broken, makes a diagnosis, and tries to fix it. AI instead looks at what is already working well in the system and seeks to amplify it through the use of positive questions and affirmative topics.

As a process, AI utilizes a variety of techniques, including structured personal interviews, facilitated small and large group conversations, consensus building activities, creative humor, brainstorming, and other interactive, engaging strategies to identify what a group or individual most wants and needs to do more of to accomplish important goals and tasks.

What happens in an Appreciative Inquiry?

You will be asked to participate in a series of facilitated conversations and activities. You'll likely find the conversations interesting, if not fascinating. The activities are creative. All that is required is that

you be fully present (e.g., unhook yourself for a little while from cell phones, tablets, and other distractions). The best outcomes result from being present for the AI from beginning to end.

What are typical outcome(s) of an Appreciative Inquiry?

The outcomes of an appreciative inquiry are driven by the selection of an affirmative topic and the use of positive questions. It is a generative process that begins with the first question. The outcomes emerge from the group in the process of the inquiry. However, typical outcomes are often essential working documents such as strategic goals, action plans, agreements, consensus statements, core principles and practices, strategic plans, vision, values, and mission statements, branding strategies, marketing messages, and qualitative evaluations, to name a few.

Philosophical Assumptions of Appreciative Inquiry

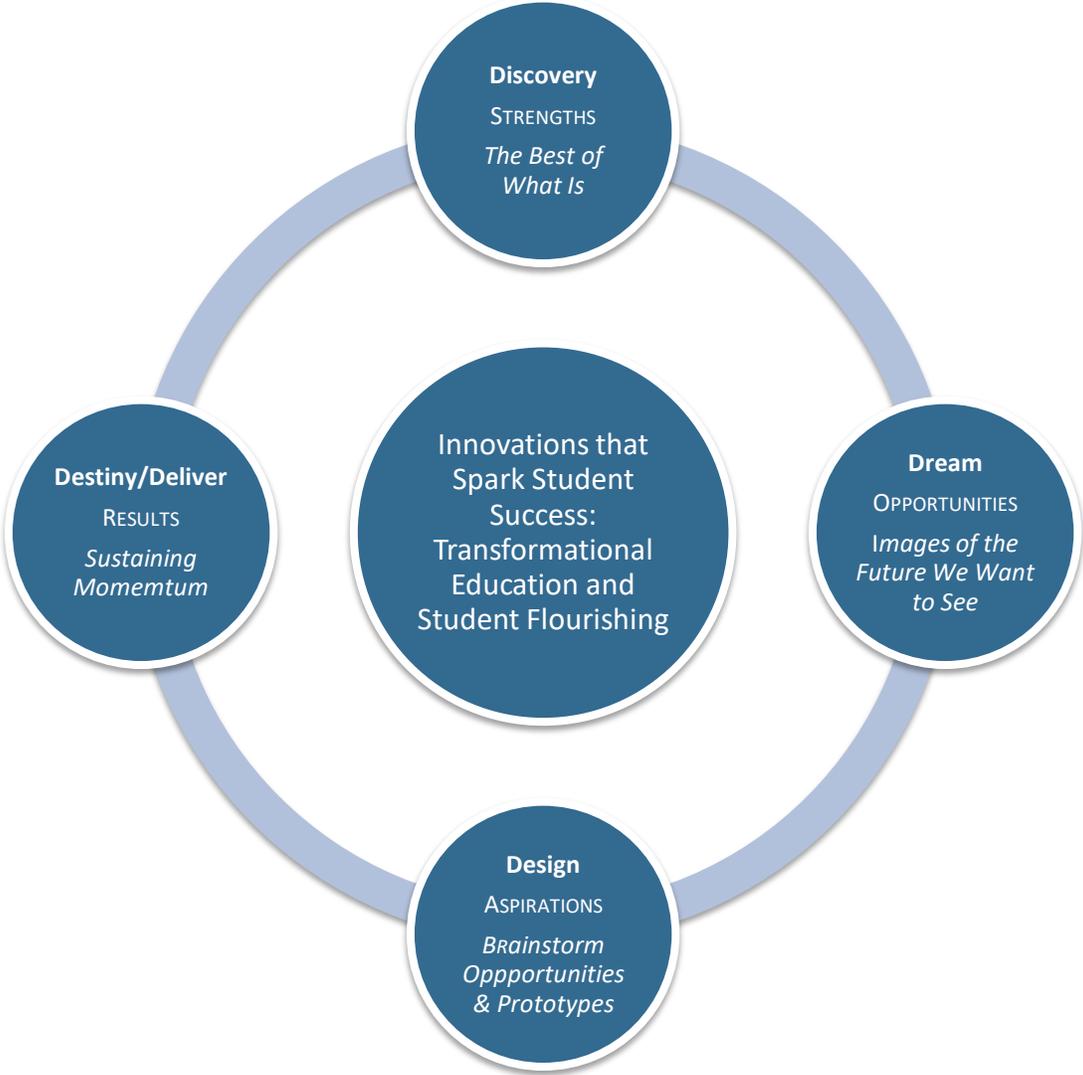
Eight assumptions inform the unique perspective of the AI approach.

