Recruiting, Training, and Supporting Data Coaches to Advance Guided Pathways Development

The RP Group and California Community Colleges Guided Pathways

Has your college embraced data coaching as an approach for building data literacy across your campus to support your Guided Pathways development (see sidebar, *What's A Data Coach?*)? Looking for guidance on how to effectively recruit, train, and support data coaches to both ensure their success and advance a culture of inquiry and data-driven decision-making so critical to the adoption of Guided Pathways?

This tool provides **direction for community colleges developing a data coaching effort, offering considerations for selecting and equipping data coaches** with the skills, knowledge, tools, and assistance needed to foster data literacy and lay the groundwork for sustained evidence-based change.

In this Tool…

Guidance for developing a professional development program for data coaches, with a focus on equipping individuals to lead collaborative inquiry and support equity goals as part of Guided Pathways adoption; it includes:

- Design principles for effectively recruiting, training, and supporting data coaches
- Examples of these design principles in action at California community colleges
- Discussion questions for college teams to use when planning your own data coaching approach

User's Guide

This tool aims to help colleges that have already decided to embrace a data coaching approach, and **focuses on launching an effective professional development program for data coaches themselves**. It builds on *Get Started...Data Coaching to Inform Guided Pathways Development*[1]—an introduction to the importance of building a robust, data literate community of educators when pursuing a Guided Pathways framework. *Get Started…Data Coaching* identifies "engaging coaches who can lead a collaborative inquiry process" as one of three key ingredients for an effective data coaching practice.

What's a Data Coach?

Data literacy—understanding how to gather, examine, and make meaning of student data—is fundamental to driving the evidenced-based change and transformation Guide Pathways aims to achieve. Data coaches can serve as a central figure in providing direct support to college personnel to build their capacity to access and use data. A data coach is:

An education leader who guides data teams through the process of collaborative inquiry and influences the culture of schools to be one in which data are used continuously, collaboratively, and effectively to improve teaching and learning.[1]

This tool introduces data coaching program leaders to the chief design principles for recruiting, training, and supporting data coaches, rooted in a collaborative inquiry approach and a goal of closing equity gaps. It offers key considerations and practical examples for each design principle and a list of discussion questions to prompt planning for your own approach to the engagement, preparation, and ongoing development of your data coaching team.

This tool is a reference point—*not a script*—for building and developing a professional development program for data coaches; remember that content and examples can be tweaked and adjusted to meet the needs of your college.

Design Principle 1: Articulate the Purpose of Your Data Coaching Program

Key Considerations

Designing an intentional professional development structure for your data coaches fundamentally starts with having a clear purpose for your college's data coaching program.

First, determine and broadly share the purpose and benefits of your college's data coaching program with your campus community. A clearly established purpose generally helps justify

[1] This tool assumes that community college leaders and cross-functional teams have read and subscribe to *Get Started...Data Coaching to Inform Guided Pathways Development*, found in the California Community Colleges Vision Resource Center at https://visionresourcecenter.cccco.edu/.

the need for a data coaching program, builds awareness across the college as a whole, increases interest among both prospective data coaches and college practitioners seeking their services. Ideally, align your data coaching program to major institutional initiatives (e.g., Guided Pathways, Student Equity and Achievement Program, Vision for Success goals, AB 705, etc.) that aim to increase student success and equity, underscoring the value of data coaching to various constituents across the institution.

For instance, data coaches might help practitioners know and understand key momentum points[2] (i.e., attempting 15 units in first term, 30 units in first year, etc.). In this context, data coaches might (1) support college personnel in working with data to understand how key populations are meeting these metrics, and then (2) facilitate dialog about what to do to increase achievement of these metrics. Having a shared focus on a few well-known key indicators can promote a common sense of purpose, mission, and accountability across the data coaches.

Leverage respected institutional partners to help champion the development and leadership of your data coaching effort, including faculty, classified staff, administrators, and institutional researchers. This strategy may be key for influencing members from different constituency groups as well as for engaging future data coaches.

