Internal Materials: **Process Overview for Generating Possibilities**

*This section was developed by McGlynn Leadership as part of a three-day facilitator training.*

Using the pre-meeting survey information which you have grouped and categorized (see Survey section of Toolkit for guidance on preparing survey handouts for meeting), lead a process as described below.

* The facilitator will introduce each of the three Community Conversation topics. First the facilitator will explain how the survey materials were prepared to see themes, to group similar ideas that have more detail, and how you selected areas for table conversations. Your final survey handouts should be clean and crisp, and easy to understand at a glance.
* Walk through one example of the stepped process (prepared ahead) from start to finish. Make it simple and easy for them to see how they are prompted by the themes from the survey to generate actionable policies and practices, and to close with needed capacity building and ideas on what policies and practices you might shift or stop. Spend some time on how the table note-taker should prompt discussion and take notes to ensure that detail is captured.
* Each table will have two 45-minute rounds to discuss two of the three topics. We recommend that a third of the tables begin with the topic of social-emotional, while another third begins with high quality care, and the final third starts with regular attendance. At the end of the first round, the facilitator should shift the tables to a second topic (participants remain at their tables, just shift focus on the survey summary). This will ensure that all three topics are covered, even though each table only covers two topics. Remind participants of the local data discussion earlier, specifically where they noticed disparities, as they consider policies and practices.
* Each table is asked to offer local and state policy and/or practice statements that are “actionable” (who, what, how) on each of their two child priority outcomes (social-emotional health, high quality learning, and/or regular school attendance). Each group also is asked to reflect on capacity building and actions to shift or stop for their two topics.
* Depending on your capacity, here are some options to ensure that you get the most detailed notes possible at each table:
	+ Have someone who isn’t a participant sit at each table and take the notes. This person can ask important questions that get to detailed notes. (“What policy does that impact?” “What capacity building is needed to make that happen?”). The facilitator, the note-taker, and the state-level Pathways rep can each play this role for a table.
	+ Have a facilitator for every two tables. Have participants take the notes, while a table facilitator moves back and forth between two tables, looking, listening and asking the questions that get to detailed notes (see above). The full-group facilitator, the trained note-taker, and the state-level Pathways rep can each play this role for two tables.
	+ The full-group facilitator also holds space for the room, manages the thirty minute rounds, and signals the groups mid-way and at the end of each round.
* During each 45-minute round, the participants will be directed to the prepared survey information assigned to their table, to discuss one area of focus from the local level (20-25 minutes) and one from the state level (20-25 minutes). A gallery walk of final statements from each table (posted after each round by note-taker) will inform the final reflections and lead to the closing.