

Internal Materials: **Note-Taking Template**

This note-taking template was developed by Systems exChange.

The note-taking template (on the following pages) is a tool for note-takers to capture the conversations of the meeting. Some sections can be filled in during the meeting, including:

- Pathways Presentation Large Group Discussion
- Children in Our Community Large Group Discussion
- Final Reflections

Some sections will need to be completed following the meeting, including:

- Community Strengths
- Pathways Presentation Worksheets
- Children in Our Community Worksheets
- Generate Possibilities

Internal Materials: **Note-Taking Template**

Name of Note-Taker:

Name of Facilitator(s):

Conversation Location:

Number of Participants:

Conversation Date:

Note-taker: Don't forget that **details matter!** Make sure that your notes are thorough and accurate. When possible, record verbatim. Take time during your free time in the meeting to fill in any details missing. Immediately following the session fill in any details you weren't able to write down during the conversation. Remember – the state Design Teams will use this data to inform action, so provide details whenever possible.

Introduction of Participants	
Question	Notes (each bullet/paragraph is a different person's comment)
What is one strength of the community that supports early childhood growth and development?	Record what individuals say gives they view as a strength in their community.
This will be completed after the meeting.	Example: <ul style="list-style-type: none">• This would be a community where I would want to raise my own children.

Remember to include in your notes:

Who

What

When

Where

Why

How

Pathways Presentation

Question

1. How do you imagine the work of Pathways could support you in your role/organization?

Large group conversation is recorded during the meeting.

Worksheets are compiled and entered after the meeting.

Notes (each bullet/paragraph is a different person's comment)

Example:

- We will have access to prof development needed to better meet social emotional needs of students

Remember to include in your notes:

Who

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Why

How

Pathways Presentation

Question

2. In what ways could Pathways support collaboration going on in your community around improving outcomes for children and families?

Large group conversation is recorded during the meeting.

Worksheets are compiled and entered after the meeting.

Notes (each bullet/paragraph is a different person's comment)

Example:

- Provide us with the information we need to communicate importance of this work to public.

Remember to include in your notes:



Children in Our Community (Data Overview)	
Question	Notes (each bullet/paragraph is a different table's comment)
<p>What do you notice when you look at the data?</p> <p>What kinds of disparities do you notice with regards to race and other groups that people belong to because of their social status, gender, income levels, or other key social demographic?</p> <p>Large group conversation is recorded during the meeting.</p> <p>Table worksheets are compiled and entered after the meeting.</p>	<ul style="list-style-type: none">• Low income families are worse off on almost every indicator.

Remember to include in your notes:

Who

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Why

How

Children in Our Community (Data Overview)

Question	Notes (each bullet/paragraph is a different table's comment)
<p>How does the data resonate with your direct experience with children and families? What other information would you add from your experience?</p> <p>Large group conversation is recorded during the meeting.</p> <p>Table worksheets are compiled and entered after the meeting.</p>	<p>Example:</p> <ul style="list-style-type: none">• We see children who are struggling in multiple ways, from not having enough food to having parents who don't have the supports they need to be effective parents.

Remember to include in your notes:



Generate Possibilities on Social Emotional Health Priority Step 1 and Step 2: Additional Local and State Policies and Practices Use this table to record the additional local and state policies/practices recommended by the large group for Social Emotional Health		
	Local	State
Policies Recorded after the meeting from the flip charts.	Example: <ul style="list-style-type: none"> Need shared information consent policies across local organizations to promote coordination. 	
Practices Recorded after the meeting from the flip charts.	Example: <ul style="list-style-type: none"> Need prof development opportunities offered to unlicensed providers given the number of children in these settings. 	

Remember to include in your notes:



Generate Possibilities on Priority Social Emotional Health

Step 3: Local and State Policies and Practices to Stop or Shift

Use this table to record the policies/practices that need to be stopped or shifted for Social Emotional Health. Place these in the correct column to indicate if they are a local or state policy/practice. Be as detailed as possible. Indicate each different policy/practice with a bullet.

	Local	State
<p>Policies/Practices that need to STOP or SHIFT</p> <p><i>Recorded after the meeting from the flip charts.</i></p>	<p>*</p>	<p>Example:</p> <ul style="list-style-type: none"> • Need to stop having different eligibility requirements across different programs and agencies – makes it impossible for families and providers to know what programs they qualify for.

Remember to include in your notes:



Generate Possibilities on Priority Social Emotional Health

Step 3: Local and State Policies and Practices to Stop or Shift

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	Local	State
<p>Policies/Practices that need to STOP or SHIFT</p> <p>Recorded after the meeting from the flip charts.</p>	*	<p>Example:</p> <ul style="list-style-type: none">• Need to stop having different eligibility requirements across different programs and agencies – makes it impossible for families and providers to know what programs they qualify for.

Remember to include in your notes:

Who

What

When

Where

Why

How

Generate Possibilities on **Social Emotional Health**

Step 4: Skills, Knowledge and Capacity-Building to Strengthen

Use this table to record the skills, knowledge and capacity building that needs to be strengthened. Be as detailed as possible. Indicate each different skill/knowledge/capacity building item with a new bullet.