Second, assess the maturity of your data society (e.g., culture, data literacy, infrastructure). It is essential to the program's success that data coaching leads understand the strengths and weaknesses of the college's data systems and confidence and capability to access and engage with data. As part of this process, consider the institutional history around data on campus, your colleagues' technical knowledge and comfort with data, and the extent by which the college culture uses data. Recognizing and respecting past practices and perceptions can help you tailor any public introduction of the data coaching program to gain support from different campus stakeholders. Knowing the maturity of your data society will also inform who you recruit as data coaches and what they will focus on in their data coaching relationships.

Third, set specific goals for the data coaching program; identify a clear timeline and expectations for program deliverables that align to the overall purpose. Having these concrete goals in hand will help inform all aspects of program planning and implementation, guide data coach development, and allow program leaders to assess the effectiveness of the approach and course correct when needed.

In Action: Coastline College

With leadership from Institutional Research, Effectiveness, and Planning and the Faculty Success Center, Coastline College recognized that to both advance its Guided Pathways efforts and reach diverse college personnel with demanding schedules, it would need to develop

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[2] Davis Jenkins and Thomas Bailey. "Early Momentum Metrics: Why They Matter for College Improvement" *Teachers College Community College Research Center,* no 65 (2017): 1-8.

several flexible data coaching program opportunities. The most abbreviated training—**Data and Doughnuts—offers monthly, cross-functional meetups designed for teams to collaboratively examine data and then develop and share interventions to support student equity, engagement, and success.** For example, Coastline faculty looked at student enrollment and academic performance data and developed ways to engage students prior to the first day of class to decrease the percentage of no-shows.

A lengthier model—**Data Lab—involves weeklong, hands-on training modules to build faculty, staff, and administrator capacity to access data systems and dashboards and increase their awareness of and facility with analysis strategies.** The boost in confidence generated by this effort has already prompted faculty and staff to initiate data collection and integrate evidence into annual programming and departmental reviews. A more extensive and robust opportunity, Coastline will enroll its **inaugural cohort of data coaches in a four-week, online data coaching program in summer 2019 to continue building institutional depth around data literacy and develop dedicated coaches who can support Coastline's Pathways workgroups.**

Determine with Your Team…

1. What is the purpose of your college's data coaching program?
2. How can you link the purpose of the data coaching to institutional transformation efforts (e.g., Guided Pathways, Student Equity and Achievement, Vision for Success goals, AB 705, Strong Workforce)?
3. Which student groups are falling through the cracks? In other words, where do the equity and achievement gaps exist?
4. How would you like to strengthen your college's data literacy?
5. What barriers hinder your college's expansion of data literacy?

Design Principle 2: Establish Goals and Criteria for Selecting Data Coaches

Key Considerations

As an extension of the goal setting you do for your data coaching program overall, also consider **establishing specific goals and criteria for selecting data coaches**, starting with the *who*. **Set expectations for participant selection.** Which individuals or groups on your campus might be ideal data coaches, best positioned to inculcate data literacy, advance Guided Pathways, and fulfill the purpose articulated above? **Research on effective data coaches underscores the need for coaches to exude an openness to learning, diverse situations, and equity mindsets.** A "Coaching Way of Being" is characterized by "humility, intercultural sensitivity, self and others' awareness, belief in change, and respectful curiosity."[3]

Early pioneers of data coaching across California's community colleges indicate that effective data coaches are intentional listeners and compassionate colleagues and are driven toward

[3] Campbell, J & van Nieuwerburgh, C. (2018). *The Leader's Guide to Coaching in Schools*. Corwin: Thousand Oaks, CA.

evidenced-based change. Though not formally trained statisticians, data coaches are generally comfortable with data and have a growth mindset that makes them willing to learn and open to feedback regarding how and when to use data. Ideally, they are also skilled storytellers who can translate numbers into rich and compelling student-centered narratives, emphasizing equity and diversity.

As you build your approach, think about **how many data coaches you practically need and how to recruit college faculty and staff equitably to serve in this role**. For example, would recruitment be more fruitful through existing committee structures or academic units and departments? Likewise, consider the resources recruiters will need to solicit participation, like a description of the coaches' role in representing evidence-based change and promoting student success and equity through Guided Pathways adoption. Explicitly link to the purpose outlined in Design Principle 1 and demonstrate to prospective data coaches how their work will help support achievement of institutional goals. **Include in your solicitation approach and materials the direct benefits coaches might receive for serving in this role.** For example, will your coaches receive remuneration or professional development credits? Will they receive recognition for their leadership when seeking advancement or promotion? Will serving as a data coach count as service to the college?

