

# NC Initiative for Young Children’s Social-Emotional Health and Dev Dance Floor Facilitator Toolkit

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- For centering equity support: Jovonia Lewis, Empowered Parents in Community (EPiC) [jovonia@epic-nc.org](mailto:jovonia@epic-nc.org)

## Background and Context of the Work

### NC Initiative for Young Children’s Social-Emotional Health

Young children’s social-emotional development is critical to their long-term health and well-being, and significantly impacts their ability to learn, establish healthy connections with others, manage their emotions, and grow into capable adults. Unfortunately, for many North Carolina children, significant adversity in early childhood – family and community violence, maltreatment, living with a parent with a substance abuse disorder, growing up in poverty, racism, and other social drivers of health – disrupts their healthy social-emotional growth. Early identification and appropriate intervention with young children who demonstrate signs of social-emotional challenges, such as inability to connect and manage their emotions, can improve their future development. To achieve this for every child, North Carolina must develop a robust system of promotion/parent support, prevention, intervention, and treatment services to support children’s social-emotional well-being.

NC Child, in partnership with the NC Early Childhood Foundation, the ABCD State Advisory Group, and in collaboration with multiple early childhood leaders, launched the NC Initiative on Young Children’s Social Emotional Health and Development in Fall 2019. The initiative strives to move forward recommendations from the [Pathways to Grade-Level Reading Action Framework](#), and build a robust, evidence-based, and accessible early childhood social-emotional health system in North Carolina over the next four years.

### Pathways to Grade-Level Reading Initiative

The Pathways vision is that *all North Carolina children, regardless of race, ethnicity or socioeconomic status, are reading on grade-level by the end of third grade, so that they have the greatest opportunity for life success.*

Pathways recognizes that literacy is rooted in birth-through-age-eight child development, and includes:

- Health and Development on Track Beginning at Birth
- Supported and Supportive Families and Communities
- High Quality Birth-through-Age-Eight Learning Environments, with Regular Attendance



Pathways brings diverse state and local stakeholders and leaders together, across health, family support, and early learning and education disciplines; across government, policy, private sector and nonprofit actors; across birth-through-age-five and kindergarten-through-third-grade systems; and across political identities. These stakeholders have co-created a **common vision, shared measures of success** and **coordinated strategies** that support children’s optimal development beginning at birth. The [Pathways Measures of Success Framework](#) outlines 50-60 birth-through-age-eight measures that research shows influence early literacy and young child and family well-being.

The [NC Pathways to Grade-Level Reading Action Framework](#) lays out a series of expectations for the state’s child and family serving systems and actions to support children’s social-emotional health, ensure high quality birth-through-age-eight early learning environments, and create the conditions for every child to be in school every day. The Framework uses a racial equity lens, is family-centered, and is informed by community input.

The Pathways process, frameworks and associated metrics have been foundational in setting the strategic direction for a comprehensive early childhood system in North Carolina. In February 2019, the NC Early Childhood Advisory Council (ECAC) and NC Department of Health and Human Services (DHHS) released the [NC Early Childhood Action Plan](#) (ECAP) which was based on the Pathways Measures of Success and incorporates many of the actions from the Pathways Action Framework. The Preschool Development Grant (PDG) was also informed by Pathways, and some of you collected input from families to inform the PDG B-5 strategic plan.

The ECAP, the PDG B-5 Strategic Plan, and the NC Initiative for Young Children’s Social-Emotional Health and Development all align with the Pathways Measures of Success and Action Framework.

## Our Work Together

The young children’s social-emotional health system is complex, interdependent, and often uncoordinated – like a ballroom full of multiple dance floors. Each dance floor has its own style, rhythm, and music, representing the multiple systems that create the social-emotional health ecosystem. Each system, like each dance floor, has its own policies and funding streams, but in order for the entire ballroom, or ecosystem, to function, each dance floor must be well-resourced and able to execute its dance. In order to organize the initiative’s work and produce a stronger ecosystem, 12 dance floors that are part of the state’s social-emotional health ecosystem for young children have been identified, including:

- Perinatal Supports
- IDEA Part B
- IDEA Part C
- Care Management
- Parenting Education and System Navigation Supports (outside of home)
- Home Visiting/In-Home Supports
- Early Care & Education (birth-5)/Public Schools (PK-3rd)
- Health Insurers (private, Medicaid, LME/MCOs)
- Foster Care
- Medical Home
- Evidence-Based Clinical Treatment Programs
- Ecosystem supports (Policy and Program Development, Monitoring and Evaluation)

As a facilitator of a dance floor, you are asked to use this toolkit to:

- Advise us on the “dancers” who should be part of your dance floor, being mindful of and prioritizing having a diverse group of contributors reflective of race, gender, and work setting
- Advise us on final meeting materials
- Plan a series of meetings to move your dancers to **consensus** on 2-3 priority recommendations for improving the young children’s social-emotional health and development system.
- Work with your dance floor and other facilitators between meetings, as needed, on further research, gathering additional input from community-rooted organizations, or pre-readings for the upcoming meeting
- Report back your dance floor’s consensus priorities and the rationales behind them, using the template provided here. See report instructions at the end of this toolkit for the full list of what we would like back from you at the end of the process.

## Resources

In addition to what is found in this toolkit, you also have access to the following resources:

### Context Paper

A brief document about how social-emotional health and development has been addressed in your sector. The Context Paper will include the following:

- Context and overview of the sector's role in the social-emotional health ecosystem
- Acknowledging racial inequities and highlighting considerations to dismantle systemic inequities
- Recommendations for sector improvements that have been shared in prior working groups.

The Initiative has drafted the Context Papers and will be asking for your input as they are finalized. The finalized Context Papers will be available [at this link](#) prior to January 2021.

### Data Profile

Quantitative and qualitative data that are relevant to social-emotional health in your sector, including current family voice. The initiative contracted with four local organizations in July to collect input from families who have had young children involved in the state's social-emotional health system to center their voices and inform the Initiative of their experiences. We sought to better understand:

- ❑ Families' experiences accessing and navigating the system, allowing space for both positive and negative experiences and specifically inquiring of experiences that center racial and class inequities
- ❑ Ways in which the system is supportive
- ❑ Points where the system breaks down and where gaps exist in services
- ❑ Ways in which families would like to see the system changed

Input from families that relates to your dance floor will be shared with you and should be used as a resource as your dance floor develops their priority recommendations. The Initiative is drafting the Data Profiles and will be asking for your input as they are finalized. The finalized Data Profiles will be available [at this link](#) prior to January 2021.

**Racial Equity Consultation:** The Initiative has also sought the services of a racial equity consultant, Jovonia Lewis, Executive Director of [Empowered Parents in Community \(EPiC\)](#). Her work with families and students to dismantle racial inequities in the education system and her background as a licensed clinical mental health counselor integrate well with this Initiative, and we are fortunate to have her expertise. Lewis contributed to the development of this toolkit and the collection of family voice. She will be leading racial equity trainings for the Steering Committee, Leadership Team and Dance Floor Facilitators in fall/winter 2020. She will also be available to support your dance floor/work group in centering and integrating racial equity in every aspect of your process in 2021.

**Steering Committee:** The Initiative's Steering Committee is a multi-sector stakeholder group of more than 100 stakeholders from across NC. The group meets quarterly to guide the initiative and provide input. Membership is fluid, with additional people added as needed.

**Leadership Team:** The Initiative's Leadership Team is a multi-sector group of 10 members that meets monthly. The Leadership Team is tasked with providing thought leadership, drafting documents for the Steering Committee to review, and aiding in regular decision-making. Additional members may be added to the Leadership Team as needed.

## Digital Resources

We will be using digital resources throughout the dance floor process: Padlet, Jamboard, Google docs, Google Forms, and Zoom. They are described here, along with links to brief tutorials (where relevant) on how to use them.

### Padlet

We are using Padlet as the central online hub for the initiative. There, you will find all sorts of information about the initiative, as well as links to many of the resources that you will use during the process. Please familiarize yourself with Padlet.

- Padlet tutorial: <https://www.youtube.com/watch?v=qtoJCe3WNnc>

**Please create a free account with Padlet and send Morgan ([morgan@ncchild.org](mailto:morgan@ncchild.org)) your username, so she can add you as an administrator to your dance floor page.**

In the meantime, go ahead and check out the Padlet pages we've set up for you. We'll be populating these between now and January. Here's the link to the main Padlet page for the Initiative: <https://padlet.com/morganforresterray/SEHinitiative> From there, you can explore Family Voice Resources, Steering Committee Resources, and Dance Floor Resources. Many of the links you'll need for the process will be found under Dance Floor Resources.

### Jamboard

We are using Jamboard as an online collaboration tool during meetings 3 and 4. It's a whiteboard. Groups of people can add sticky notes and move them around to brainstorm or come to consensus on a decision. Please familiarize yourself with Jamboard.

- Jamboard tutorial: <https://www.youtube.com/watch?v=K1qS6avlNaE>

We have pre-populated Jamboard links, specifically for your dance floor, for each of two activities that you'll use Jamboard for during the process. The links are available on the [Dance Floor Resources Padlet](#), under your specific Dance Floor, under Digital Resources. Click over and check them out!

#### Root Causes: Meeting 3 Jamboard Activity

- You'll be using Jamboard to support your dance floor members to work in small breakout groups to brainstorm root causes to problem statements.
- [Here's a short video](#) you'll show your dance floor to help them understand the activity AND learn how Jamboard works. The link is also available on the [Dance Floor Resources](#) padlet under Dance Floor Videos. Check it out ahead of time!

#### Impact Matrix: Meeting 4 Jamboard Activity

- You'll be using Jamboard to support your dance floor members to work either in one large group OR in small breakout groups to sort potential solutions into an Impact Matrix and prioritize their top choices.
- [Here's a short video](#) you'll show your dance floor to help them understand the activity AND remind them how Jamboard works. The link is also available on the [Dance Floor Resources](#) padlet under Dance Floor Videos. Check it out ahead of time!

## Google Docs

We are using Google Docs to allow real-time, online collaboration on documents during meetings 2 and 4. We have already created docs for you to use and made sure that we made them editable by anyone who has the link. The links are available on the [Dance Floor Resources Padlet](#), under your specific Dance Floor, under Digital Resources. Click over and check them out!

“Problems in Our Sector” Google Doc: Meeting 2: You’ll use a google doc with your full group to brainstorm the problems in your sector. When you drop the link for the doc into the chat, everyone will be able to enter it and add to it in real-time.

“Capacity Development Templates” Google Docs: Meeting 4: You’ll use up to 3 google docs with up to 3 breakout groups to begin filling in the details on your dance floor’s final recommendations.

## Google Forms

We are using Google Forms for the Pre-Meeting Surveys (one per meeting) and for the Evaluation at the end of the whole process. We have already created the Forms for you to use and will add you (the facilitator) to the share settings for your Forms to enable you to access and analyze the data. The links are available on the [Dance Floor Resources Padlet](#), under your specific Dance Floor, and then under Digital Resources. Click over and check them out!

## Zoom

Since meetings will most likely be virtual, you will need an online meeting platform. The detailed facilitator agendas reference Zoom, but you can use any platform you have access to that can have breakout rooms (which you will need in meetings 3 and 4), support the number of people in your dance floor, and allow 2-2.5 hour meetings. (For example, a free Zoom account will only give you 40 minutes if you have more than 2 participants.)

If you don’t have access to an online meeting platform that meets these criteria, please contact Mandy or Morgan and we will figure it out.

Here are Zoom tutorials on breakout rooms. You can probably find something similar online for whatever meeting platform you are using. We recommend you get comfortable with managing breakout rooms before meeting 3, so things will go smoothly and efficiently:

- Enabling breakout rooms when you create your meeting: <https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms>
- Managing breakout rooms during your meeting: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms>

Here is a library of other Zoom tutorials, in case there are other things besides breakout rooms that you need to remind yourself about: <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials>

## Planning Document: Invitation Worksheet

This worksheet will support you to plan the invitees for your dance floor. Dance floor members commit to:

- Four approximately 2-hour meetings (meeting 4 is 2.5 hours), held between January and June, most likely occurring virtually
- Individual work before and after meetings, as needed, which may include reviewing materials and completing short surveys to provide feedback input
- Centering family voice and racial equity and exhibiting respect for people with different points of view

When thinking about whom to invite:

- Include those who know the system well. Think about what groups of people are already working on the policy/program to be assessed (e.g., faith-based organizations, civic groups, community leaders, community organizations, other public and private health care agencies, schools, etc.).
- *AND* seek to also engage some of those who are not the “usual suspects.”
- Be intentional about whom you invite, particularly when thinking about members of the impacted community. Remember, one person from a certain impacted community does not represent the entire community. Be cautious not to generalize.
- Representation is essential (but not sufficient) to ensure that the final recommendations are informed by the experiences of people of color, not only white people. Please build racially and ethnically diverse workgroups.
- Look for attendees who exhibit curiosity, creativity, different viewpoints on the system, respect for people with different points of view, and patience with group processes.
- Aim for around 10-20 dance floor members, though we do recognize some workgroups may have more than that.