1. Something works well in every organization, system, and situation.
2. What we focus on becomes our reality.
3. Language is powerful and the language we use creates our reality and that of our organization.
4. Reality is created in the moment and there are multiple realities.
5. People have more confidence going into an unknown future when they carry forward parts of the known past.
6. If people and organizations carry parts of the past into the future, we do well to carry the best parts of the past.
7. The very act of asking questions influences the outcome.
8. Diverse voices and experiences are valuable resources for change.

¹ The overview was adapted from Tom Klaus. Available online: <https://www.advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/appreciativeinquiry.pdf>

² Whitney, D. and Trosten-Bloom, A. (2003). The power of Appreciative Inquiry: A practical guide to positive change. San Francisco: Berrett-Koehler.

Appreciative Inquiry: The “5-D Cycle”



Opening Inquiry & Exploration

Innovations that Spark Student Success: Transformational Education for Student Flourishing

Welcome to the Innovation Roundtable, and thank you for being here! It is an exciting time to be a member of a growing community of professionals dedicated to widening the on-ramp to economic self-sufficiency through employment. For those who may not be able to access that on-ramp to greater opportunities without programs like HPOG, your efforts can prove life-changing.

The Health Professions Opportunity Grant program represents a real opportunity for students to access the training and skill development necessary to enter the healthcare workforce, but HPOG is much more than education and training. Over and over again, we hear stories about how participating in the HPOG program was the first time a student completed anything. Students' families convey a sense of newfound pride in their family members accomplishment at being 'the first' to go to college. Students offer their deep appreciation for the many interactions with caring staff who encouraged, sat alongside, and advocated for their continued progress while working to meet real needs which threaten to derail their dreams. For some students, the caring, supportive relationships with the staff represented the first time they heard someone say they too *could* achieve and succeed in the classroom, in the interview, and on the job!

These incredible examples of tenacious commitment, kindness, persistence, are the cornerstone of the Innovation Roundtable and reflect the meaning and spirit of *transformational education that sparks student flourishing*.

We acknowledge the HPOG elders as well as the first-timers in the learning community. Whether this is your ninth year as a participant in the program or the fourth, we appreciate the ingenuity, resilience, and well-earned wisdom that can only come from being in the game, taking a few hits; sometimes succeeding and sometimes failing, but always learning. What can we learn about the meaning of trust in building the inner resilience and motivation for student engagement? What innovative messages have been crafted to leverage the power of the grapevine as a primary information source for many of our participants? How have program teams expanded the organizational values of opportunity and flourishing to include innovative approaches to staff development and growth? When we think of all the possibilities and leverage points for delivering transformational education that positively impact student flourishing through program innovation, what are the smallest things we might do that can make the biggest difference? What bolder things might we imagine as you head into Year 5?

We begin the Innovation Roundtable with a belief that the imperative remains for a transformative educational experience that helps HPOG students begin a whole new chapter as they embark on the journey to economic opportunity through employment in the healthcare profession. We know it takes much more than occupational training classes and gas cards for most HPOG students to complete this ambitious journey. Our task over the next two days is to leverage the enormous creative ingenuity and innovative capacity of this learning community. Our task is not to ask, "what's wrong?" but rather "what's possible?" Our task is to innovate and set new ideas or approaches in motion. Our task is to listen to each other, honor our own wisdom, and have conversations that matter. And, most importantly, our task is to leverage the unique strengths of each program to create new possibilities that spark student success.

The Innovation Roundtable is a place to discover and share your proudest moments, take what you hear, and use it to continuously learn and improve back home. We are thrilled you're here. Let's begin!

DAY ONE: Discovery Part I, Innovation Showcase: Putting Our Best Practices Forward

Purpose:

To share innovative practices that each grantee team is most proud of and for peer listener-learners to serve as Appreciative Observers by providing strengths-based notes that reflect assets, capacities, best practices, that contributed to the program's successful innovation.