Another important aspect of this planning involves determining **who will lead the recruitment and training of data coaches.** College leadership that earnestly supports the recruitment, training, and empowerment of data coaches is critical in yielding a successful training model. Still further, having staff dedicated to the practical, day-to-day coordination and ongoing support of data coaches is essential. Because Planning, Research, and Institutional Effectiveness (PRIE) professionals play a particularly pivotal role in building data literacy on campus, engage them in the recruitment of data coaches and the development of their training and the provision of their ongoing support.

Determine with Your Team…

1. Who is launching your data coaching effort and how is executive leadership engaged in the recruitment process?
2. What role will the Office of Institutional Research and Effectiveness play in the recruitment of data coaches and the design of their training?
3. How many data coaches are needed to support the successful launch of a data coaching initiative?
4. What types of resources are available for coaches in understanding up front their role in representing evidence-based change and promoting Guided Pathways?
5. What is your criteria for selecting data coaches? What characterizes an effective data coach?

In Action: Santa Monica College (SMC)

One of SMC's data coaching program leaders is a faculty member from the Early Childhood Education program who works regularly with education data; she has served on the program review committee and chaired the college's career technical education (CTE) committee. She took the lead on developing the data coaching program because of her passion for data and her interest in engaging others in learning how to use evidence. She relies on SMC's Dean of Institutional Research as a critical partner and expert. Together, the data coaching program lead and the Dean of Institutional Research **set a goal of engaging 10 data coaches in its first cohort in summer 2017, soliciting**

recommendations from colleagues for faculty involved in ambitious professional development programs (e.g., Faculty Summer Institute) and **campus leadership** (e.g., participated in institutional effectiveness initiatives, program review). They focused recruitment on non-CTE and adjunct faculty, and strove to get participation from various satellite campuses. Ultimately, the first cohort of data coaches included representation from several departments, including faculty from CTE programs as well as English and English as a Second Language. Today—after joining the American Association of Community Colleges (AACC) Pathways 2.0 effort—SMC positions the data coaching program squarely to support SMC personnel at each stage of Guided Pathways implementation, beginning with program mapping and building out student pathways. In 2018-2019, the cohort included 12 data coaches representing both discipline and counseling faculty. Through hands-on training the program supports faculty in thinking critically about data, particularly as they develop equity-minded inquiries, assemble program maps, and boost career connection to advance Guided Pathways. Leveraging various stakeholders to bring content and resources to bear, the data coaching program is a collaborative effort between SMC's Workforce and Economic Development, the Center for Teaching Excellence, and Institutional Research.

Design Principle 3: Design a Professional Development Structure for Data Coaches, Including Participant Learning Outcomes

Key Considerations

Designing the broader professional development structure for your data coaches begins with determining the specific learning outcomes you want them to achieve through both upfront preparation and ongoing training. One factor to weigh is whether you will adopt a data literacy framework (*think*…lesson plans that map to course objectives) around which to organize your professional development activities. A data literacy framework may help potential coaches better conceptualize the broad skill sets they will acquire to effectively data coach their colleagues and will help them see the alignment between each professional development activity and the larger framework. At the front end, adopting a data literacy framework explicitly supports data coaches in determining research questions, identifying and using sources, and understanding disaggregation. At the back end, a chosen framework facilitates analysis, meaning-making and dialog, and action planning. Thus, such a framework may specifically distinguish between data analytic skills and those tied more directly to facilitating conversations centered on developing plans for action.

The articulated purpose of your data coaching program will drive the broader learning outcomes you desire for data coaches and the type of preparation and training they might need. For example, if the primary aim of your data coaching program is to enhance the college's work towards identifying and narrowing observed equity gaps, primary outcomes might include understanding equity gaps and being able to facilitate data-informed action

planning to improve the outcomes of disproportionately impacted students. Or, your aim might be to advance efforts to increase the number of students meeting key academic milestones in the first year (e.g., full-time enrollment, informed selection of an academic major, creation of a comprehensive education plan, and the completion of transfer-level math/or English). Then, your training might focus on ensuring data coaches are able to present (and perhaps prepare) visually engaging data dashboards illustrating such information.