**Step 1:** Review the list of Steering Committee Members that have self-selected into your dance floor.

**Step 2:** Use the Invitation Worksheet to brainstorm additional members, ensuring that you have representation from all the roles. Morgan and Mandy are available to support this as needed. Review your list. What changes do you need to make to your list to ensure diverse perspectives are represented?

**Step 3:** Share your proposed invitee list with Morgan and finalize it together by November 20<sup>th</sup>.

**Step 4:** Use the Dance Floor Member Invitation in this toolkit to invite members, noting on the form below whether they accept or not. Invite additional members as needed – keeping in mind the importance of representation – if some invitees are unable to accept. Add lines to the form as needed. Please plan to have your dance floor membership final (members having accepted) by December 11<sup>th</sup>, and send out your calendar invites at that point.

**Step 5:** Fill in the name of your dance floor at the top. Use this form to record attendance at each dance floor meeting. We will ask you to submit this form at the end of the process so we have a record of who the member-decisionmakers were for each dance floor.

## Definitions of Roles in Worksheet:

Below are definitions of the various roles that might be needed on your team. You may brainstorm other roles, not listed, that are important to have participating in the dance floor.

- **Providers:** People who are on the frontlines carrying out the day to day realities (e.g., teacher, health care provider, community health worker, public health program manager, etc.).
- **Community Experts:** People who use the services your policy/program seeks to implement or change. They may be disproportionately impacted by the issue. There should be at least 2-3 people from this group at the table. Depending on their knowledge and experience working with groups made of up both professional and lay people, you could conduct an orientation in advance of the meetings that includes background on the initiative, health equity, acronyms used, who will be at the table, etc.
- **Key Decision Makers:** People who have the influence or power to create change and set policies.
- **Community Leaders:** Gatekeepers or people who have the trust and respect of the priority or impacted community and can mobilize action.
- **Advocates:** Individuals who support or oppose causes or policies in the interest of particular communities, groups, or issues.
- **Content Experts:** People who have a command of research, policy, and practice who can speak to the nuances of how each of those things work. Content experts are people who may know the issue best.
- **State Government (DPI/DHHS) Leaders:** State level professionals who can support the work of the HEIA implementation and can provide content expertise from the state level perspective.

## Tips for Inviting Members:

- The easiest invitation is via email with a deadline given to respond.
- After a deadline is set, consider doing at least two other check ins/reminders while you await a response.
- Consider people who don't have access to email, don't regularly check email, or who are overwhelmed by email. What other means do you have to reach out?
- Phone call and/or text may be helpful as a reminder or invitation.
- Community experts and/or community leaders may already be over-utilized. If so, it may be helpful to consider who they would refer.
- Consider a more personal connection for the invite inquiry (ex. Virtual lunch or coffee).

Dance Floor Name: \_\_\_\_\_

Role	Name	Organization	Email	Race/ Ethnicity	Accepted? (Y/N)	Attend Mtg 1 (Y/N)	Attend Mtg 2 (Y/N)	Attend Mtg 3 (Y/N)	Attend Mtg 4 (Y/N)
Content Experts									
Providers									
Community Experts*									
Key Decision Makers									
Community Leaders									
Advocates									
State Government Leaders									

\* People who use the services your dance floor seeks to implement or change. There should be 2-3 people from this group at the table.

## Communications Template: Invitation to Participate

Dear (Name),

You are invited to be a member of the NC Initiative for Young Children’s Social-Emotional Health and Development’s workgroup on (dance floor name. *Ex: medical homes*). The goal of this workgroup is to propose 2-3 detailed recommendations of policy and/or practice solutions in the (dance floor name) sector that would most improve NC’s social-emotional health system for young children and their families. Your experience and expertise make you uniquely qualified to contribute an important perspective to this conversation, and we hope you can join us.

### **Commitment:**

Workgroup members are asked to commit to:

- Four, approximately 2-hour meetings to be held (in-person or virtually) between January and June.
- Independent work as needed between meetings to prepare for meetings, add input, and react to emerging recommendations.
- Centering family voice and racial equity and exhibiting respect for people with different points of view.

### **About the NC Initiative for Young Children’s Social-Emotional Health and Development:**

Young children’s social-emotional development is critical to their long-term health and well-being, and significantly impacts their ability to learn, establish healthy connections with others, manage their emotions, and grow into capable adults. Unfortunately, for many North Carolina children, significant adversity in early childhood – family and community violence, maltreatment, living with a parent with a substance abuse disorder, growing up in poverty, racism, and other social drivers of health – disrupts their healthy social-emotional growth. Early identification and appropriate intervention with young children who demonstrate signs of social-emotional challenges, such as inability to connect and manage their emotions, can improve their future development. To achieve this for every child, North Carolina must develop a robust system of promotion/parent support, prevention, intervention, and treatment services to support children’s social-emotional well-being.

NC Child, in partnership with the NC Early Childhood Foundation (NCECF), the ABCD State Advisory Group, and in collaboration with multiple early childhood leaders, launched the NC Initiative on Young Children’s Social Emotional Health and Development in Fall 2019. The initiative strives to move forward recommendations from the [Pathways to Grade-Level Reading Action Framework](#), and build a robust, evidence-based, and accessible early childhood social-emotional health system in North Carolina over the next four years.

The COVID-19 pandemic has made this work all the more critical, as young children and their families undergo new stressors and increased threats to their healthy social-emotional health and development.

So far, the Initiative has:

- Learned from families’ experiences navigating the social-emotional health system in NC, including how the system is supportive, points where it breaks down and where there are gaps in services, and what families would like to see changed to improve the system
- Centered racial equity in the work through highlighting racial inequities in the social-emotional health system, training participants in using a racial equity lens, and integrating racial equity into the toolkit that will be used for the workgroup meetings in 2021

- Created a Steering Committee and Leadership Team to guide the work
- Mapped out NC's current young children's social-emotional health and development ecosystem
- Envisioned a better, more equitable system

With your background, expertise and input, we can figure out how to get there. The young children's social-emotional health and development system is complex, with many interdependent – and sometime uncoordinated – moving parts. The Initiative has identified 12 workgroups to create space for each sector that contributes to the social-emotional health and development system.

**About this workgroup:**

I have agreed to facilitate the (dance floor name) workgroup. Working with NC Child and NCECF, I have identified you as an important member of that workgroup. *Add something here about types of titles/roles served by members of your workgroup, different people that will be coming together to come to consensus around 2-3 detailed policy and program recommendations. Add anything else specific to your workgroup that would be helpful to introduce the idea to the potential workgroup member and get them interested. For example: "For the health insurers workgroup, we are inviting representatives from all the major private insurers in NC, the LME/MCOs, and Medicaid. We are looking forward to working together to identify a few areas of potential improvement, and your voice is an important part of that work."*

Will you join me – and this great team? Please let me know if you are able to participate by (date). I know this is a busy and unprecedented year, and we are all fatigued and ready for change. Your support during these times in building a stronger, enhanced social-emotional health and development ecosystem, will support young children and their families in coming out better on the other side. I really appreciate your consideration.

Best,  
(You)

## Communications Template: **Save the Date Calendar Invitation Text**

*Create calendar invitations for the dates and times you have selected for your first two meetings and include on them all the members who have accepted your emailed invitation (above) to join the workgroup. Here's some text you can use for the calendar invitations, if you like:*

### **First Meeting:**

Together we can achieve more than any one organization can on its own. Let's get together to build a stronger, enhanced social-emotional health and development system for young children and their families.

#### **Save the Date**

**(Date and Time of your first meeting)**

We are thrilled that you have agreed to be a critical part of the **(name of dance floor)** workgroup, contributing to the NC Initiative for Young Children's Social-Emotional Health and Development. Please RSVP by accepting this calendar invitation if you are able to attend. Watch for more information by email closer to the meeting date.

In the meantime, you can learn more about the Initiative at <https://ncchild.org/what-we-do/social-emotional-health/>.

### **Second Meeting:**

Please hold this date and time for the second meeting of the **(dance floor name)** workgroup of the NC Initiative for Young Children's Social-Emotional Health and Development. Please RSVP by accepting this calendar invitation if you are able to attend. Watch for more information by email closer to the meeting date.

## Internal Materials: Meeting Series Arc and Process Timeline

The four agendas below are structured to get your dance floor to a consensus decision on 2-3 detailed policy and program recommendations, informed by a Health Equity Impact Assessment process to ensure recommendations increase equity.

These meeting agendas outline four, approximately 2-hour meetings (meeting 4 is 2.5 hours) that can be held virtually or in-person. We are assuming your meetings will be virtual, for the time being. If you need assistance in accessing a virtual meeting service, please contact Morgan or Mandy.

Considerations for deciding whether to hold meetings virtually or in-person:

- Virus activity and state “phased” guidelines in place in the weeks leading up to your meeting
- The comfort of your dance floor members (you could poll them)
- If you decide to hold meetings in-person later in the spring, keep in mind some members may still not feel comfortable attending. We suggest you also have a virtual and call-in option, and encourage members who aren’t attending in-person to share their input and feedback with you by phone or email before and/or after the meeting as well.

If you end up having in-person meetings, you will want to adapt the agendas for meetings 3 and 4 to use in-room activities rather than online decision-making tools. We are happy to help with that and provide recommendations for activities if you would like that support.

The series of meetings laid out in the following meeting agendas adapts the [Health Equity Impact Assessment process described in this video by NC Child](#), and includes:

- Creating a dance floor community and a brave and neutral space for sharing ideas and views
- Level-setting on the goals and process of the NC Initiative for Young Children’s Social-Emotional Health and Development and this dance floor
- Reviewing resources to help better understand the background, context, and data relevant to the sector in order to support decision-making, including:
  - Context on your dance floor sector and its place in the social-emotional health and development ecosystem in NC, including prior recommendations related to your dance floor pulled from other NC early childhood initiatives
  - Data Profile for your dance floor, which includes both quantitative data and qualitative family voice data gathered by the initiative this fall, working with community partners
  - Any other relevant resources shared by you or dance floor members
- Using those resources and the dance floor members’ experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children’s social-emotional health and development
- Uncovering root causes for the problems prioritized by the dance floor
- Brainstorming policy and practice solutions in this sector that could address those root causes in order to improve NC’s social-emotional health and development system for young children
- Prioritizing through group consensus 2-3 of those policy and practice solutions and laying out detailed implementation steps

## Timeline

- We ask that you host your dance floor's meetings between January and June 2021. That will allow you to use the month of July to finalize your dance floor's recommendations.
- We recommend scheduling the first two meeting dates as soon as possible, and then working with your dance floor members during the first meeting to schedule the remaining meetings.
  - Please share your first two meeting dates with Mandy ([mableidinger@buildthefoundation.org](mailto:mableidinger@buildthefoundation.org)) as soon as you have them scheduled.
  - Once you have determined additional meeting dates with your dance floor members, please share those with Mandy as well.
- Please plan to have all your meetings completed and your 2-3 Recommendation Templates completed and turned in to Morgan ([morgan@ncchild.org](mailto:morgan@ncchild.org)) by August 6.

## Internal Materials: Pre-Meeting Surveys

In order to maximize the time you have with your workgroup, there is a set of a pre-meeting survey questions for each meeting. These questions will get your workgroup members thinking about the topics for the upcoming meeting, and you will be able to use their feedback as a starting point for the discussion at each meeting.

We have created the pre-meeting surveys through Google Forms and the [links are available here](#) for you to send out to your workgroup (click on your Dance Floor and then Digital Resources to find your specific pre-meeting survey links).

The pre-meeting survey questions for each meeting are included (only for your information) below in the Internal Agendas for each meeting.

In the Meeting Checklists below, you'll see that we recommend sending the pre-meeting survey link four weeks (or at least two weeks) prior to each meeting in order to give participants time to complete it. You will want to request that the participants complete the surveys by one week prior to each meeting to give you time to summarize their feedback on slide(s) as you prep for each meeting.



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*Dismantling systemic racial inequities through collective organizing and intentional engagement of African American parents and communities.  
Advocating for high quality educational opportunities and equitable distribution of resources.*

## **Racial Equity Lens Tool**

**Racial Equity Lens:** A way of thinking about and paying attention to how race, racism, and white supremacy interact with power in a situation or event; understanding that race exists whether or not in multi-racial spaces; race is always present.

### **Questions to consider in every recommendation, policy, or practice:**

- Who is included and who is excluded? And how?
- What role is race playing in this situation?
- Who benefits and who is harmed in this situation?
- How is race connected to power in this situation?
- How does this situation connect to the patterns of racism (historically)?
- How can I challenge or disrupt this pattern?

### **Challenges encountered in using a racial equity analysis:**

- The frame that we use contains the power and privilege that we bring to the discussion.
- Race is a difficult topic to explore especially when we inadvertently focus on “intent” and “bad” or racist people.
- Prefer to focus on intersections of race, such as race and poverty. The unequivocal outcomes are greater when compounding race and poverty.
- Thoughts that another group is being excluded. When we consider recommendations for those MOST disproportionately affected in our solutions, there will be benefits for the group as a whole.