NOTE: ONLY CAPTURE STRENGTHS AND WHAT CAN BE BUILT ON.

Guideposts:

1. On the Appreciative Observer Capture Sheet (see next page), make note of the following:
 - Facilitative conditions, enablers, drivers, skills, values and principles, superpowers, and assets supporting the successful innovation from each grantee presentation.
2. Also, jot down any particularly inspiring quotes, keywords, interesting ideas or concepts
3. Review your notes and pull out no more than 5 key points.
4. Copy one key point per sticky note along with your name.
5. Post all five sticky notes in the designated grantee installation within the HPOG Innovation Incubator (e.g., Buffalo & Erie County Workforce Development Consortium, Inc. Innovation Station).

Appreciative Observer Capture Sheet

Ideas, Words, Practices, Phrases, "Quotable Quotes" that Struck Me	My Top 5 Strengths to Reflect Back to the Grantee Presenters
Buffalo & Erie County Workforce Development Consortium, Inc. -	1. 2. 3. 4. 5.
Edmonds Community College -	1. 2. 3. 4. 5.
Missouri Department of Social Services -	1. 2. 3. 4. 5.
Turtle Mountain Community College -	1. 2. 3. 4. 5.

Ideas, Words, Practices, Phrases, “Quotable Quotes” that Struck Me	My Top 5 Strengths to Reflect Back to the Grantee Presenters
Ute Mountain Ute Tribe -	1. 2. 3. 4. 5.
Volunteers of America Texas -	1. 2. 3. 4. 5.
Workforce Development Council of Seattle- King County -	1. 2. 3. 4. 5.
Worksystems, Inc. -	1. 2. 3. 4. 5.

DAY ONE: Discovery Part II, Questions for Conversation: Appreciative Interviews

Purpose:

To uncover and discover the core strengths, assets, capacities, and capabilities of HPOG programs when at their best, and discover the enablers that helped create this awesomeness-in-action.

Guideposts:

1. Select an interview partner at your table, preferably someone you don't know well or work with often. Note the name of your interview partner below.
2. Interview your partner using the conversation guide on the following page. Each person will have 30 minutes to interview her/his partner.
Switch roles when you hear ... *S-W-I-T-C-H*.
3. Encourage your partner to tell her/his story *beyond* just the facts. Urge them to reconnect the info details to how they felt during and after the experience, draw them out with your positive energy and genuine curiosity.
4. Take good notes and be listening for the details that stood out to you. Specifically, listen for core strengths, assets, and capacities of the staff, and other organizational elements—things that make the story exceptional. Be sure to write down great quotes, cool words, and key details about their experience. You will provide a brief overview of your conversation in the following activity.
5. After both partners have shared their standout story, complete the Interview Summary Sheet (see Page 17).
6. Join up with two other dynamic duos at your table for the next conversation (form a group of no more than six).

My Interview Partner's Name Is:

COMPLETE PAIRED INTERVIEWS BY _____.

A Few Questions to Start the Learning

1. What attracts, excites, or draws you to this roundtable?

- When you think about the opportunity to learn about innovative approaches that have sparked student success, what most attracts you to this roundtable? What excites you about diving into transformative educational approaches that help HPOG participants strive and thrive in the program? Can you share your hope for the roundtable, and why it is important to you?

- We have all had our own educational journey. However, some experiences really stand out as game changers. Perhaps it was a teacher that wouldn't give up on you, or a counselor that saw your potential when all you could see was a hot mess. Describe a time in your life when you had a truly transformative learning experience that gave you the spark to keep going. Can you remember how you felt? When was the experience? What was it that sparked a higher state of motivation or self-confidence to stick it out when the going was tough? What's one lesson from your experience that might support our work here?

2. A High Point Experience

Now, let's focus on a high point within your HPOG program as a space for transformative learning that kindles the flames of hope, possibility, and motivation; in a word flourishing. As you think about your many interactions with students, there have obviously been peaks and valleys, highs and lows.

- Take a minute and think about a most memorable high point moment. Think about a time that stands out—a time when you felt most innovative, creative, and excited to step outside the box. Tell that story. What happened? Who else was involved? How did you feel during the experience? What challenges arose? How did you overcome them? Also, please share any insights you have or aha moments that come to mind as you recall the experience.

- Thinking about that golden moment of creativity and innovation, what are the things you value about yourself, your work, and your HPOG program?
 - Without being humble, what do you value most about yourself?

 - When you reflect on it, what do you value most about the work and your contribution to the program?