These outcomes will drive the **specific knowledge, skills, or abilities (KSAs) that coaches should have and/or continue building upon as they work with college constituents.** Using the stated example–identifying and narrowing observed equity gaps–KSAs may include knowing methods for determining disproportionate impact and being able to calculate it or source this data. KSAs may also include knowing how to present disproportionate impact data through user-friendly visualizations, facilitate difficult dialog about equity gaps with practitioners and or use specific action planning tools to reduce equity gaps. As California's community colleges adopt data analytic or visualization tools (e.g., Tableau, pivot tables), consider the level of expertise you would like your data coaches to develop.

Determine with Your Team…

1. What specific learning outcomes do you want for data coaches, given your data coaching program purpose? Which data literacy framework might you choose to organize your professional development activities around?
2. Given these learning outcomes, what knowledge, skills, and abilities (KSAs) do you want data coaches to develop, both up front and over time?
3. Who (individual or department) will be responsible for developing and implementing these professional development activities?
4. Will there be a standard set of professional development activities (or modules) completed by all coaches? How many modules? What is the duration of the modules? What modes will you use to deliver these activities?
5. What KSAs do you anticipate recruited coaches will already possess? How can you leverage those skills in developing or offering learning modules?

In Action: Leading from the Middle (LFM)

As of its 2019 Academies, Leading from the Middle (LFM) began incorporating data literacy modules into its curriculum. Because middle leaders need to both have facility accessing and making meaning of data and guiding others to do the same, LFM decided to add activities designed to enhance participants' practical understanding of data sources, outcomes, and planning strategies centered on using data. The result is that LFM participants acquire direct experience tapping different data sources, discussing evidence, and contextualizing data-related matters that often have clear implications for the work they are doing at their respective colleges. As part of this work, LFM introduces participants to the Data Literacy and Planning Framework, a conceptual model based on work by Phillips and Horowitz[4] that illustrates the components of an action-oriented data literacy approach. Each learning

[4] Brad C. Phillips and Jordan E. Horowitz. *Creating a data informed culture in community colleges.* (Massachusetts, Harvard Education Press, 2017).

module, including a hands-on experience with the Chancellor's Office Datamart dashboards, maps to one or more of the components of the framework. In addition, all learning modules have at least three learning outcomes, presented from the outset, designed to help participants readily identify the skills they will gain and strengthen in the activity.

Design Principle 4: Deploy Your Data Coaches and Provide Them Comprehensive and Ongoing Support

Key Considerations

Once you have crystallized the purpose of your data coaching program, recruited your coaches, and developed your data coaching professional development structure, it is time to dispatch your coaches.

Given the purpose and goals of your data coaching effort combined with the capacity of individuals recruited to serve in this role, **think about where your corps of data coaches are best positioned to serve the college.** Guide and direct coaches in how they offer services and connect with faculty and staff to do data coaching. Set up a structure to deploy coaches, strategizing with them about when and where their services would make the greatest impact. For example, what professional development opportunities (e.g. FLEX) or existing structures (e.g., department meetings, program review processes, student success task forces, etc.) can data coaches plug into to support data literacy development and data usage? Who might need different data sets to support students through key academic milestones and events taking place throughout the year?

Once dispatched, the success of your data coaching program will rely in part on comprehensive and ongoing support for data coaches. **Think about what continuous training needs coaches might have and the problems or issues they might encounter as they engage in their coaching process.** Important to consider is that as coaches do their work across the college, their experiences will inform where training and support are needed.

A professional development structure that is flexible and nimble will remain central to the success of your data coaches. Inevitably, developing the knowledge, skills and abilities (KSAs) of your data coaches and providing support to their work is an ongoing process. Keep in mind **three basic areas of support: (1) technical and logistical support; (2) communication and facilitation skill development; and (3) data analysis skills.** For example, pre-vetted "grab and go" communication packets can help data coaches address complex and difficult to explain data. Clear data visualizations with appropriate college branding paired with a set of clear talking points can ensure that the most important messages are consistently delivered. Allow time for communication materials to go through group review and constructive feedback.