### **When you begin the slippery slope of focusing on socio-economic status, remember the research:**

“Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care” by Alan Nelson, MD Washington, D.C.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2594273/pdf/jnma00325-0024.pdf>

Health, 2018 National Chartbook

<https://www.cdc.gov/nchs/data/has/has18.pdf>

***“Health disparities are preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations, such as race or ethnicity, gender, education or income, disability, geographic location (e.g., rural or urban), or sexual orientation. Health disparities are inequitable and are directly related to the historical and current unequal distribution of social, political, economic, and environmental resources. Health disparities result from multiple factors, including poverty, inadequate access to health care, educational inequities, and more.”***



*Dismantling systemic racial inequities through collective organizing and intentional engagement of African American parents and communities.  
Advocating for high quality educational opportunities and equitable distribution of resources.*

## **Group decision-making process when using a culturally responsive tool that centers equity**

**Majority vote** is the most “yes” “no” vote to make a decision.

**Consensus agreement** is that all group members are in agreement and/or reach a place that every voice is captured in the recommendation to be closer towards agreement, and can live with consensus to move the project forward. Consensus agreement is different from the majority vote. It aligns with other culturally approaches which may not be as familiar or normed in previous group work.

### **Cultural context in consideration of how decisions are made amongst varying cultures**

- **European - Euro-American:** member/highest value is the object or acquisition of; linear; applied knowledge through counting and measuring. Logic is dichotomous
- **African – African American – Latino- Arab:** member/relationship is the highest value.
- **Asian – Asian American – Polynesian:** member/group cohesion is greatest value
- **Native American:** Member/highest value is oneness with the Great Spirit. Interrelated value

### **Benefits of consensus agreement:**

- Communal in nature
- Allows for diversity in thought and solution
- Every voice is important and valued
- Beyond having a “seat at the table” it includes having a “voice at the table”
- Produces “buy in” in an effort to realize the goal or commitment

### **Challenges of consensus agreement:**

- Group facilitator ability to pull out members who are less likely to speak up or speak out
- Potential view of conflict when some members of group try to avoid conflict
- Removes a power dynamic that some covet (consciously or not)

### **Illustrations of ways to reach consensus:**

- Establish this norm in the beginning of every meeting
- Remind of the shared goals with various approaches to reach desired outcome acceptance
- Reflective listening to the person who is not in agreement to reflect their position
- Offer solutions that can satisfy both needs
- If there is no “satisfying both needs” available, offer alternative solution by the group
- Smaller groups, if possible, to reach clarity in vision and bring back to larger group

## Internal Materials: Meeting Checklists and Facilitator Agendas

### Meeting 1 Checklist

#### By December 15:

- Complete Invitation Worksheet to finalize dance floor invitee list (by 11/20)
- Invite members; Brainstorm and invite additional member(s) if anyone is unable to participate (by 12/11)
- Decide on date and time for first two meetings
- Send Save the Date Calendar Invitations for first two meetings to dance floor members (by 12/15)
- Send first two meeting dates to Mandy [mableidinger@buildthefoundation.org](mailto:mableidinger@buildthefoundation.org)

#### Four weeks prior to meeting:

- If virtual: Schedule meeting on Zoom or other platform. Ensure you are comfortable with the technology.
- If in-person: Confirm location, parking instructions, AV equipment (projector and laptop, with audio)
- Update calendar invitation for meeting 1 with the following items AND email them out:
  - Pre-meeting survey link for Meeting 1 – ask them to complete the survey by one week prior to your meeting date.
  - Public Agenda for meeting 1
  - Context Paper for your dance floor
- Manage RSVPs

#### Two weeks prior to meeting:

- Manage RSVPs
- Call people who have not RSVP'd
- Send reminder to (1) complete the pre-meeting survey by one week prior to meeting date, and (2) review the Context Paper prior to the meeting
- If in-person: Arrange snacks, if desired

#### One week prior to meeting:

- Summarize pre-meeting survey responses and fill in the provided slides to share responses for questions 1, 2, 4/5 (race equity) and 6 (Context Paper)
- Adjust the provided Group Norms slide based on responses received on question 3 in the pre-meeting survey
- Read through the Racial Equity Process tools (pgs 14 and 15 in this toolkit) to keep in mind during your meeting.
- Read through the meeting 1 internal agenda and make sure you're comfortable. Send any questions to Jovonia (centering equity questions), Mandy or Morgan.

#### Day of meeting:

- Have all the materials you need (slides, overview video, etc) ready to share
- Get on the Zoom call a few minutes early
- Use your invitation worksheet to record who is on the call

#### Post-meeting:

- Send thank you email to dance floor members the day of or the day after your meeting with:
  - Any docs or resources mentioned during the call
  - A doodle poll of several possible dates and times (that work for your schedule) for meetings 3 and 4 of the workgroup. Give people a deadline of one week out for responding, then remind them if you don't hear from everyone.
- Send calendar invites for meetings 3 and 4 once you determine dates/times that work. NOTE: Meeting 4 is a 2.5-hour meeting
- Send meeting dates to Mandy [mableidinger@buildthefoundation.org](mailto:mableidinger@buildthefoundation.org)

## Meeting 1 Internal Agenda

### Meeting Goals:

- Create a dance floor community and a brave and neutral space for sharing ideas and views
- Level-set on the goals and process of the NC Initiative for Young Children’s Social-Emotional Health and Development and this dance floor
- Review resources to support decision-making, including context on your dance floor sector and its place in the social-emotional health and development ecosystem in NC, including prior recommendations relevant to your dance floor pulled from other NC early childhood initiatives

### Materials Needed:

- Public Agenda (included in this toolkit under Public Materials, to be sent to dance floor members ahead of time)
- Context Paper on your dance floor (linked in this toolkit under Public Materials)
- Slides (linked in this toolkit under Public Materials). Please download a copy of the slides onto your computer and then adjust that copy as needed:
  - Meeting One Agenda slide (already prepared for you)
  - Fill in the provided slides: What Excites Us About This Work? and What Gives Us Pause? with a few bullets summarizing the answers for questions 1 and 2 on the pre-meeting survey. You will need to fill the slides in once you get your survey responses back from your dance floor members.
  - Adjust the provided Group Norms slide based on the responses you receive to question 3 in the pre-meeting survey.
  - Fill in the provided slide Why Do We Think Centering Equity is Important? summarizing the answers for question 4/5 (race equity) on the pre-meeting survey. You will need to fill this slide in once you get your survey responses back from your dance floor members.
  - Resources Available slide (already prepared for you)
  - Fill in the provided Context Paper Feedback slide(s), summarizing the answers for question 6 (context paper) on the pre-meeting survey. You will need to fill this slide in once you get your survey responses back from your dance floor members.
  - Fill in the provided slide with the date/time for Meeting 2.
- Initiative Overview Video (linked in this toolkit under Public Materials)
- Word doc open on your computer to take notes of additional considerations about the sector that come out during the discussion.

### Meeting 1 Pre-Meeting Survey Questions:

- What excites you about launching into this work to recommend policy and practice solutions to this sector to improve the experiences and outcomes of young children and their families when they interact with the social-emotional health and development system? What possibilities do you see?
- What, if anything, gives you pause about this process of recommending improvements in this sector? What should I, as the facilitator of this group, be aware of that could be a stumbling block?
- What needs to happen for this to be a successful process for you? This could be anything that matters to you or that has made previous meetings very successful for you. Examples: “I need to be respected and not talked over,” “I need the meetings to start and end on time,” “I need the

agenda to be a guide, not set in stone, because things change,” “I need the impacts of racism to be discussed clearly,” etc.

- Please [watch a short video](#) and [read the executive summary of this report](#). If you haven’t done the online Implicit Bias test, [check that out, too](#) (it’s quick and easy and can be surprising). Then share your brief thoughts on the following two questions:
  - Why is it important to approach this work on the young children’s social-emotional health and development system with the goal of achieving health equity?
  - We all have implicit biases. How might knowing about your own implicit biases, particularly around race, impact how you approach this work we are doing together?
- Please review the Context Paper for our workgroup (attached to this email).
  - Is anything inaccurate?
  - What is missing about the sector as it pertains to SEH and development?
  - What is missing about how racial inequities have/have not been addressed in the sector?
  - Have other recommendations been made in other groups you have been in that aren’t included here? Please provide them.

Goals and Timing	Actions and Script	Notes, Tips, Materials Needed
<p><b>Welcome and Agenda Overview</b> 5 minutes</p> <p><b>Goal:</b> Create a dance floor community and a brave and neutral space for sharing ideas and views</p>	<ul style="list-style-type: none"> <li>• Introduce yourself and any co-facilitator(s) or others who will be helping you.</li> <li>• Welcome participants and summarize the types of roles that are in the room (i.e., “We have reps from all the major health insurers with us today” OR “We have both early educators and K-3 teachers in the room today, as well as school nurses, counselors and administrators.”)</li> <li>• Thank people for being a part of the Initiative and this workgroup.</li> <li>• Highlight <u>briefly</u> the purpose of today’s meeting (see Meeting Goals above) and share that we will revisit these goals at the end of the meeting to see if we met them.</li> <li>• Reference the meeting agenda and how the next 2 hours will unfold, beginning with introductions of workgroup members.</li> <li>• Share any meeting logistics (If meeting in-person: snacks, bathroom locations, etc. If meeting virtually: cameras, muting, chat thread, etc – see tips in next column)</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Agenda slide</li> </ul> <p>Timekeeping:</p> <ul style="list-style-type: none"> <li>• Try to watch the time and follow the timing guidelines shared in the first column.</li> <li>• It might help to ask someone to serve as the timekeeper, sending you a text or Chat when time is about up for a given section.</li> </ul> <p>Virtual Meeting Tips:</p> <ul style="list-style-type: none"> <li>• Ask everyone to turn on their cameras at least during the introductions if they are comfortable doing so, in order to start getting to know faces.</li> <li>• Ask everyone to mute themselves when they aren’t speaking.</li> </ul>
<p><b>Introductions Icebreaker</b> 10 minutes</p> <p><b>Goal:</b> Create a dance floor community and a brave and</p>	<ul style="list-style-type: none"> <li>• Share that we are going to do a round-robin introduction. Everyone please share their name, role, and organization, and then one word or a short phrase that describes how they are feeling today about launching into this work to recommend policy and practice solutions to this sector to improve the</li> </ul>	

<p>neutral space for sharing ideas and views</p>	<p>experiences and outcomes of young children and their families when they interact with the social-emotional health and development system.</p> <ul style="list-style-type: none"> <li>• You start. Your model will set the tone for short introductions – this should take no more than 20-30 seconds per person.</li> <li>• Then you choose one person and ask them to (1) introduce themselves and then (2) choose another person to introduce themselves.</li> <li>• Keep going that way until everyone has had a chance to introduce themselves. Ask aloud to make sure no one was missed.</li> <li>• Take note of the general tone of the words and phrases – are people excited? Anxious? Optimistic? Skeptical? This will give you a feel for the group’s current level of energy and feeling about the work.</li> <li>• Summarize what you heard and comment on it if you like. For example, <i>“In your comments, I heard both skepticism that we’ll be able to get down to implementation details AND optimism that this is a real moment for change. We have such a great group of people on the task, I know we’ll be able to move the state forward.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recommend that attendees use the Chat feature to make comments or ask questions during presentations. Then monitor the chat and either read out the questions aloud or invite members to unmute themselves and ask their question(s)/make their comment(s).</li> </ul>
<p><b>Review of Pre-Meeting Survey Questions 1 and 2</b> 10 minutes</p> <p><b>Goal:</b> Create a dance floor community and a brave and neutral space for sharing ideas and views</p>	<ul style="list-style-type: none"> <li>• <i>Before the meeting, we invited each of you to answer three quick survey questions to help us get to know the group and how you are coming at this work. Let’s review the responses to the first 2 questions now.</i></li> <li>• Share slide with summary of responses to Question 1 (what excites you, what possibilities do you see) and read through them</li> <li>• Share slide with summary of responses to Question 2 (what gives you pause, what do I need to be aware of as the facilitator) and read through them (Use your judgement to ensure that nothing is shared here that would make the person wish they hadn’t shared their concern with you – i.e., “so-and-so is really a difficult person..” should be kept private!)</li> <li>• See if anyone wants to add. Summarize what you are hearing from the group, the excitement and the concerns. Embrace and give space for it all.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Pre-Meeting Survey Questions 1 and 2 slides</li> </ul>
<p><b>Group Norms</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• It can be really helpful to agree on some group norms at the beginning of any process like this, to ensure that everyone is respected and feels</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Group Norms slide, adjusted based on</li> </ul>