 - What do you value most about the organization and team as you work to help students strive and thrive in the program?

4. Images of an Exceptional Future Innovations that Spark Success...2029! — Transformational Education and Student Flourishing

Let's assume that tonight you fall into a sound sleep...and it lasts for ten years! When you wake up it is 2029. During those ten years, many innovations and positive changes you always dreamed of are now the new standards of practice, the *new* norm in HPOG. There are examples of flourishing throughout the program and partnering institutions! Employers consider HPOG the premier resource for exceptional talent. Instructors and employers are integrally involved in creating and delivering a robust, employer-driven curricula and learning experiences. HPOG alumnae are contributors in the community making regular visits to classrooms to share their success stories with current students; they routinely name HPOG as whole scale game changer for themselves and their families. In short, the HPOG program has become the kind of program you most want to see in terms of preparing students to thrive in the workplace but also as members of the community. HPOG is now known as a place to strive and thrive for a better career, a better community, and a better life.

- Imagine that you awaken to find all this—and more—happening in 2029. As you visit classrooms and job sites talking to students and employers, describe what you see and hear that is new, changed, or better? How do you know these are changes for the better?

- Now with this future in mind, what's the smallest practice change we could make today that might have the largest impact on our capacity to spark game changing student success?

- What is one big and bolder step we might consider, perhaps something we've not really considered before?

THANKS FOR A FABULOUS CONVERSATION!

DAY ONE: Discovery Part II, Questions for Conversation: Appreciative Interviews

Interview Summary Sheet

Please use as much or little space as you need in order to answer each question.

- What was the most appreciative quotable quote that came out of this interview?
- What was the most compelling story that came out of this interview? What details and examples did the interviewee share? How were the interviewee and others changed by the story?
- What was the most “life-giving” moment of the interview for you as a listener?
- Did a particularly exciting innovative practice or approach emerge during the interview? If so, describe what you learned about it, including who is involved and how.
- What three items stood out most for you during the interview?
- What small steps toward positive action emerged as possible?
- What bolder steps towards positive action emerged?

Self-Management and Group Leadership Roles

Each small group manages its own discussion, data, time, and reports. Here are useful roles for self-managing this work. **Leadership roles can be rotated.** Divide up the work as you wish:

DISCUSSION LEADER—Assures that each person who wants to speak is heard within time available. Keeps group on track to finish on time.

TIMEKEEPER—Keeps group aware of time left. Monitors report-outs and signals time remaining to person talking.

RECORDER—Writes group's output on flip charts, using speaker's words. Asks people to restate long ideas briefly.

REPORTER—Delivers report to large group in time allotted.

DAY ONE: Discovery Part III, Discovering the Resources in Our Community

Purpose:

To welcome and appreciate each other, to learn about special experiences, strengths, capabilities, and resources people bring to this roundtable, and to begin to touch on our task of the Roundtable.

Guideposts:

NOTE: SELECT A DISCUSSION LEADER, TIMEKEEPER, RECORDER, AND REPORTER.

1. Please make sure you are seated at the table color that matches the color on your badge. You will only discuss and report out on the questions highlighted on the worksheet with your corresponding color.
2. Go around the table and introduce your interview partner in 1-2 minutes by sharing a couple of highlights from your interview-things from your partner's stories or visions for the future that stood out most for you. Notes from your Interview Summary Sheet will be helpful here. Everyone introduces their partners in the small group.
3. Next, use the remaining time to go deeper into one of the interview questions assigned to your table. Share your stories and observations, and listen for patterns and themes.
4. The recorder will document group discussion on a flip chart modeled after the appropriate Worksheet Template (see pages 20-23).

NOTE: FOR REPORT OUT TO THE LARGE GROUP

- ➡ During your discussions, the recorder will have filled out the designated worksheet template for your table's assigned question (see next pages) on a flip chart. Using this material, the reporter should be prepared to give a 3-minute report out **at the time specified below**, being sure to include one or two of the most powerful stories/examples that came from your group. Reporters, please refer to the notes at the bottom of each Worksheet Template to guide your report-out. Tables may volunteer or be randomly selected depending on time.
- ➡ While other groups are presenting their reports, use the Worksheet Templates on the following pages to record the take-aways from each presentation that resonate with you.

PRESENTATIONS ARE DUE AT _____.

DAY ONE: Worksheet Template for Question 1: What Calls Us to this Work?

“Yellow Group” will use this template to organize their report-out for Question 1. Other groups will use this template to take notes as the “Yellow Group” gives their report-outs.