As data coaches get into their direct work building the data literacy and use of their colleagues, they will begin to contextualize their upfront preparation. They will also encounter obstacles that require problem-solving and opportunities that may benefit from the broader perspective of their data coach peers and program leaders. **Consequently, data coaches will need a reliable forum to connect with their peers, problem-solve, and share successes.** In particular, facilitating and navigating difficult conversations, including but not limited to disproportionate impact, will require ongoing and thoughtful professional development.

When planning for comprehensive and ongoing support, consider the venues for continuous training, delivery modes, peer support networks, access to the IR office, and types of support resources that will be most valuable to your coaches. For example, as your data coach cohorts mature, more experienced coaches can broaden their work to include mentoring incoming coaches. Fostering a sense of communal identity among data coaches by providing events where there is time for team bonding and cross-pollination of skills and activities will help the data coaching program maintain vibrancy and currency. Of course, the amount of structure surrounding the ongoing professional development activities designed to address the learning outcomes you have for coaches and the KSAs you would like them to develop will vary greatly across colleges. The key will be to remain responsive to the needs of data coaches, so they can do their work and affect change.

Determine with Your Team…

1. How will the data coaches' skill sets be identified and then matched for effective deployment?
2. How do data coaches obtain consistent access to information and data resources?
3. What is the ongoing expectation of data coaches in regards to training and professional development?
4. How are data coaches continually trained to communicate with stakeholders? Should there be a focus on how to discuss data, for example, that show disproportionate impact on one group?
5. Should data coaches by surveyed to monitor their current skill sets and levels as well as their progression and interest in developing certain skills over time?

In Action: Bakersfield College

Bakersfield's data coaching program launched in 2013, inspired by the college's participation in Achieving the Dream and a powerful thirst for data and evidence. At that time, the college was interested in fostering a culture of inquiry; without an institutional research department on campus, Bakersfield's leadership believed that data coaches could serve as a major channel by which data was injected into campus dialog and governance. In the first two to three years of the data coach program, these "free range" data coaches would examine general research questions such as whether a given student support model was positively impacting student success. As the college established a new, professionally staffed and technology driven Office of Institutional Effectiveness (OIE), many of these general research questions could be answered more efficiently by an OIE researcher. At this point, the college pivoted and the data coaching effort was marshalled to facilitate the 10 meta-major completion coaching teams and 8 affinity

groups[5], essentially connecting the data coaching effort to the just-in-time data and research needs of the completion coaching teams.

Today data coaches begin their training by learning about and understanding the Family Educational Rights and Privacy Act (FERPA). Coaches are invited to attend data coach training sessions provided by OIE. Three topics are made available per semester and each one is offered at varying dates and times to accommodate diverse schedules. Data coaches learn how to use Tableau dashboards to provide summary reports on key Guided Pathways momentum points to their completion coaching teams. Coaches also receive training in how to access disaggregated information that college personnel can utilize and amplify in their work to support student success. Finally, aspects of the training cover how to use Excel to pivot, filter, and effectively display data and employ data to identify trends, themes, and talking points. Increasingly, Bakersfield is loading the data coaching curriculum into its Canvas Learning Management System to support on-demand learning and digital badging.

Design Principle 5: Assess and Improve Your Approach to Recruiting, Training, and Supporting Coaches

Key Considerations

Ultimately, your data coaching leadership team will want to make sure that this particular strategy for fostering data literacy and use in decision-making is achieving its intended outcomes. **First, determine what works for data coaches themselves.** Provide feedback loops related to the training and support they receive, their readiness for coaching, and their sense of the impact they are making across the college. Understanding data coaches perspectives of which elements of the program serve as catalysts for campus change is essential, as program leads can use this information to move forward and or make necessary adjustments to the coaching program.