<p><b>Goal:</b> Create a dance floor community and a brave and neutral space for sharing ideas and views</p>	<p>heard. These norms can be especially helpful to revisit if/when there is conflict or disagreement or if some outlying member is not behaving according to the norms (i.e., always talking over others, etc).</p> <ul style="list-style-type: none"> <li>• We have shared with you a slide with the set of group norms that the Leadership Team of the Initiative uses, and you will have adjusted them based on your own experience and based on your dance floor members' responses to the third question in the pre-meeting survey.</li> <li>• Let them know you have adjusted the group norms based on their survey responses and share the slide. See if anyone would like to add or adjust any norms. Generally we don't invite people to subtract norms.</li> <li>• Take notes of any adjustments and re-share the consensus group norms as a reminder at the beginning of each meeting.</li> </ul>	<p>responses to question 3 on the pre-meeting survey</p>
<p><b>Initiative Overview Video</b> 25 minutes</p> <p><b>Goal:</b> Level-set on the goals and process of the NC Initiative for Young Children's Social-Emotional Health and Development and this dance floor</p>	<ul style="list-style-type: none"> <li>• <i>The NC Initiative for Young Children's Social-Emotional Health and Development is an initiative of NC Child, with support from the NC Early Childhood Foundation and Empowered Parents in Community. They have put together a 15-minute video that each workgroup, like ours, will watch during their first meeting to level set about the Initiative's goals and process.</i></li> <li>• <i>If you have questions or comments as the video is playing, please jot them down or put them in the Chat, and we can discuss them after the video ends.</i></li> <li>• Play video</li> <li>• After the video ends, invite any questions or comments. Check the Chat thread if you are virtual. If there is anything you can't answer, please note it and email one of us afterwards, then get back to the group with the answer(s) later.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Initiative Overview Video</li> </ul>
<p><b>BREAK</b> 5-10 minutes</p>	<ul style="list-style-type: none"> <li>• Pause for a body break, whether you are virtual or in-person. If virtual, 5 minutes should suffice; if you are in person, allow 10 since people will want to chat.</li> </ul>	
<p><b>Centering Race, and Expectations for this Workgroup</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Building off the overview of the Initiative shared in the video and how the initiative is centering race, invite a conversation about why centering race is important in your particular dance floor. (Let us know if you'd</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Slide(s) on Questions 4/5 from the pre-meeting survey</li> </ul>

<p><b>Goal:</b> Level-set on the goals and process of the NC Initiative for Young Children’s Social-Emotional Health and Development and this dance floor</p>	<p>like to talk this through with us ahead of time. Use the Racial Equity Process tools on pages 14 and 15 of this toolkit to prep.) Remind team members that they watched a video and read a brief about health inequities, and took an implicit bias online test in their pre-meeting work. Use slide(s) you created prior to the meeting, based on the input receive in questions 4/5 of the pre-meeting survey, to summarize for the group why your dance floor members think centering health equity is important.</p> <ul style="list-style-type: none"> <li>• Share any notes or logistics you’d like to about your expectations for the workgroup, such as: <ul style="list-style-type: none"> <li>• Stress the importance of attending every meeting if possible.</li> <li>• Share other ways to contribute input if someone is unable to attend a given meeting (i.e., reach out to you for a one-on-one call, share thoughts via email, etc)</li> <li>• <u>Share the importance of everyone doing their pre-work before every meeting.</u> Because we are virtual and the meetings therefore need to be short, the pre-work is providing the facilitator with critical information and input between meetings to keep the process moving forward and accomplish our goals within the four meetings.</li> </ul> </li> <li>• Any other expectations, logistics, etc that you’d like to share up front.</li> </ul>	
<p><b>Review of Workgroup Resources</b> 10 minutes</p> <p><b>Goal:</b> Review resources to support decision-making</p>	<p>Share with the group the resources your dance floor has access to:</p> <ul style="list-style-type: none"> <li>• <b>Context Paper:</b> A brief document about how social-emotional health and development has been addressed in your sector in NC. Includes context and overview of the sector’s role in the SEH ecosystem, racial inequities, and recommendations for sector improvements that have been shared in prior working groups. <ul style="list-style-type: none"> <li>• Remind them that they received the Context Paper prior to the meeting and hopefully reviewed it and shared feedback on: <ul style="list-style-type: none"> <li>• Is anything inaccurate?</li> </ul> </li> </ul> </li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Slide on Resources Available to the Workgroup</li> </ul>

	<ul style="list-style-type: none"> <li>• What is missing about the sector as it pertains to SEH and development?</li> <li>• What is missing about how racial inequities have or have not been addressed in the sector?</li> <li>• Have other recommendations been made in other groups you have been in that aren't included here?</li> <li>• Share that you'll be going over that feedback together in a minute</li> <li>• <b>Data Profile:</b> Quantitative and qualitative data that are related to social-emotional health and development in your sector. Includes family voice: the initiative contracted with four local organizations in July to collect input from families who have had young children involved in the state's social-emotional health and development system to inform the Initiative. We sought to better understand: <ul style="list-style-type: none"> <li>• Families' experiences accessing and navigating the system, both positive and negative</li> <li>• Ways in which the system is supportive</li> <li>• Points where the system breaks down and gaps in services</li> <li>• Ways in which families would like to see the system changed</li> </ul> <p>Input from families that is related to your dance floor will be shared with you and should be used as a resource as your dance floor develops their priority recommendations.</p> </li> <li>• <b>Racial Equity Consultation:</b> The Initiative is fortunate to have Jovonia Lewis of Empowered Parents in Community (EPiC) supporting us to center racial equity in all aspects of the work. Her expertise has informed the development of this toolkit and the collection of family voice, and she led racial equity trainings for the Steering Committee, Leadership Team and Dance Floor Facilitators. She is available to support you as you seek to center racial equity in the dance floor conversations in 2021.</li> <li>• <b>Steering Committee:</b> The NC Initiative for Young Children's Social-Emotional Health and Development Steering Committee is a multi-sector stakeholder group of more than 100</li> </ul>	
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	<p>stakeholders from across NC. The group meets quarterly to shape the initiative and provide input. Membership is fluid, with additional people added as needed.</p> <ul style="list-style-type: none"> <li>• <b>Leadership Team:</b> The NC Initiative for Young Children’s Social-Emotional Health and Development Leadership Team is a multi-sector group of 10 members that meets monthly. The Leadership Team is tasked with providing thought leadership, drafting documents for the Steering Committee to review, and aiding in regular decision-making. Additional members may be added to the Leadership Team as needed.</li> <li>• Invite group members to email you right after the meeting with any additional resources the group should be considering. Collect those for use in Meeting 2.</li> <li>• Share that the workgroup will be reviewing these materials in pre-work prior to the next meeting.</li> <li>• Share that the group will build off these materials to use a Health Equity Impact Assessment process over the course of the next 3 meetings to: <ul style="list-style-type: none"> <li>• Better understand the background, context, and quantitative and qualitative data relevant to the sector</li> <li>• Describe the relevant problems</li> <li>• Uncover root causes for the problems prioritized by the workgroup</li> <li>• Recommend policy and practice solutions to address those root causes</li> </ul> </li> <li>• Share that the process we are using is based on the North Carolina Health Equity Impact Assessment developed by #impactEQUITYNC, a collaboration in 2019 among NC Child, the NC Division of Public Health Women’s and Children’s Health Section, the NC Office of Minority Health and Health Disparities, and the NC March of Dimes. The assessment was informed by the Health Equity Review Planning Tool created by the Washington State Department of Public Health and the City of Seattle Race and Social Justice Initiative Racial Equity Toolkit.</li> </ul>	
<p><b>Review the Context Paper Together</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Today we are focused on the first of those bullets – better understanding the background, context and data.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Context Paper</li> </ul>

<p><b>Goal:</b> Review resources to support decision-making, including:</p> <ul style="list-style-type: none"> <li>Context on your dance floor sector and its place in the social-emotional health and development ecosystem in NC, including prior recommendations relevant to your dance floor pulled from other NC early childhood initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Remind them that they were asked in the pre-meeting survey to review the brief Context Paper prior to the meeting and provide feedback</li> <li>Go over the Context Paper with them on a high level (not reading the whole thing aloud)</li> <li>Share slide(s) summarizing the feedback received in the pre-meeting survey about the Context Paper</li> <li>Remind them that the Context Paper is not aiming to summarize everything about this sector, but instead how this sector directly impacts young children’s social-emotional health and development. Try to keep the discussion focused on that.</li> <li>See if anyone has other things to add. (Keep to your time limit here, since people have already had an opportunity to add. If people still have lots to share when it’s time to move on, invite them to email you after the meeting.) Same questions as in the survey: <ul style="list-style-type: none"> <li>Is anything inaccurate?</li> <li>What is missing about the sector as it pertains to SE health and development?</li> <li>What is missing about how racial inequities have or have not been addressed in the sector?</li> <li>Have other recommendations been made in other groups you have been in that aren’t included here? Clarify that this list of prior recommendations in the Context Paper (the last section) is NOT the universe of recommendations that this group will consider. It is an attempt to recognize prior work and recommendations made rather than starting from square one.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Slide(s) summarizing the feedback received about the Context Paper in the pre-meeting survey.</li> <li>Word doc open on your computer to take notes of additional considerations about the sector that come out during the discussion.</li> </ul>
<p><b>Goal Check, Next Steps and Adjourn</b> 5 minutes</p>	<ul style="list-style-type: none"> <li>Review the goals you set out at the beginning of the meeting and ask for a thumbs-up that people feel you accomplished those goals: <ul style="list-style-type: none"> <li>Create a dance floor community and a brave and neutral space for sharing ideas and views</li> <li>Level-set on the goals and process of the NC Initiative for Young Children’s Social-Emotional Health and Development and this dance floor</li> </ul> </li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Slide with date/time of meeting 2</li> </ul>

	<ul style="list-style-type: none"><li>• Review resources to support decision-making</li><li>• Note anything you didn't get to that needs to be addressed at the next meeting.</li><li>• Thank everyone for their time and commitment to the work.</li><li>• Remind them of the date and time for the next meeting and tell them to be on the lookout for pre-meeting work a couple of weeks prior to the next meeting date.</li><li>• Also ask them to respond to an upcoming doodle poll to get meetings 3 and 4 scheduled.</li><li>• Try to end the meeting on time.</li></ul>	
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## Meeting 2 Checklist

### Four weeks prior to meeting:

- If virtual: Schedule meeting on Zoom or other platform. Ensure you are comfortable with the technology.
- If in-person: Confirm location, parking instructions, AV equipment (projector and laptop, with audio)
- Update calendar invitation for meeting 2 with the following items AND email them out:
  - Pre-meeting survey link for Meeting 2 – ask them to complete the survey by one week prior to your meeting date.
  - Public Agenda for meeting 2
  - Context Paper for your dance floor
  - Data Profile for your dance floor
  - Any other resources shared by group members (or you) after the first meeting that should be considered as you brainstorm strategies for change.
- Manage RSVPs

### Two weeks prior to meeting:

- Manage RSVPs
- Send reminder to (1) complete the pre-meeting survey by one week prior to meeting date, and (2) review the materials prior to the meeting
- If in-person: Arrange snacks, if desired

### One week prior to meeting:

- Summarize pre-meeting survey responses and fill in provided Data Profile Feedback slide(s) to share responses
- Read through the Racial Equity Process tools (pgs 14 and 15 in this toolkit) to keep in mind during your meeting.
- Read through the meeting 2 internal agenda and make sure you're comfortable. Send any questions to Jovonia (centering equity questions), Mandy or Morgan.

### Day of meeting:

- Have all the materials you need (slides, Context Paper, etc) ready to share
- Get on the Zoom call a few minutes early
- Be prepared to take notes on a word doc during discussion portions or ask someone else on the call to be your notetaker
- Use your invitation worksheet to record who is on the call

### Post-meeting:

- Send thank you email to dance floor members the day of or the day after your meeting with:
  - Any docs or resources mentioned during the call
  - Any additional resources shared by workgroup members to inform the conversation
- Use the survey feedback from the meeting 2 pre-meeting survey and any notes from meeting 2 to edit/add to the Context Paper, Data Profile and other resources. Let us know if you need support with this.