What attracts us to the work of the Innovation Roundtable?	Hopes for the Roundtable	Lessons from Our Own Stories of Transformational Education and Success
List ideas from the group:	What are hopes your group has for the Roundtable? What’s our highest hope for the Roundtable?	What are the lessons and implications from your own experiences for our task here?

NOTE FOR YELLOW GROUP REPORTERS:

For column 1: Choose one or two of your group’s best stories to share in the report-out to the large group

For column 2: Share highest hope of the group for the Roundtable.

For column 3: Looking at all the reasons we are excited about the task of the Innovation Roundtable, what story can you tell about us – the folks in this group?

Worksheet Template for Question 2: Golden Innovations that Spark Student Success

“Red Group” will use this template to organize their report-out for Question 2.

Other groups will use this template to take notes as the “Red Group” gives their report-outs.

High Point Stories of Innovative Practices that Sparked Student Success	Root Causes of Success	Implications for Our Work Here
List stories from the group:	What are the key success factors? If we had to choose, what top 3 success factors from our discussion would we spotlight?	What are the implications for approaching our task here?

NOTE FOR RED GROUP REPORTERS:

For column 1: Choose one or two of your group’s best stories to share in the report-out to the large group.

For column 2: Share top 3 success factors identified by your group.

For column 3: Looking at all the high point moments regarding innovation that spark student success, what story can you tell about us – the folks in this group?

Worksheet Template for Question 3: Strengths to Carry Forward

“**Blue Group**” will use this template to organize their report-out for Question 3.

Other groups will use this template to take notes as the “Blue Group” gives their report-outs.

Exemplary Stories List innovations in programming that helped students succeed	Program Strengths What elements and practices should be maintained into the future
<p>Now, looking at the columns above, draw a map or another graphic to illustrate all the things that strengthen HPOG’s ability to innovate <i>and</i> stay on purpose.</p>	

NOTE FOR BLUE GROUP REPORTERS: Choose one or two of the group’s best examples to share, and report out on the top 3 themes of strengths/characteristics that should be carried forward.

Worksheet Template for Question 4: Images of an Exceptional Future

“Purple Group” will use this template to organize their report-out for Question 4. Other groups will use this template to take notes as the “Purple Group” gives their report-outs.

<p>What are the visions you have for HPOG 2029? We will be most inspired and proud of HPOG in 2029 when...? (Everyone shares their responses and listens for patterns and themes across the group.)</p>	
<p>From the material above, create a front page news headline of the October 1, 2029 edition of <i>USA Today</i>. What is the exciting headline? What are some of the key elements at the heart of the story?</p>	
<p>The news headline in 2029 reads:</p> <p>Key elements in the story about the innovative practices that have helped HPOG students strive and excel in the program and on the job.</p>	
<p>Smallest Steps with Large Impact</p> <p>What are three of the smallest innovative ideas we could take from the Roundtable that could have a large impact at home?</p>	<p>Bolder Things</p> <p>What are three bolder innovative ideas we could take from the Roundtable-things we may never have considered?</p>

NOTE FOR PURPLE GROUP REPORTERS:

Report 2 to 3 top examples of accomplishments that your group discussed, and highlight the 3 small and large steps that could move us toward the vision of HPOG 2029.

DAY ONE: Dream Part I, Dare to Dream: Imagining an Exceptional Future—HPOG 2029!

Purpose:

To imagine and define the future you want to work toward – an employment and training program that is fully dedicated to implementing innovative practices that provide transformative educational opportunities that help our students thrive in the classroom and in life.

Guideposts:

NOTE: SELECT A DISCUSSION LEADER, TIMEKEEPER, RECORDER, AND REPORTER.

1. Put yourselves ten years into the future. It is 2029. Visualize the HPOG program you really want to work toward; and get down to the details! Be bold...it's the premier program you most want to see! Everyone shares their visions based on statements/questions like:
 - I will be most proud of HPOG in 2029 when...
 - What I see in the future is—better policies, practices, processes, learning experiences, etc.
 - How did this come about? What are the things that support this 2029 vision? New ways of engaging students and our community partners? New learning opportunities and recognition for staff? New communication practices across the network of supportive partners and providers that wraparound our students? Innovative ways for fundraising and diverse streams of revenue to support other creative, out-of-the-box learning? Creative ways to overcome barriers that consistently throw a wrench in our work with students, e.g., lack of transportation, lack of cross-cultural knowledge and confidence making work outside the home community tenuous and often temporary? Other visions?
 - What makes this vision exciting to you? What results?
 - How does this vision help us recognize and unlock hidden opportunities (new processes, new collaborations, better partnerships, new communication protocols, the ability to attract, retain, and reward great staff, sense of purpose and pride, trust, etc.)?
2. Choose a creative way to present your vision to the large group in a 3-minute "portrayal" as if that future vision of HPOG 2029 existed ***right now*** – use as many members of your group as possible in the presentation.
 - Examples: I-team news report, TV show, A day in the life, A skit, A guided imagery, Panel presentation, etc.