Next, determine the perception of data coaches by those who have been coached. For example, survey colleagues on what coaches do well, what impact they have been able to make, and what additional training and support might they need to deepen their impact. Correlating how data coaches feel about their own training and support with what colleagues

[5] At BC, meta-majors include: (1) Social and Behavioral Science and Human Services, (2) Agriculture, Nutrition, Culinary Arts, (3) Science, Technology, Engineering, Math, (4) Public Safety and Emergency Management, (5) Industrial and Transportation Technology, (6) Arts, Humanities, and Design, (7) Business, (8) Education, (9) Personal and Career Exploration, and (10) Health Science. Affinity groups include: (1) African American Initiatives, (2) Athletes, (3) Undocumented Dreamers, (4) EOP&S, (5) Foster Youth, (6) Students with Disabilities, (7) Kern Promise, and (8) Veterans.

say coaches do well will help pinpoint opportunities for adjustment, as you make improvements to the data coaching professional development structure.

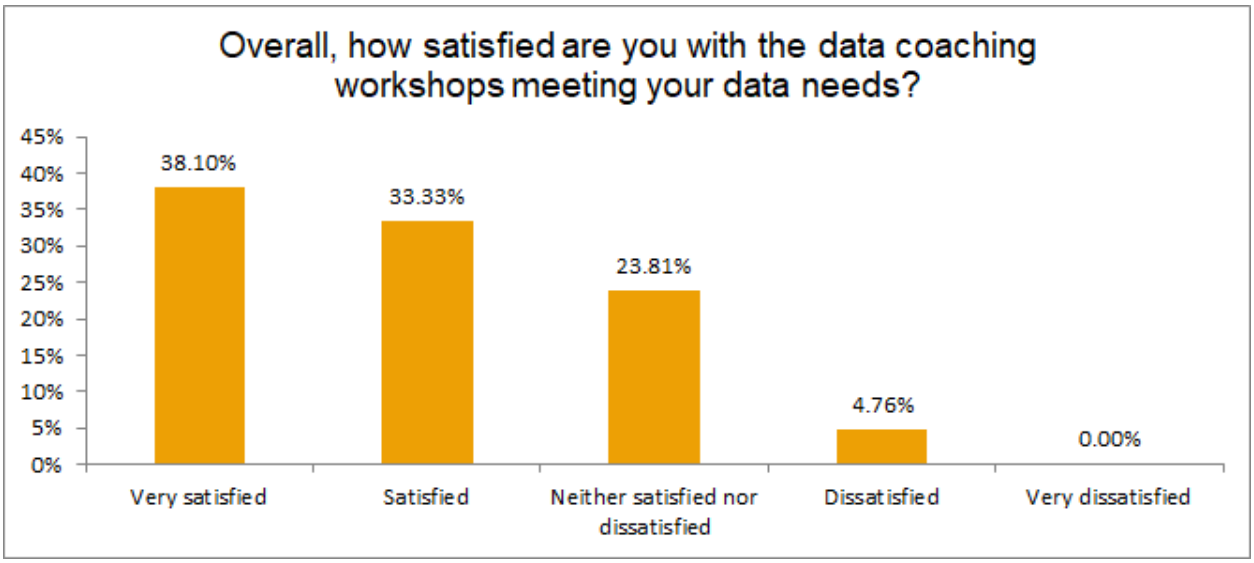
Finally, monitor shifts taking place at the macro level in the college to inform how you recruit, train, and support coaches. **Specifically, consider collecting, assessing, and discussing data representing changes in behaviors or habits in support of institutional improvement, increased student success, and decreased equity gaps.** Design Principle 5 translates to critically observing and understanding cultural shifts that emerge as a result of data coaching. It is demonstrating that data coaching is viewed as a college leadership opportunity that is valued and supported. Together these shifts in perspective and action should be acknowledged and praised by the program leads and college administration as the program is refreshed and executed again. Ultimately, this kind of three-tiered assessment and quality improvement will support not only quality improvement but the institutionalization of the data coaching approach.

Determine with Your Team…

1. How are you regularly evaluating your data coaching program's purpose and objectives, activities, modules, strategies, and KSAs?
2. Which of these program elements serve as catalysts for change? Which of these elements need fine-tuning?
3. How are you assessing the developing interests and needs of the data coaches?
4. What cultural shift(s) do you observe?
5. What changes are users making or what new behaviors or habits do you see forming in support of institutional improvement, increased student success, decreased equity gaps?