## Meeting 2 Internal Agenda

### Meeting Goals:

- Create a dance floor community and a brave and neutral space for sharing ideas and views
- Review resources to support decision-making, including:
  - Data Profile related to your dance floor, which includes both quantitative data and qualitative family voice data gathered by the initiative this fall, working with community partners.
  - Any other relevant resources shared by you or dance floor members
- Using resources and the dance floor members' experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children's social-emotional health and development

### Materials Needed:

- Public Agenda (included in this toolkit under Public Materials, to be sent to dance floor members ahead of time)
- Context Paper on your dance floor (linked in this toolkit under Public Materials)
- Data Profile relevant to your dance floor (linked in this toolkit under Public Materials)
- Slides (Adjust your copy of the slide deck that you downloaded before meeting 1):
  - Group Norms slide (use slide from Meeting One)
  - Meeting Two Agenda slide (already prepared for you)
  - Fill in the provided Data Profile Feedback slide(s) to include pre-meeting survey feedback about the Data Profile
  - Fill in the provided slide on date/time for Meetings 3 and 4 once you know when your meetings will be.
- Any resources workgroup members sent you after the first meeting to inform decision-making in your workgroup
- Word doc or other way to take notes on group discussions
- "Problems in Our Sector" google doc (linked in this toolkit under Public Meeting Materials)

### Meeting 2 Pre-Meeting Survey Questions:

- Please review the Data Profile for our workgroup, which includes both quantitative data relevant to our workgroup and qualitative family voice data gathered by the Initiative in Fall 2020, working with community partners.
  - What surprised you or jumped out at you?
  - What would you highlight as most critical?
  - What do the data tell us about who our targeted population should be for our recommendations, particularly as we center health equity in our work?
  - Are there additional data **that you can provide** that you feel are important for the group to consider? If so, please list here and include links or email the information to your group facilitator.
- Please watch this 15-minute video from NC Child explaining the Health Equity Impact Assessment. We will be using a version of this HEIA in our work together, and it will help if everyone is familiar with the process from the start:  
[https://www.youtube.com/watch?v=kj\\_AfE34Xo&feature=youtu.be&ab\\_channel=NCChild](https://www.youtube.com/watch?v=kj_AfE34Xo&feature=youtu.be&ab_channel=NCChild)

Goals and Timing	Actions and Script	Notes, Tips, Materials Needed
<p><b>Welcome, Group Norms, Agenda Overview and Introductions</b> 10 minutes</p> <p><b>Goal:</b> Create a dance floor community and a brave and neutral space for sharing ideas and views</p>	<ul style="list-style-type: none"> <li>• Welcome participants and thank them for their time and attention.</li> <li>• Introduce yourself.</li> <li>• Highlight <u>briefly</u> the purpose of today’s meeting (see Meeting Goals above) and share that we will revisit these goals at the end of the meeting to see if we met them.</li> <li>• Share the revised Group Norms slide as a reminder</li> <li>• Reference the meeting agenda and how the next 2 hours will unfold, beginning with introductions of workgroup members.</li> <li>• Share any meeting logistics (If meeting in-person: snacks, bathroom locations, etc. If meeting virtually: cameras, muting, chat thread, etc – see tips in next column)</li> <li>• Introduce any new members of the team since the last meeting.</li> <li>• Do a quick round of introductions. If you are virtual, it avoids people talking over each other if you, the facilitator, calls each name in turn and asks them to introduce themselves.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Revised Group Norms slide from meeting 1 and agenda slide</li> </ul> <p>Timekeeping:</p> <ul style="list-style-type: none"> <li>• Try to follow the timing guidelines shared in the first column.</li> <li>• Maybe ask someone to serve as timekeeper, sending you a text or chat when time is about up for a section.</li> </ul> <p>Virtual Meeting Tips:</p> <ul style="list-style-type: none"> <li>• Ask everyone to mute themselves when they aren’t speaking.</li> <li>• Recommend that attendees use the chat feature for comments/questions during presentations. Monitor the chat and either share the questions aloud or invite members to unmute themselves and share.</li> </ul>
<p><b>Review the Data Profile</b> 30 minutes</p> <p><b>Goal:</b> Review resources to support decision-making, including:</p> <ul style="list-style-type: none"> <li>• Data Profile related to your dance floor, which includes both quantitative data and qualitative family voice data gathered by the initiative this fall, working with</li> </ul>	<ul style="list-style-type: none"> <li>• Remind the group that we are building off the materials we are reviewing to use a Health Equity Impact Assessment process over the course of the next 3 meetings to: <ul style="list-style-type: none"> <li>• Better understand the background, context, and quantitative and qualitative data relevant to the sector</li> <li>• Describe the relevant problems</li> <li>• Uncover root causes for the problems prioritized by the workgroup</li> <li>• Recommend and prioritize policy and practice solutions to address those root causes</li> </ul> </li> <li>• Remind them that last time they started on that first bullet – better understanding the</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Data Profile</li> <li>• Data Profile Feedback slide(s)</li> <li>• Word doc to document group discussion</li> </ul>

<p>community partners.</p>	<p>background, context and data – by reviewing and adding to the Context Paper.</p> <ul style="list-style-type: none"> <li>• Today we are going to finish that bullet by reviewing and adding to the Data Profile and reviewing any other resources for our dance floor, then we are going to move on to the second bullet – describing the problems in the sector.</li> </ul> <p>Remind them that they were asked in the pre-meeting survey to review the Data Profile, which includes both related quantitative data and the qualitative family input, prior to the meeting and share their thoughts in the pre-meeting survey, acknowledging that not everyone may have been able to.</p> <ul style="list-style-type: none"> <li>• Go over the Data Profile with them on a high level</li> <li>• Share slide(s) summarizing the feedback received in the pre-meeting survey about the Data Profile: <ul style="list-style-type: none"> <li>• What, if anything, surprised you?</li> <li>• What would you highlight as most critical?</li> <li>• What do the data tell us about who our targeted population should be for our recommendations, particularly as we center health equity in our work?</li> <li>• Are there additional data <b><u>that you can provide</u></b> that you feel are important for the group to consider?</li> </ul> </li> <li>• See if anyone wants to add, discuss. (Keep to your time limit here, since people have already had an opportunity to add. If people still have lots to share when it's time to move on, invite them to email you after the meeting.)</li> </ul>	
<p><b>Review any Other Resources</b> 15 minutes</p> <p><b>Goal:</b> Review resources to support decision-making, including:</p> <ul style="list-style-type: none"> <li>• Any other relevant resources shared by</li> </ul>	<ul style="list-style-type: none"> <li>• In a similar way, review on a high level and invite group discussion of any other resources that group members (or you) shared after the first meeting that should be considered as you brainstorm strategies for change. Ask how the additional materials do or do not center health equity.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Other resources relevant to your dance floor</li> <li>• Word doc to document group discussion</li> </ul>

<p>you or dance floor members</p>		
<p><b>BREAK</b> 5-10 minutes</p>	<ul style="list-style-type: none"> <li>• Pause for a body break, whether you are virtual or in-person. If virtual, 5 minutes should suffice; if you are in person, allow 10 since people will want to chat.</li> </ul>	
<p><b>Describe the Problems in Our Sector</b> 50 minutes</p> <p><b>Goal:</b> Using resources and the dance floor members' experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children's social-emotional health and development</p>	<ul style="list-style-type: none"> <li>• Now we'll move to bullet two: we'll focus on describing the problems in our sector.</li> <li>• Based on the materials we have reviewed (the Context Paper, the Data Profile, which included family voice, and other resources we have reviewed) and your own knowledge and experience as a critical player in this sector, let's brainstorm the relevant problems – in policy and practice – that prevent this sector from best supporting young children's social-emotional health and development. <b><u>Please note: We are not yet asking you for solutions.</u></b> Let's focus first on compiling a list of the problems.</li> <li>• To come up with the problems, it might help to think about: <ul style="list-style-type: none"> <li>• <b>Who</b> faces the most health inequities in this sector, and what are the underlying factors that contribute to those health inequities?</li> <li>• <b>What</b> are those inequities and what are the underlying factors that contribute to them?</li> <li>• <b>When</b> and <b>Where</b> do these inequities tend to show up?</li> </ul> </li> <li>• Examples for various sectors might include things like: <ul style="list-style-type: none"> <li>• <i>For the early ed sector:</i> Young Black, Hispanic and Native American children – particularly boys – are disproportionately suspended or expelled, starting as early as child care for the same behaviors that are exhibited by white children.</li> <li>• <i>For the medical home sector:</i> Providers and schools don't have a safe and efficient way of communicating information about children's social-emotional health and development, particularly for children with high</li> </ul> </li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• "Problems in Our Sector" google doc (linked in this toolkit under Public Meeting Materials)</li> </ul>

	<p>social-emotional health needs who have many different providers and may attend under-resourced and overburdened schools.</p> <ul style="list-style-type: none"> <li>• <i>For the foster care sector:</i> Foster parents and birth parents have to deal with too many different care managers in the various state systems that address children’s social-emotional health and development, which is particularly burdensome for under-resourced and overburdened parents.</li> <li>• Please note our goal is not to list <i>all</i> problems in this sector. The goal is to list the problems that are <b><u>directly relevant to optimizing children’s social-emotional health and development</u></b> (i.e., it impacts their ability to learn, establish healthy connections with others, manage their emotions, and grow into capable adults.)</li> <li>• (Remember you as facilitator have the Racial Equity Process tools on pages 14 and 15 of this toolkit to support your efforts to center health equity in your conversations.)</li> <li>• Group Discussion: Drop the link for the “Problems in Our Sector” google doc into the chat, open the doc, and share your screen. Invite people to both add to the doc and discuss what they’re adding.</li> <li>• Encourage them to make sure the problem they want to note isn’t already on the list (added already by someone else) to reduce duplication.</li> <li>• Continuously remind them that the goal is a list of problems that are <i>directly</i> relevant to optimizing children’s social-emotional health and development, not an exhaustive list of every problem in the sector.</li> <li>• When activity slows down, read through the list of problems together, combine similar problems, and delete any duplicates</li> <li>• Share that they will see this list again and will be asked to prioritize their top 1-3 problems for pre-work before meeting 3.</li> </ul>	
<p><b>Goal Check, Next Steps and Adjourn</b> 10 minutes</p>	<ul style="list-style-type: none"> <li>• Review the goals you set out at the beginning of the meeting and ask for a thumbs-up that people feel you accomplished those goals:</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Slide with dates/times of meetings 3 and 4</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a dance floor community and a brave and neutral space for sharing ideas and views</li> <li>• Review resources to support decision-making, including: <ul style="list-style-type: none"> <li>• Data Profile related to your dance floor, which includes both quantitative data and qualitative family voice data gathered by the initiative this fall, working with community partners.</li> <li>• Any other relevant resources shared by you or dance floor members</li> </ul> </li> <li>• Use resources and the dance floor members' experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children's social-emotional health and development</li> <li>• Note anything you didn't get to that needs to be addressed at the next meeting.</li> <li>• Thank everyone for their time and commitment to the work.</li> <li>• All 4 meetings should be scheduled by now. Remind them of the dates and times for meetings 3 and 4 and tell them to be on the lookout for pre-meeting work a couple of weeks prior to the next meeting date. <b><u>Remind them of the critical importance of everyone doing their pre-meeting work.</u></b></li> <li>• Again offer an invitation to send you (1) any additional input or feedback on the resources you reviewed today, and (2) any other resources that the group should consider right after the meeting. Collect those for use in Meeting 3.</li> <li>• Try to end the meeting on time.</li> </ul>	
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## Meeting 3 Checklist

### Four weeks prior to meeting:

- If virtual: Schedule meeting on Zoom or other platform. Ensure you are comfortable with the technology.
- If in-person: Confirm location, parking instructions, AV equipment (projector and laptop, with audio)
- Update calendar invitation for meeting 3 with the following items AND email them out:
  - Pre-meeting survey link for Meeting 3 – ask them to complete the survey by one week prior to your meeting date.
  - List of Problem Statements from meeting 2
  - Public Agenda for meeting 3
  - Your edited versions of the Context Paper, Data Profile and any other resources shared by group members after the first meeting that should be considered as you brainstorm strategies for change.
- Manage RSVPs

### Two weeks prior to meeting:

- Manage RSVPs
- Send reminder to (1) complete the pre-meeting survey by one week prior to meeting date, and (2) review the materials prior to the meeting
- If in-person: Arrange snacks, if desired

### One week prior to meeting:

- Add your analysis of feedback from the Meeting 3 pre-work survey to the provided Problem Statements slide(s). What problem statements did the most people prioritize? Did most people want to focus on one statement, or did most people want to include two or three? What outlier recommendations were made? Can you also highlight those, keeping in mind our goal of consensus (rather than majority rule) decision-making? Create as many slides as you need to share the feedback.
- Read through the Racial Equity Process tools (pgs 14 and 15 in this toolkit) to keep in mind during your meeting.
- Read through the meeting 3 internal agenda and make sure you're comfortable. Send any questions to Jovonia (centering equity questions), Mandy or Morgan.