PRESENTATIONS ARE DUE AT _____.

DAY ONE: Dream Part I, An Exceptional Future Worth Working Toward: HPOG 2029 Worksheet Template

Things I Like in the HPOG 2029 Vision Presentations

As you listen to the dream presentations, jot down those things you hear that you consider **particularly promising** for the future of how we work together. List key images, words, phrases, and “quotable quotes” and hi-leverage opportunities, projects, and new directions that should be a part of what we consider as we plan for the future.

Elements of the Visions I Find Most Exciting (What)	Opportunities and Possibilities for Action I Hear/See (How)

DAY TWO: Design Part I, From Discovery and Dream to Design: Creating a Map of High Potential Design Possibilities

Purpose:

To create a customized map showing all the organizational elements that will help us expand our capacity and power to deliver transformative educational experiences that ignite student flourishing. The key question is: *What design elements have the highest potential to help us accomplish our dream?*

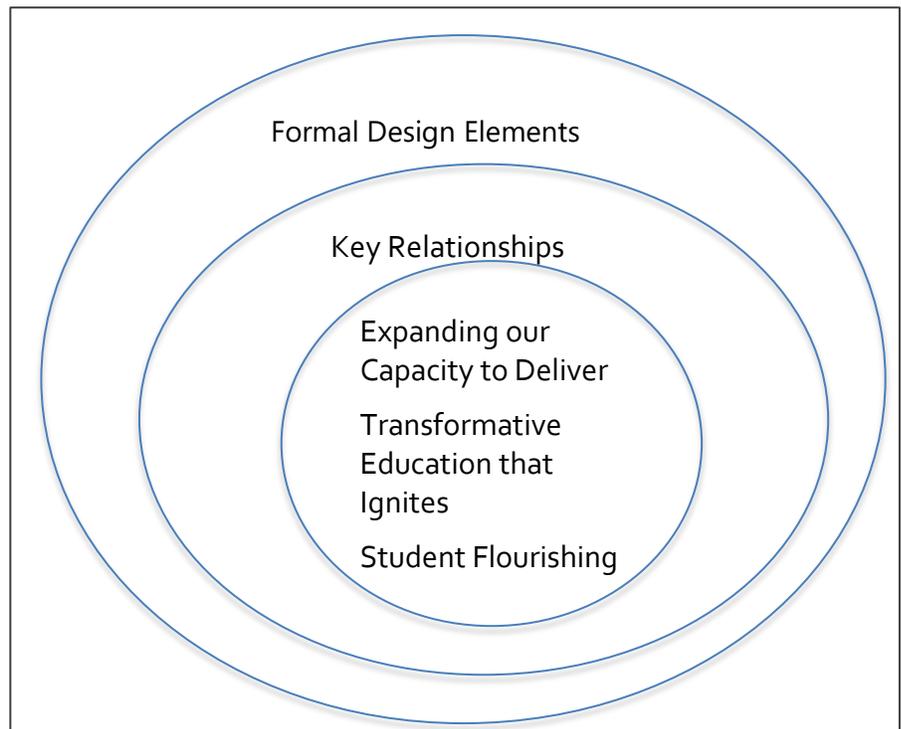
Guideposts:

1. On a sheet of chart paper, draw a Design Possibilities Map using as much of the chart sheet as possible (see template below). In the inner circle of the map, write your grantee name and the following statement: "Dream: Expanding our Capacity to Deliver Transformative Education that Ignites Student Flourishing."
2. Quickly list the key relationships—those with whom we must partner to realize the dream—in the second circle of the design possibilities map.
3. Quickly list the formal organization design elements that, if changed, would support our exceptional moments delivering transformative education and make student flourishing become more the norm (see a list of possible design elements below). Write these in the outer circle of the design possibilities map.