**Skills,
Knowledge, and
Capacity
Building to
Strengthen**

**Recorded after
the meeting
from the flip
charts.**

Example:

- Most providers don't know how to effectively support social-emotional development in their classroom. Really need training and coaching.

Remember to include in your notes:



Generate Possibilities on Priority High Quality Early Care and Education

Step 1 and Step 2: Additional Local and State Policies and Practices

Use this table to record the additional local and state policies/practices recommended by the large group for High Quality Early Care and Education.

	Local	State
Policies Recorded after the meeting from the flip charts.	Example: <ul style="list-style-type: none">• Need shared information consent policies across local organizations to promote coordination.	
Practices Recorded after the meeting from the flip charts.	Example: <ul style="list-style-type: none">• Need prof development opportunities offered to unlicensed providers given the number of children in these settings.	

Remember to include in your notes:



Generate Possibilities on Priority **High Quality Early Care and Education**

Step 3: Local and State Policies and Practices to Stop or Shift

Use this table to record the policies/practices that need to be stopped or shifted for High Quality Early Care and Education. Place these in the correct column to indicate if they are a local or state policy/practice. Be as detailed as possible. Indicate each different policy/practice with a bullet.

	Local	State
Policies/Practices that need to STOP or SHIFT Recorded after the meeting from the flip charts.	*	Example: <ul style="list-style-type: none">• Need to stop having different eligibility requirements across different programs and agencies – makes it impossible for families and providers to know what programs they qualify for.

Remember to include in your notes:



Generate Possibilities on Priority High Quality Early Care and Education

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Remember to include in your notes:



Generate Possibilities on High Quality Early Care and Education

Step 4: Skills, Knowledge and Capacity-Building to Strengthen

Use this table to record the skills, knowledge and capacity building that needs to be strengthened. Be as detailed as possible. Indicate each different skill/knowledge/capacity building item with a new bullet.

**Skills,
Knowledge, and
Capacity
Building to
Strengthen**

**Recorded after
the meeting
from the flip
charts.**

Example:

- Most providers don't know how to effectively support social-emotional development in their classroom. Really need training and coaching.

Remember to include in your notes:



Generate Possibilities on Priority Regular Attendance

Step 1 and Step 2: Additional Local and State Policies and Practices

Use this table to record the additional local and state policies/practices recommended by the large group for Regular Attendance.

	Local	State
<p>Policies</p> <p>Recorded after the meeting from the flip charts.</p>	<p>Example:</p> <ul style="list-style-type: none"> • Need shared information consent policies across local organizations to promote coordination. 	
<p>Practices</p> <p>Recorded after the meeting from the flip charts.</p>	<p>Example:</p> <ul style="list-style-type: none"> • Need prof development opportunities offered to unlicensed providers given the number of children in these settings. 	

Remember to include in your notes:



Generate Possibilities on Priority Regular Attendance

Step 3: Local and State Policies and Practices to Stop or Shift

Use this table to record the policies/practices that need to be stopped or shifted for Regular Attendance. Place these in the correct column to indicate if they are a local or state policy/practice. Be as detailed as possible. Indicate each different policy/practice with a bullet.

	Local	State
<p>Policies/Practices that need to STOP or SHIFT</p> <p>Recorded after the meeting from the flip charts.</p>	<p>*</p>	<p>Example:</p> <ul style="list-style-type: none">• Need to stop having different eligibility requirements across different programs and agencies – makes it impossible for families and providers to know what programs they qualify for.

Remember to include in your notes:



Generate Possibilities on Priority Regular Attendance

Step 3: Local and State Policies and Practices to Stop or Shift

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	Local	State
<p>Policies/Practices that need to STOP or SHIFT</p> <p>Recorded after the meeting from the flip charts.</p>	<p>*</p>	<p>Example:</p> <ul style="list-style-type: none">• Need to stop having different eligibility requirements across different programs and agencies – makes it impossible for families and providers to know what programs they qualify for.

Remember to include in your notes:

Who

What

When

Where

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Generate Possibilities on **Regular Attendance**

Step 4: Skills, Knowledge and Capacity-Building to Strengthen

Use this table to record the skills, knowledge and capacity building that needs to be strengthened. Be as detailed as possible. Indicate each different skill/knowledge/capacity building item with a new bullet.

**Skills,
Knowledge, and
Capacity
Building to
Strengthen**

**Recorded after
the meeting
from the flip
charts.**

Example:

- Most providers don't know how to effectively support social-emotional development in their classroom. Really need training and coaching.

Remember to include in your notes:



Final Reflections	
Question	Notes (each bullet/paragraph is a different person's comment)
<p>Imagine that that all of this comes into being.</p> <p>What would be the result? What difference would it make to children and their families? What themes emerged? What surprised or intrigued you?</p> <p>Record the conversation.</p>	<p>Example:</p> <ul style="list-style-type: none">• Our children and families would finally have the conditions they need to succeed at school, at home, and in their lives.

Remember to include in your notes:



Final Reflections	
Question	Notes (each bullet/paragraph is a different person's comment)
What else, if anything, do you want to say to the Design Team? Record the conversation.	<ul style="list-style-type: none">•
Closing reflections on what most inspired them about today's conversation. Record the large-group conversation.	<ul style="list-style-type: none">•