### Day of meeting:

- Have all the materials you need (slides, Jamboard links, "But Why?" video, etc) ready to share
- Get on the Zoom call a few minutes early
- Use your invitation worksheet to record who is on the call

### Post-meeting:

- Send thank you email to dance floor members the day of or the day after your meeting with:
  - Any docs or resources mentioned during the call
  - List of final 1-3 Problem Statements
  - List of root causes that are feasible to address

## Meeting 3 Internal Agenda

### Meeting Goals:

- Creating a dance floor community and a brave and neutral space for sharing ideas and views
- Using resources and the dance floor members' experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children's social-emotional health and development
- Uncovering root causes for the problems prioritized by the dance floor

### Materials Needed:

- Public Agenda (included in this toolkit under Public Materials, to be sent to dance floor members ahead of time)
- Edited version of the Context Paper on your dance floor
- Edited version of the Data Profile related to your dance floor
- Any additional resources workgroup members sent you to inform decision-making in your workgroup
- Slides (Adjust your copy of the slide deck that you downloaded before meeting 1):
  - Meeting Three Agenda slide (already prepared for you)
  - Group Norms slide from Meeting One
  - Fill in the provided Problem Statement slide(s) with your analysis of feedback from the Meeting 3 pre-work survey. What problem statements did the most people prioritize? Did most people want to focus on one statement, or did most people want to include two or three? What outlier recommendations were made? Can you also highlight those, keeping in mind our goal of consensus (rather than majority rule) decision-making? Create as many slides as you need to share the feedback. You will need to create these once you receive the survey feedback a week before the meeting.
  - Adjust the provided slide on date/time for Meeting Four once you know when your meeting will be.
- Online tools for small and large group processes: Jamboard (linked in this toolkit under Public Materials and explained under Digital Resources)
- "But Why?" video (linked in this toolkit under Public Materials)
- Zoom breakout room know-how

### Meeting 3 Pre-Meeting Survey Question:

- Please review the list of problems in our sector from meeting 2 (attached to this email).
- While all of these problems are important, the goal of the initiative is to identify 2-3 *actionable* recommendations that this sector could implement that would *most improve* children's social-emotional health and development outcomes. So we need to identify 1-3 of these problems to move forward with that are both the most critical issues and that could have actionable solutions.
- You can either recommend that our group:
  - Prioritize one problem, and then we will prioritize 2-3 solutions to address that problem, or
  - Prioritize two or three problems, and then we will prioritize just one solution to address each of those problems.
- Please use the survey link to prioritize 1-3 problem statements and share why you chose those.

Goals and Timing	Actions and Script	Notes, Tips, Materials Needed
<p><b>Welcome, Group Norms, Agenda Overview and Introductions</b> 5 minutes</p> <p><b>Goal:</b> Create a dance floor community and a brave and neutral space for sharing ideas and views</p>	<ul style="list-style-type: none"> <li>• Welcome participants and thank them for their time and attention.</li> <li>• Introduce yourself.</li> <li>• Highlight <u>briefly</u> the purpose of today’s meeting (see Meeting Goals above) and share that we will revisit these goals at the end of the meeting to see if we met them.</li> <li>• Share the revised Group Norms slide as a reminder</li> <li>• Reference the meeting agenda and how the next 2 hours will unfold, beginning with introductions of workgroup members.</li> <li>• Share any meeting logistics (If meeting in-person: snacks, bathroom locations, etc. If meeting virtually: cameras, muting, chat thread, etc – see tips in next column)</li> <li>• Introduce any new members of the team since the first meeting.</li> <li>• Since this is the third meeting, do introductions by just reading the names of all the people who have joined the call, and then ask if you missed anyone.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Revised Group Norms slide from meeting 1 and agenda slide</li> </ul> <p>Timekeeping:</p> <ul style="list-style-type: none"> <li>• Try to follow the timing guidelines shared in the first column.</li> <li>• Maybe ask someone to serve as timekeeper, sending you a text or chat when time is about up for a section.</li> </ul> <p>Virtual Meeting Tips:</p> <ul style="list-style-type: none"> <li>• Ask everyone to mute themselves when they aren’t speaking.</li> <li>• Recommend that attendees use the chat feature for comments/questions during presentations. Monitor the chat and either share the questions aloud or invite members to unmute themselves and share.</li> </ul>
<p><b>Prioritize Problem Statements</b> 45 minutes:</p> <ul style="list-style-type: none"> <li>• 5 mins to level set and explain the activity</li> <li>• 10 mins to go over analysis of pre-work</li> <li>• 30 mins to discuss in full group</li> </ul> <p><b>Goal:</b> Using resources and the dance floor members’ experiences and expertise to describe the relevant problems that prevent this</p>	<ul style="list-style-type: none"> <li>• Remind the group that we are building off the resources we have to use a Health Equity Impact Assessment process over the course of the next 2 meetings to: <ul style="list-style-type: none"> <li>• Better understand the background, context, and quantitative and qualitative data relevant to the sector</li> <li>• Describe the relevant problems</li> <li>• Uncover root causes for the problems prioritized by the workgroup</li> <li>• Recommend and prioritize policy and practice solutions to address those root causes</li> </ul> </li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Problem Statements slide(s) showing prioritized problem statements from the pre-work survey</li> </ul>

<p>sector from best supporting young children’s social-emotional health and development</p>	<ul style="list-style-type: none"> <li>• Remind them that last time they did the first and second bullets – better understanding the background, context and data, and describing the relevant problems.</li> <li>• Today we are going to finish that bullet by prioritizing which problems to focus on, and move to the third bullet – uncovering root causes for those problems.</li> <li>• For pre-work, you completed a survey prioritizing from 1-3 of the problems we came up with together last meeting and sharing why you prioritized those</li> <li>• As a reminder, the goal of the initiative is to identify 1-3 <i>actionable</i> recommendations that this sector could implement that would <i>most improve</i> children’s social-emotional health and development outcomes. So we need to identify 1-3 of these problems to move forward with that are both the most critical issues and that could have actionable solutions.</li> <li>• In your survey, we asked you to either recommend that our group: <ul style="list-style-type: none"> <li>• Prioritize one problem, and then we will prioritize 2-3 solutions to address that problem, or</li> <li>• Prioritize two or three problems, and then we will prioritize just one solution to address each of those problems.</li> <li>• It’s up to us as a group to decide how many and which problem statements to prioritize.</li> </ul> </li> <li>• We’re going to look at the results of the pre-work together now.</li> <li>• Share results you prepared ahead of time, showing what people prioritized. Also highlight outlier recommendations to support the consensus decision-making process.</li> <li>• Go over the results with the group. Have a group discussion to finalize the top 1-3 problem statements. In a full-</li> </ul>	
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	<p>group discussion, it can be easy to have just a couple people dominate the conversation. Make sure everyone who wants to share a thought or who has an opinion counter to the dominate narrative has a chance to talk. Those who made outlier recommendations may wish to make the case for their recommendation(s).</p> <ul style="list-style-type: none"> <li>• Once you think you have the top three determined, invite members to give you a “thumbs-up” (or use the Zoom “Reactions” at the bottom of their screens) if they agree. Make sure you have consensus.</li> <li>• Create a new Problem Statements slide in real time that shows the final 1-3 problem statements.</li> </ul>	
<p><b>BREAK</b> 5-10 minutes</p>	<ul style="list-style-type: none"> <li>• Pause for a body break, whether you are virtual or in-person. If virtual, 5 minutes should suffice; if you are in person, allow 10 since people will want to chat.</li> </ul>	
<p><b>Identify Root Causes</b> 60 minutes:</p> <ul style="list-style-type: none"> <li>○ 5 mins for “But Why?” video</li> <li>○ 5 mins to explain how the activity will work</li> <li>○ 30 mins in small groups, brainstorming root causes</li> <li>○ 10 mins to share out root causes</li> <li>○ 10 mins to narrow down the list(s) of root causes, if appropriate</li> </ul> <p><b>Goal:</b> Uncovering root causes for the problems prioritized by the dance floor</p>	<ul style="list-style-type: none"> <li>• Share that now the group is going to identify the root causes of the prioritized problem statements.</li> <li>• We’re going to do that by dividing into small groups.</li> <li>• But first, we’re going to watch a short video on the technique we’re going to use to get to the root causes of our problem(s). The technique is called “But Why?” The video will also show you how to use Jamboard, an online collaboration tool we’ll be using in breakout groups during this meeting and meeting 4.</li> <li>• Play 5-minute “But Why?” video for the full group</li> <li>• As the facilitator, you now decide how many breakout rooms you need (up to four) and how you’re going to assign them. Some possibilities: <ul style="list-style-type: none"> <li>• If your group has chosen to prioritize only one problem, drop that problem statement into the chat, then create anywhere from</li> </ul> </li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• “But Why” video</li> <li>• New Problem Statements slide with the final 1-3 prioritized problem statements</li> <li>• Zoom breakout room know-how</li> <li>• Jamboard link to facilitate root cause activity</li> </ul>

	<p>2-4 breakout rooms and assign each room to work on the same problem. You can let Zoom randomly assign people to the breakout rooms, or you can ensure diverse small groups by adding people manually.</p> <ul style="list-style-type: none"><li>• If your group has chosen to prioritize two or three problems, create two or three breakout rooms and assign one problem to each room. Drop those problem statements into the chat and note which breakout group is to address which one. You can have Zoom randomly assign people to breakout rooms, or you can quickly read through the list of names and ask people which room they'd like to be in and assign them manually.</li><li>• Explain how it will work to the team members:<ul style="list-style-type: none"><li>• In your small group, you will have 30 minutes to do this "But Why?" activity to get to as many specific root causes for your problem as you can.</li><li>• You'll use Jamboard to brainstorm together. I'll drop the link for the Jamboard into the chat. Remember to use the scrolling tool at the top of the Jamboard, as shown in the video we watched, to find the Jamboard for YOUR BREAKOUT ROOM. There are also instructions on the Jamboards to remind you what to do.</li><li>• When time is up, breakout rooms will come back together and I'll have each breakout group share their Jamboard.</li></ul></li><li>• As facilitator, try to pop into each breakout room and spend a few mins, making sure they are comfortable with their task and the technology is working for them.</li></ul>	
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	<ul style="list-style-type: none"> <li>When the groups come back together, have each Breakout Group share their Jamboard of root causes. As facilitator, you can share your screen and move through the Jamboard for the different groups using the scrolling feature in the top-middle that looks like this:           <div data-bbox="574 470 959 579" data-label="Image"> </div> </li> <li>After each group has presented, go back through each Jamboard and note any root causes that are not feasible to address by this initiative. Clarify that not all root causes are able to be changed, modified, or adapted by this team – or at all. For example, if a root cause is that there is insufficient federal funding or political will at the federal level for a program or initiative, that may not be something that is actionable for this initiative. If a root cause is “structural racism,” that is too broad to be solved by this initiative, but the group might narrow to something more specific that is actionable, like “Teachers are not trained on cultural competency and implicit bias.”</li> <li>As team members identify root causes that are not feasible to address by this initiative, change those sticky notes to “clear” (instead of a color) so you can pick them out and eliminate them later when you compile the list of root causes.</li> </ul>	
<p><b>Goal Check, Next Steps and Adjourn</b> 5 minutes</p>	<ul style="list-style-type: none"> <li>This is what we fondly call the “messy middle” of the process. You may have run short on time, people may be feeling overwhelmed, the problem may seem unsolvable, people may not see how the goals can be accomplished in just one more meeting. If you sense your group is feeling that way (or some other way), go ahead and call it out. Offer reassurance that we CAN do this, together, and encourage them to trust</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>Slide with dates/times of meeting 4 (remember meeting 4 is 2.5 hours)</li> </ul>

	<p>the process. It always feels overwhelming at this point, but we will get there.</p> <ul style="list-style-type: none"> <li>• Review the goals you set out at the beginning of the meeting and ask for a thumbs-up that people feel you accomplished those goals: <ul style="list-style-type: none"> <li>• Create a dance floor community and a brave and neutral space for sharing ideas and views</li> <li>• Use resources and the dance floor members' experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children's social-emotional health and development</li> <li>• Uncover root causes for the problems prioritized by the dance floor</li> </ul> </li> <li>• Note anything you didn't get to that needs to be addressed as pre-work or at the next meeting.</li> <li>• Thank everyone for their time and commitment to the work.</li> <li>• Remind them of the date and time for meeting 4 and tell them to be on the lookout for pre-meeting work a couple of weeks prior to the meeting date.</li> <li>• Try to end the meeting on time.</li> </ul>	
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## Meeting 4 Checklist

### Four weeks prior to meeting:

- If virtual: Schedule meeting on Zoom or other platform. Ensure you are comfortable with the technology.
- If in-person: Confirm location, parking instructions, AV equipment (projector and laptop, with audio)
- Update calendar invitation for meeting 4 with the following items AND email them out:
  - Pre-meeting survey link for Meeting 4 – ask them to complete the survey by one week prior to your meeting date.
  - Public Agenda for meeting 4
  - Problem statements agreed-upon during meeting 3 (1-3 statements)
  - List(s) of root causes, narrowed down to include only those root causes that are feasible to address
- Manage RSVPs

### Two weeks prior to meeting:

- Manage RSVPs
- Send reminder to (1) complete the pre-meeting survey by one week prior to meeting date, and (2) review the materials prior to the meeting
- If in-person: Arrange snacks, if desired

### One week prior to meeting:

- Use pre-meeting survey input to populate provided Impact Matrix Jamboard(s) with solutions for each problem statement
- Read through the Racial Equity Process tools (pgs 14 and 15 in this toolkit) to keep in mind during your meeting.
- Read through the meeting 4 internal agenda and make sure you're comfortable. Send any questions to Jovonia (centering equity questions), Mandy or Morgan.