Blank Design Possibilities Map

Design Elements:

Recruitment & Referral
Partnerships & Alliances
Participant Engagement
Training, Learning, & Education
Career Counseling, Placement, & Advancement
Academics
Support Services & Case Management
Employee Recruitment & Retention
Leadership
Staff Development & Recognition
Shared Values
Organization Culture
Vision & Purpose
Results & Data
Stakeholder Relations
Communication & Marketing
Competencies
Practices & Principles
Policies & Procedures



DAY TWO: Design Part II, From Discovery and Dream to Design: Declarations of Possibility

Purpose:

To design and align organizational culture, practices, structures, processes, policies, technologies and so on to fulfill our dreams and expand our capacity and power to deliver transformative educational experiences that ignite student flourishing.

Guideposts:

NOTE: SELECT A DISCUSSION LEADER, TIMEKEEPER, RECORDER, AND REPORTER.

1. Refer to your Design Possibilities Map, and select 1-3 essential design elements you will want to work with to give greater vitality and energy to our efforts to ignite student flourishing through transformative education.
2. With your grantee team, review the following examples and guidelines for possibility statements to create a shared sense of what each design element could look like.
3. Discuss the “ingredients” you’d like to see present in the ideal version of each organizational element your team has selected from Item 1 (above).
4. As a group, create on a chart sheet, a first draft Declaration of Possibility of each organizational design element – a declarative statement of what it look like when your design element is operating at its very best.
5. Finalize your Declaration of Possibility and print a neat version on a fresh chart sheet.
6. Be prepared to deliver a 3-min report out.

Design Thoughts:

“First we shape our structures and then our structures shape us.” – Winston Churchill

“Most people spend 50% of their time not just doing their job but fighting their own institutional bureaucracies.” – Dee Hock

“All systems are perfectly designed to achieve the results they are currently getting.” – Marv Weisbord

Guidelines and Examples for Writing Great Possibility Statements:

Possibility statements are bold, affirmative statements about how we want our organizations to fulfill our dreams and embody our highest aspirations. A Declaration of Possibility is an affirmative statement that bridges the best of “what is” with our ideals about “what might be”. A great possibility statement will stretch beyond the status quo, challenge our common routines, and offer new possibilities for positive change.

Your task as a team is to create a possibility statement about the ideal future of the to two-three organizational elements you’ve chosen to focus on. What would your organizational element look like if it were functioning in every way, maximizing existing strengths, and capitalizing on the ideas discussed at the Innovation Roundtable? Great possibility statements:

- ...stretch, challenge, or interrupt the status quo
- ...are grounded in real experiences that illustrate the ideal as a real possibility
- ...are bold declarations of a preferred future; we want this

Examples of Possibility Statements:

Design Element – Communication

Communication with our citizens is the cornerstone of a responsive city government. We openly and honestly communicate with the residents of our city using equitable and participatory processes. We actively solicit input from citizens and guarantee a response. Systems within our organization are designed and redesigned with input from our citizens.

Design Element – Work Environment

Our organization has an environment that attends to the physical, mental, and spiritual health of employees. Equipment for physical workouts and for swimming is available to all. The cafeteria offers healthy food and a pleasant atmosphere. Employees are given “mental health” days off along with the usual time for sick leave.

Design Element – Cooperation

We are committed to a high level of cooperation to accomplish our collective goals. We do a variety of things to promote cooperation. First, we function as a consensus-seeking group in which decisions are made through face-to-face dialogue. Second, we encourage experimentation. We maintain an environment in which failure is not punished as much as success applauded. Third, we structure our organization with a minimum of status differences, hierarchy, and formal boundaries between functions and groups. Fourth, we offer members the opportunity to acquire the interpersonal and group skills that they need to work cooperatively. Fifth, we encourage each member of the organization to cross-train to enhance understanding and interdependence.

PRESENTATIONS ARE DUE AT _____.

DAY TWO: Design Part III, From Discovery and Dream to Design: Brainstorming Key Opportunity Areas for Innovation

Purpose:

To brainstorm as many ideas as possible related to your specific HPOG program; strategies to incorporate the innovative ideas you heard yesterday that can amplify your strength and capacity to deliver transformational education that nurtures student flourishing.

The key questions for today is:

Assuming anything imaginable is possible in relation to your HPOG program...*"how might we...?"*

Brainstorming rules:

- Defer judgment-don't throw ideas on the scrap heap or assume it can't be done just yet
- Encourage wild ideas – be radical
- Build on the ideas of others – no "buts" only "ands"
- Stay focused on the topic
- Hold one conversation at a time
- Be visual
- Go for quantity not quality at this point
- Put each idea on a separate post-it

Guideposts:

1. Each team manages its own discussion, data, time and reports. Here are useful roles for self-managing this work. Leadership roles can be rotated. Divide up the work as you like.