In Action: Bakersfield College (BC)

BC periodically surveys its data coaches to continuously improve the program itself and to gauge the developing interests and needs of their data coaches. For example, in spring 2019, 71% of data coaches indicated that they were satisfied with their training (see figure below).



When asked what would improve the training sessions, data coaches provided helpful ideas like, "*Producing analytics that are easy to read for the completion teams. Transformation of raw data into visuals*" and "*Python, C++, C#, SPSS syntax, Java, and HTML. Oh and Cognos.*" Open-ended comments provided a qualitative, and at times, inspirational, window into their experiences, underscoring their own deepening capacity for inquiry and data-driven decision-making. One coach shared, "*I'd definitely be interested in finding out how many incoming freshman are enrolled in English or Math this summer and in which course.*" Another stated, "*Thank you for the opportunity to be part of the data coach team, I have enjoyed the people and the process.*"

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For more information on data coaching, visit https://rpgroup.org/All-Projects/Guided-Pathways/Resources *and the California Community Colleges Vision Resource Center.*

Action Planning:

Recruiting, Training, and Supporting Data Coaches to Advance Guided Pathways Development

Activity Goals:

- Identify how recruiting, training, and supporting data coaches will effectively scaffold student-centered, data-driven Guided Pathways development on your campus
- Assess your campus landscape to consider enablers and barriers to pursuing this effort
- Determine concrete next steps to advance this data coaching effort to support Guided Pathways development

Instructions:

- After reading Recruiting, Training, and Supporting Data Coaches to Advance Guided Pathways and answering the "Determine with your Team Questions"...
    - work as a college team to consider strategies that facilitate the deployment of data coaches on your campus
- Use the following guiding questions to launch this conversation
    - Consider completing this activity during your college's Guided Pathways design team, work group, or planning committee meetings

Articulate the Purpose of Your Data Coaching Program:

What is the purpose of your college's data coaching program? How can you link the

purpose of the data coaching to institutional transformation efforts (e.g., Guided Pathways, Student Equity and Achievement, Vision for Success goals, AB 705, Strong Workforce)?

Which student groups are falling through the cracks? In other words, where do the equity and achievement gaps exist? How would you like to strengthen your college's data literacy?

Establish Goals and Criteria for Selecting Data Coaches

Who is launching your data coaching effort and how is executive leadership engaged in the recruitment process? What role will the Office of Institutional Research and Effectiveness play in the recruitment of data coaches and the design of their training?

How many data coaches are needed to support the successful launch of a data coaching initiative? What types of resources are available for coaches in understanding up front their role in representing evidence-based change and promoting Guided Pathways? What is your criteria for selecting data coaches? What characterizes an effective data coach?

Design a Professional Development Structure for Your Data Coaches, Including Participant Learning Outcomes

What specific learning outcomes do you want for data coaches, given your data coaching program purpose? Which data literacy framework might you choose to organize your professional development activities around? Given these learning outcomes, what knowledge, skills, and abilities (KSAs) do you want data coaches to develop, both up front and over time?

Who (individual or department) will be responsible for developing and implementing these professional development activities?

Will there be a standard set of professional development activities (or modules) completed by all coaches? How many modules? What is the duration of the modules? What modes will you use to deliver these activities?

Deploy Your Data Coaches and Provide Them Comprehensive and Ongoing Support

How will the data coaches' skill sets be identified and then matched for effective deployment? How do data coaches obtain consistent access to information and data resources?

What is the ongoing expectation of data coaches in regards to training and professional development?

How are data coaches continually trained to communicate with stakeholders? Should there be a focus on how to discuss data, for example, that show disproportionate impact on one group?

Assess and Improve Your Approach to Recruiting, Training, and Supporting Coaches

How are you regularly evaluating your data coaching program's purpose and objectives, activities, modules, strategies, and KSAs? Which of these program elements serve as catalysts for change? Which of these elements need fine-tuning?

What cultural shift(s) do you observe? What changes are users making or what new behaviors or habits do you see forming in support of institutional improvement, increased student success, decreased equity gaps?