### Day of meeting:

- Have all the materials you need (slides, Impact Matrix Jamboard link, Impact Matrix Example video, etc) ready to share
- Get on the Zoom call a few minutes early
- Use your invitation worksheet to record who is on the call

### Post-meeting:

- Send thank you email to dance floor members the day of or the day after your meeting. Include the Evaluation link in case they didn't have time to complete it at the end of the meeting.
- Work with dance floor members as needed to finalize the Capacity Development Templates.
- Submit 2-3 completed detailed recommendations using the Capacity Development Templates, as well as all items listed on the Report page at the end of this toolkit by August 6 to Morgan at [morgan@ncchild.org](mailto:morgan@ncchild.org)

## Meeting 4 Internal Agenda

**NOTE: Please schedule 2.5 hours for meeting 4, 30 minutes longer than meetings 1-3.**

### **Meeting Goals:**

- Create a dance floor community and a brave and neutral space for sharing ideas and views
- Brainstorm policy and practice solutions in this sector that could address those root causes in order to improve NC's social-emotional health and development system for young children
- Prioritize through group consensus 2-3 of those policy and practice solutions and lay out detailed implementation steps

### **Materials Needed:**

- Public Agenda (included in this toolkit under Public Materials, to be sent to dance floor members ahead of time)
- Slides (Adjust your copy of the slide deck that you downloaded before meeting 1):
  - Meeting Four Agenda slide (already prepared for you)
  - Group Norms slide from Meeting One
- The provided Impact Matrix Jamboard(s), populated by you with information from the pre-meeting survey. Populate one Jamboard with solutions for each Problem Statement (so you will have either 1, 2 or 3 Jamboards, depending on how many Problem Statements your group settled on)
- Impact Matrix Example video (linked under Public Materials in this toolkit)

### **Meeting 4 Pre-Meeting Survey Questions:**

- We prioritized 1-3 problem statements together at the last meeting. We also brainstormed root causes of those problems and identified which root causes were feasible to address. Review the problem statement(s) and root cause list(s) attached to this email.
- Given the problem statement(s) and the root causes, what policy and practice solutions should our workgroup propose to address the root causes of the problems? Please share **what one to three solutions (for each problem statement) would ensure more equitable outcomes.**

Goals and Timing	Actions and Script	Notes, Tips, Materials Needed
<p><b>Welcome, Group Norms, Agenda Overview and Introductions</b> 5 minutes</p> <p><b>Goal:</b> Create a dance floor community and a brave and neutral space for sharing ideas and views</p>	<ul style="list-style-type: none"> <li>• Welcome participants and thank them for their time and attention.</li> <li>• Introduce yourself.</li> <li>• Highlight <u>briefly</u> the purpose of today’s meeting (see Meeting Goals above) and share that we will revisit these goals at the end of the meeting to see if we met them.</li> <li>• Share the revised Group Norms slide as a reminder</li> <li>• Reference the meeting agenda and how the next 2.5 hours will unfold, beginning with introductions of workgroup members.</li> <li>• Share any meeting logistics (If meeting in-person: snacks, bathroom locations, etc. If meeting virtually: cameras, muting, chat thread, etc – see tips in next column)</li> <li>• Introduce any new members of the team since the first meeting.</li> <li>• Since this is the fourth meeting, do introductions by just reading the names of all the people who have joined the call, and then ask if you missed anyone.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Revised Group Norms slide from meeting 1 and agenda slide</li> </ul> <p>Timekeeping:</p> <ul style="list-style-type: none"> <li>• Try to follow the timing guidelines shared in the first column.</li> <li>• Maybe ask someone to serve as timekeeper, sending you a text or chat when time is about up for a section.</li> </ul> <p>Virtual Meeting Tips:</p> <ul style="list-style-type: none"> <li>• Ask everyone to mute themselves when they aren’t speaking.</li> <li>• Recommend that attendees use the chat feature for comments/ questions during presentations. Monitor the chat and either share the questions aloud or invite members to unmute themselves and share.</li> </ul>
<p><b>Recap Where We Are in the Process</b> 5 minutes</p> <p><b>Goal:</b> Create a dance floor community and a brave and neutral space for sharing ideas and views</p>	<ul style="list-style-type: none"> <li>• Remind the group that we have been building off the materials we have reviewed and edited to use a Health Equity Impact Assessment process to: <ul style="list-style-type: none"> <li>• Better understand the background, context, and quantitative and qualitative data relevant to the sector</li> <li>• Describe the relevant problems</li> <li>• Uncover root causes for the problems prioritized by the workgroup</li> <li>• Recommend and prioritize policy and practice solutions to address those root causes</li> </ul> </li> <li>• Remind them that at the second meeting they focused on the first bullet – better understanding the background, context and data.</li> </ul>	

	<ul style="list-style-type: none"> <li>• And at the third meeting they focused on the second and third bullets – describing the problems in the sector and identifying the root causes for those problems. We also narrowed the list of root causes to include only those that are feasible to address.</li> <li>• Today we’ll be focused on the fourth (and last!) bullet – brainstorming and prioritizing policy and practice solutions to address those root causes.</li> <li>• This is going to be a multi-step process, but at the end of our 2.5-hour meeting today, we will have prioritized 2-3 solutions to propose for our sector, along with a detailed implementation plan for each one.</li> <li>• Here are the steps of the process today: <ul style="list-style-type: none"> <li>• Brainstorm policy and practice solutions to ensure more equitable outcomes. How we can address the root causes we identified?</li> <li>• Assess the feasibility of the proposed solutions. Which solutions are feasible and impactful? Which solutions are the most urgent? Which center health equity?</li> <li>• Describe the 2-3 prioritized solutions and develop an action plan for each one, using a template provided to us.</li> </ul> </li> <li>• After our process is completed – and that of the other 11 dance floors – the prioritized solutions will be described in detail and the most immediately actionable ones will be pursued by the Initiative using legislative and/or administrative advocacy.</li> <li>• The solutions that are proposed by aren’t prioritized today will also be captured and shared with the Initiative, to be included in a larger report that will guide work to transform the social-emotional health system in the future.</li> </ul>	
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<p><b>Brainstorm and Prioritize Policy and Practice Solutions</b></p> <ul style="list-style-type: none"> <li>• 10 mins to level set and explain the activity, including watching a short video</li> <li>• 50 minutes in small groups or one large group to add to the Jamboard of policy and practice solutions, sort the solutions into the Impact Matrix, and recommend the top 1-3 solutions</li> </ul> <p><b>Goals:</b> Brainstorm policy and practice solutions in this sector that could address root causes in order to improve NC’s social-emotional health and development system for young children</p> <p>Prioritize through group consensus 2-3 policy and practice solutions</p>	<p>NOTE for facilitator: If you have only one problem statement, then the following parts of the meeting can be done with the full group together. If you have more than one problem statement, the following parts of the meeting will need to be done in small breakout groups. Your Jamboard is set up for either (see Impact Matrix Example Video)</p> <ul style="list-style-type: none"> <li>• Fortunately, the workgroup got started on the first step for pre-work. We’re going to be looking at your work in a moment.</li> <li>• First, though, we’re going to watch a brief video showing us the activity we’re about to do and reminding us how to use Jamboard, an online collaboration tool that we also used in meeting 3.</li> <li>• Play Impact Matrix Example Video.</li> <li>• Open up the Jamboard(s) you prepared from the pre-meeting survey with policy and practice solutions and share your screen. Walk through them briefly, showing the participants that you have added into the Jamboard(s) sticky notes with the policy and practice solutions that they proposed in their pre-meeting survey.</li> <li>• (If your workgroup chose to prioritize only one problem statement, then you will have just one Jamboard to share. If they prioritized 2 or 3 problem statements, then you will have a Jamboard for each problem statement.)</li> <li>• Remind them to follow the instructions in the video, either in breakout rooms (if multiple problem statements) or in one group (if only one problem statement): <ul style="list-style-type: none"> <li>• Sort sticky notes into the appropriate quadrants on the Impact Matrix</li> <li>• Brainstorm any additional solutions and add them into the Matrix using new sticky notes</li> <li>• After the matrix is sorted, discuss together:</li> </ul> </li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Impact Matrix Example Video</li> <li>• Impact Matrix Jamboard link, populated ahead of time from the pre-meeting survey feedback</li> <li>• Zoom breakout rooms</li> </ul>
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	<ul style="list-style-type: none"> <li>• The goal is a mix of solutions -- low and high effort, short- and long-term</li> <li>• Of the solutions that are both feasible and impactful, which are the most urgent?</li> <li>• Which impact a large number of children (or have a life-changing impact on a small number)?</li> <li>• As you prioritize, consider everything we've thought about during this process, such as lifting up family voice and centering racial equity.</li> <li>• When you think you have identified the top 1-3 priority solutions, invite members to give you a "thumbs-up" (or use the Zoom "Reactions" buttons) to make sure you have consensus.</li> <li>• Label your top 1-3 solutions "FINAL"</li> <li>• As facilitator, try to pop into each breakout room and spend a few mins, making sure they are comfortable with their task and the technology is working for them.</li> <li>• <b>Remember, if your dance floor chose to prioritize only one problem statement, then the full group can identify the top three priority solutions. If your dance floor has two or three prioritized problem statements, then each breakout group needs to identify just the number one priority solution.</b></li> <li>• <b>The goal is no more than three prioritized solutions for your dance floor.</b></li> <li>• Remind your dance floor that the solutions they don't prioritize today will still be captured and shared, but they won't be detailing out implementation steps for them.</li> </ul>	
<p><b>BREAK</b> 5-10 minutes</p>	<ul style="list-style-type: none"> <li>• Bring everyone back together if you are in breakout rooms, then pause for a body break, whether you are virtual or in-person. If virtual, 5 minutes should</li> </ul>	

	<p>suffice; if you are in person, allow 10 since people will want to chat.</p>	
<p><b>Describe the Solutions in Detail</b></p> <ul style="list-style-type: none"> <li>• 20 mins to present the top priority solutions and ensure consensus</li> <li>• 40 minutes to work on Capacity Development Templates</li> </ul> <p><b>Goal:</b> Prioritize through group consensus 2-3 policy and practice solutions and lay out detailed implementation steps</p>	<ul style="list-style-type: none"> <li>• (If using breakout groups): In the full group, have someone from each breakout group present their group’s top priority solution. As the facilitator, you can share your screen and walk through each Jamboard as they share.</li> <li>• Invite members to give you a “thumbs-up” (or use the Zoom “Reactions” buttons) to make sure you have consensus around the top 2-3 solutions.</li> <li>• At this point, whether you had one problem statement or multiple problem statements, your dance floor should have prioritized 2-3 solutions.</li> <li>• Divide into breakout groups to complete the Capacity Development Templates -- one for each prioritized solution. Specific knowledge is important at this point, so you will want to ask each workgroup member which prioritized solution they would like to work on, and send them to that breakout room.</li> <li>• Type the 2-3 prioritized solutions into the chat, and include with each one a google doc link for that breakout room to work on. For example, in the chat you would type:  Breakout Room #1: Train more infant/toddler social-emotional health clinicians. (Then add the google doc link titled Template #1)  Breakout Room #2: Expand Family Connects (Then add the google doc link titled Template #2)</li> <li>• Clarify that the breakout groups probably will not have the time/knowledge to complete every question on the Capacity Development Templates today.</li> <li>• Encourage them to fight the urge to wordsmith now. The goal is to get a good start on completing the template,</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Impact Matrix Jamboard link to present breakout groups’ work</li> <li>• Capacity Development Template google doc links (one for each prioritized solution)</li> </ul>

	<p>capturing on paper as much information as the group knows today.</p> <ul style="list-style-type: none"> <li>• Ask someone in each breakout room to volunteer to take the lead on completing that group’s template.</li> <li>• The functionality of Google docs will let everyone in the breakout room to add to the doc at once, making the process more efficient.</li> </ul>	
<p><b>Status Check, Goal Check, Next Steps, Evaluation and Adjourn</b> 15 minutes</p>	<ul style="list-style-type: none"> <li>• Bring all the breakout groups back together and take stock on how far along each breakout group got. If groups didn’t finish, then decide how the templates will be finalized. For example: <ul style="list-style-type: none"> <li>• If a template is nearly complete, you might ask the facilitator for that breakout group to finish it up to the best of their ability before you send it out to be reviewed by the full group over email.</li> <li>• If a template is still far from complete, you might plan to set up a short virtual working session with that breakout group in the next week or so to finish it up before it is sent out for the full group to review.</li> </ul> </li> <li>• Note any areas where people didn’t have the information they needed to complete the template (for example, about the funding questions) and ask them to identify what information they would need to complete these questions.</li> <li>• Share that once the templates are finished, you will send them to the full group for their comments and edits, and then they will go to the Initiative, along with the recommendations from the other workgroups.</li> <li>• Review the goals you set out at the beginning of the meeting and ask for a thumbs-up that people feel you accomplished those goals: <ul style="list-style-type: none"> <li>• Brainstorm policy and practice solutions in this sector that could address those root causes in order</li> </ul> </li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Google doc links of Capacity Development Templates in whatever stage of completion, from the previous activity</li> <li>• <a href="#">Evaluation link</a></li> </ul>

	<p>to improve NC's social-emotional health and development system for young children</p> <ul style="list-style-type: none"><li>• Prioritize through group consensus 2-3 of those solutions and lay out detailed implementation steps</li><li>• Note anything you didn't get to that needs to be addressed by email post-meeting.</li><li>• Thank everyone for their time and commitment to this full process, and celebrate that you did it!!</li><li>• Drop the Evaluation link in the chat box and ask people to take 3-5 minutes to fill it out right now. When they are done filling it out, they are free to leave the meeting. You keep the virtual meeting opened until everyone has left the meeting, in order to make sure everyone has access to the link in the chat.</li><li>• Try to end the meeting on time.</li></ul>	
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## Public Meeting Materials: Overview

The following materials will be used during the meetings. Descriptions of each are below and the materials themselves are either in the pages that follow or linked below.