BRAINSTORMER RADICAL – assures that the group is challenged to contribute bold, wild idea.

TIMEKEEPER – Keeps group aware of time remaining.

BRAINSTORMER FACILITATOR – Facilitate the brainstorming session by upholding the brainstorming rules and raise questions to keep the brainstorming moving. Challenge the group to go for quantity; try to get as many ideas and post-its as possible on the board.

PRESENTATIONS ARE DUE AT _____.

DAY TWO: Design Part II, Working with Key Opportunity Areas: Rapid Prototyping

Purpose:

Take the most promising areas from the brainstormer and build a “prototype” or model of it that can be built in your HPOG program to help realize the high ideals and values of the HPOG visions from yesterday. The goal is to begin prototyping an initiative that leverages some of the innovative best practices presented on Day One and has real value for sparking greater student success at home.

Guideposts:

NOTE: SELECT A DISCUSSION LEADER, TIMEKEEPER, RECORDER, AND REPORTER.

1. Do a quick read of the promising ideas or combination of ideas from the brainstormer. Think about ideas that can be designed into something that is tangible – a value creation initiative. It might be a new orientation PowerPoint presentation or partner pitch, a new program, or innovative communication protocol with our partners.
2. For the sake of building a least one prototype, narrow and prioritize the brainstormed list. One way to do this is to use the colored “dots” and have each group member take five dots and place them on the items the most want to work on (NOTE: you can put all five dots on one item if you choose.)
3. If the prototype has several discrete elements you might want to have each member work on difference pieces and come back together as a group for more creative brainpower.
4. Build the prototype and make it visual, for example:
 - A drawing, draft manual, storyboard, model, bodystorm (skit), or CNN headline story.

Presentations:

- Be prepared to do a 3 to 5-minute presentation of the prototype to the whole group.
- After your demonstration we’ll ask you to name the discrete design elements or big ideas you included. Be ready to make the case for the new initiative you are prototyping.

PRESENTATIONS ARE DUE AT _____.

DAY TWO: Design Part II, Working with Key Opportunity Areas: Rapid Prototyping

APPRECIATIVE OBSERVERS RIDE AGAIN!!!

Questions for active listening during prototyping presentations.

Guideposts:

When listening to other groups present, consider the following questions and record your thoughts on post-its. You will post your post-it feedback in the grantees Innovation Station, so be sure to write legibly and provide your name to the post-it. A doodle pad is provided below, if needed.

- What is exciting to me about this initiative idea?
- If the sky is the limit, what might be possible? Where might the program be able to push further in terms of creativity?
- How might this idea be even stronger?
- What clarification/elaboration is needed?
- What might be simplified, combined, adapted, eliminated, rearranged, or put to other use?
- Where does this idea overlap or synergize with other HPOG prototypes or existing projects?
- What resources (people, organizations, tools, practices, etc.) do you know of that would help this team successfully implement their prototype?



DAY TWO: Destiny Part I, Inspired Action Planning

Purpose:

To refine the prototype and build an action plan to find the quickest, easiest, and lowest-risk ways to move the prototype into practice. In other words, how will the innovation prototype be integrated into existing processes, procedures, and structures of your current HPOG program, and supported to take root.

Guideposts:

NOTE: SELECT A DISCUSSION LEADER, TIMEKEEPER, RECORDER, AND REPORTER.

1. Steps

- a. Name your prototype
- b. Describe clearly your initiative and what it is intended to accomplish: key objectives
- c. Whose input or partnership would be most valuable at this stage of development?
- d. Identify challenges and requirements for execution
- e. Create an action plan (use the worksheet on the next page if desired).
- f. Determine how you will measure success
- g. Communication: how will you do it best to help the prototype succeed?
- h. Name the group members who will continue with this initiative and their contact information

2. Presentations:

- Reporters will have 3 to 5 minutes to provide a high-level presentation of their innovation proposal and action plan to the large group. Feel free to use chart paper or PowerPoint for your presentation.

PRESENTATIONS ARE DUE AT _____.

DAY TWO: Destiny Part I, Action Plan Worksheet

<p><i>Plan of Action for</i></p> <hr style="width: 20%; margin: auto;"/> <p><i>(Name of the initiative)</i></p>			
<p>INNOVATION DREAM TEAM</p>			
<p>Lead (include contact info):</p>			
<p>Team Member (include contact info):</p>			
<p>Team Member (include contact info):</p>			
<p>Other Assigned Members (include contact info):</p>			
Action Task	Persons Responsible	Help Needed from Specific Others	Target Completion Date