### Participant Agendas

The four Participant Agendas are modified versions of the four Facilitator Agendas and can be provided to attendees ahead of each meeting. Provided below.

### Context Paper

A brief document about how social-emotional health and development has been addressed in your sector. Includes context and overview of the sector's role in the SEH ecosystem, racial inequities, and recommendations for sector improvements that have been shared in prior working groups.

Context Papers for each dance floor will be available on the main [Dance Floor padlet](#) and on your individual Dance Floor pages prior to 2021.

### Data Profile

Quantitative and qualitative data that are relevant to social-emotional health and development in your sector. Includes family voice: the initiative contracted with four local organizations in July to collect input from families who have had young children involved in the state's social-emotional health and development system to inform the Initiative. We sought to better understand:

- Families' experiences accessing and navigating the system, both positive and negative
- How the system is supportive
- Points where the system breaks down and gaps in services
- What families would like to see changed to improve the system

Input from families that is relevant to your dance floor will be shared with you and should be used as a resource as your dance floor develops their priority recommendations.

Data Profiles for each dance floor will be available on the main [Dance Floor padlet](#) and on your individual Dance Floor pages prior to 2021.

### Dance Floor Meeting Slides

- Slides for the meetings are available on the main [Dance Floor padlet](#). Please download a copy and save it to your computer. You can then fill in that copy of the slides as needed as you move through the four meetings.

### Dance Floor Videos

Available on the main [Dance Floor padlet](#) under Dance Floor Videos

- Initiative Overview Video (Meeting 1) will be available prior to 2021
- "But Why?" video (Meeting 3)
- Impact Matrix Example video (Meeting 4)

### **Online Tools for Small and Large Group Processes in Meetings 2, 3 and 4**

Available on the [Dance Floors padlet](#): First select your specific Dance Floor, then choose Digital Resources to find your unique links.

- “Problems in Our Sector” google doc links (Meeting 2)
- Jamboard links for the Root Causes exercise (Meeting 3) and the Impact Matrix exercise (Meeting 4)
- “Capacity Development Template” google doc links (Meeting 4)

### **Decision-Making Tools**

- Racial Equity Processes (for use at any/all meetings) (in toolkit)
- Impact Matrix tool to assess the feasibility and impact of the proposed solutions (Meeting 4) (in toolkit for your information, but also integrated into Jamboard for the Impact Matrix exercise)
- Capacity Development Template to describe the prioritized solutions in detail (Meeting 4) (in toolkit for your information, but also in the Capacity Development Templates Google docs)

### **Evaluation**

We are committed to continuous improvement and learning, so participant evaluations are important. To ensure a high response rate, please give participants time to complete the evaluation at the end of Meeting 4. Drop the Evaluation link in the chat box and ask people to take 3-5 minutes to fill it out right then. If they do it on the spot, you will get a high percentage of respondents. We suggest that you also send out the link just after the meeting and ask anyone to complete it who wasn't able to during the meeting.

The Evaluation link to send to participants is: <https://forms.gle/XsK21qmeDkU3YRbv6>. This link can also be found on the [Dance Floor padlet](#): First select your specific Dance Floor, then choose Digital Resources to find the Evaluation link.

NC Initiative for Young Children's Social-Emotional Health and Development  
(Dance Floor name) Workgroup

**Agenda – Meeting 1**

**Meeting Goals:**

- Create a dance floor community and a brave and neutral space for sharing ideas and views
- Level-set on the goals and process of the NC Initiative for Young Children's Social-Emotional Health and Development and this dance floor
- Review resources to support decision-making, including context on your dance floor sector and its place in the social-emotional health and development ecosystem in NC, including prior recommendations relevant to your dance floor pulled from other NC early childhood initiatives

**Meeting Length:** 2 hours

**Agenda**

**Welcome and Agenda Overview – 5 mins**

**Introductions Icebreaker – 10 mins**

**Review of Pre-Meeting Survey Responses – 10 mins**

**Group Norms – 10 mins**

**Initiative Overview Video – 25 mins**

**BREAK – 5-10 mins**

**Centering Race, and Expectations for this Workgroup – 20 mins**

**Review of Workgroup Resources – 10 mins**

**Review the Context Paper Together – 20 mins**

**Goal Check, Next Steps and Adjourn – 5 mins**

NC Initiative for Young Children’s Social-Emotional Health and Development  
(Dance Floor name) Workgroup  
**Agenda – Meeting 2**

**Meeting Goals:**

- Create a dance floor community and a brave and neutral space for sharing ideas and views
- Review resources to support decision-making, including:
  - Data Profile related to your dance floor, which includes both quantitative data and qualitative family voice data gathered by the initiative this fall, working with community partners.
  - Any other relevant resources shared by you or dance floor members
- Use resources and the dance floor members’ experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children’s social-emotional health and development

**Meeting Length:** 2 hours

**Agenda**

**Welcome, Group Norms, Agenda Overview and Introductions – 10 mins**

**Review the Data Profile – 30 mins**

**Review Other Resources – 15 mins**

**BREAK – 5-10 mins**

**Describe the Problems in Our Sector – 50 mins**

**Goal Check, Next Steps and Adjourn – 10 mins**

NC Initiative for Young Children’s Social-Emotional Health and Development  
(Dance Floor name) Workgroup

**Agenda – Meeting 3**

**Meeting Goals:**

- Create a dance floor community and a brave and neutral space for sharing ideas and views
- Use resources and the dance floor members’ experiences and expertise to describe the relevant problems that prevent this sector from best supporting young children’s social-emotional health and development
- Uncover root causes for the problems prioritized by the dance floor

**Meeting Length:** 2 hours

**Agenda**

**Welcome, Group Norms, Agenda Overview and Introductions – 5 mins**

**Prioritize Problem Statements – 45 mins**

**BREAK – 5-10 mins**

**Identify Root Causes – 60 mins**

**Goal Check, Next Steps and Adjourn – 5 mins**

NC Initiative for Young Children's Social-Emotional Health and Development  
(Dance Floor name) Workgroup

**Agenda – Meeting 4**

**Meeting Goals:**

- Create a dance floor community and a brave and neutral space for sharing ideas and views
- Brainstorm policy and practice solutions in this sector that could address root causes in order to improve NC's social-emotional health and development system for young children
- Prioritize through group consensus 2-3 of those policy and practice solutions and lay out detailed implementation steps

**Meeting Length:** 2.5 hours

**Agenda**

**Welcome, Group Norms, Agenda Overview and Introductions – 5 mins**

**Recap Where We Are in the Process – 5 mins**

**Brainstorm and Prioritize Policy and Practice Solutions – 60 mins**

**BREAK – 5-10 mins**

**Describe the Solutions in Detail – 60 mins**

**Status Check, Goal Check, Next Steps, Evaluation and Adjourn – 15 mins**

## Impact Matrix Decision-Making Tool

For use in Meeting 4

Impact Matrix		
	Hard (High Effort)	Easy (Low Effort)
High Impact		
Low Impact		

When prioritizing, each Dance Floor should consider family voice, racial equity, number of children impacted, cost, and estimated time to accomplish. The goal is to have a mix of long-term and short-term policy and practice solutions.

- If you want major changes, consider the “hard or high effort and high impact” categories.
- If you want quick wins, consider the “easy or low effort and high impact” categories.
- It may not be worth the time to make the change if suggestions fall in the “hard or high effort and low impact” categories.
- The “easy or low effort and low impact” categories can be used to fill in the gaps or address gaps.

Source: Excerpted from Biorn Anderson, Tom Fagerhaug, and Marti Beltz, *Root Cause Analysis and Improvement in the Healthcare Sector: A Stepby-Step Guide* (Milwaukee, WI: ASQ Quality Press, 2010), pages 19, 146-147. Available: <http://asq.org/healthcare-use/why-quality/impacteffort.html> 21 Step 3: SWOT (Strengths, Weakness, Opportunities, Threats) Analysis\*

## Capacity Development Template

For use in Meeting 4

Proposal Title:

Workgroup:

Implementation Complexity: Low/Medium/Challenging

Implementation Timeline: Short/Long

Required Approvals/System Changes:

Administrative Action

Statutory Change

IT/Data Infrastructure

State Plan Amend

Federal Waiver

NCS Budget Request

Proposal Background/Description:

Cross-sector Collaboration Component: Yes  No

Implementation Steps:

Cost Assumptions:

Potential Return on Investment:

Metrics to Track Success/Outcomes:

Benefits of Proposal:

Concerns with Proposal:

Links to Available Evidence:

Additional Technical Detail:

## Evaluation

The Evaluation link to share with participants is: <https://forms.gle/XsK21qmeDkU3YRbv6>

Below are the questions that are in the evaluation.

### NC Initiative for Young Children's Social-Emotional Health and Development Workgroup Participant Evaluation

Instructions: This survey consists of 15 questions and should take you 5 minutes to complete.

(Questions marked with a \* are required.)

1. **Which workgroup were you part of?\***

- Perinatal Supports
- IDEA Part B
- IDEA Part C
- Care Management
- Parenting Education and System Navigation Supports (outside of home)
- Home Visiting/In-Home Supports
- Early Care & Education (birth-5)/Public Schools (PK-3rd)
- Health Insurers (private, Medicaid, LME/MCOs)
- Foster Care
- Medical Home
- Evidence-Based Treatment Programs
- Ecosystem supports (Policy and Program Development, Monitoring and Evaluation)

2. **Which of these primary roles best describes you?\***

- Teacher (e.g., Child Care Teacher, K-3 Teacher)
- Administrator (e.g., Child Care Administration/Owner, Elementary school principal)
- Other school or child care staff
- Family member representative
- Child Care Resource & Referral staff
- Pediatrician/Health Care Provider
- Service Provider (e.g., Home Visiting/Parent Education Service Provider, Early Intervention Service Provider)
- Local Management Entity (LME-MCO) Representative
- Other health care representative
- State government representative (DHHS, DPI)
- Local government (county) representative
- Other

### Process Evaluation

Please mark the degree to which you agree with the following statements, where "1" means "Strongly Disagree" and "5" means "Strongly Agree." Make sure you don't flip the scale! -- if you had a great experience, your numbers will be high, if the meetings left you feeling flat, your numbers will be low.

	1	2	3	4	5
The objectives and intended outcomes of the meetings were clearly defined.*					
The meetings were valuable and worth my time.*					
The meetings were well-planned and executed.*					
Time was used effectively and efficiently.*					
I feel my voice was heard during this process.*					
I believe I had a valued role in shaping this work.*					
During these meetings, our workgroup was able to come to consensus on 2-3 recommended solutions from our sector for building a more equitable social-emotional health and development system for young children and their families.*					
I understand the work of the NC Initiative for Young Children's Social-Emotional Health and Development so far and the goals moving forward.*					
It is clear to me how this workgroup's recommendations will inform the NC Initiative for Young Children's Social-Emotional Health.*					
I am excited about the NC Initiative for Young Children's Social-Emotional Health and Development.*					

### Feedback for Continuous Improvement

- What was the most valuable part of this process?\*
- What did we do well that we should continue to do in future processes like this?\*
- What suggestions do you have for what we can change to improve our process?\*
- Additional comments, feedback, or notes.
- Name (optional)

## Report: **Report**

Please submit your final documents to Morgan ([morgan@ncchild.org](mailto:morgan@ncchild.org)) by August 6, including:

- 2-3 completed Capacity Development Templates, with your workgroup's recommendations
- Full list of problems in our sector
- Prioritized 1-3 problem statement(s)
- Full list of root causes (Jamboard allows you to export a PDF of each Jamboard. This is an easy way to capture your dance floor's brainstorm of root causes.)
- List of actionable root causes
- Completed Impact Matrices, showing all the solutions that were considered. (Jamboard allows you to export a PDF of each Jamboard. This is an easy way to capture your dance floor's completed matrices.)
- Invitation Worksheet, including who attended each meeting
- Participant Evaluations: Please provide participants time to do the online evaluation during the end of the last meeting, AND send out the link to them just after the meeting in case people weren't able to join, had to jump off early, etc. You do not have to provide us with the evaluation data since we will have access to it through the google form.