

Parent Group System Scan Facilitation Guide Michigan State University

ROOM SET UP

- LCD PROJECTOR
- FLIP CHART IN FRONT OF ROOM
- 6 ROUND TABLES WITH 6-8 CHAIRS PER TABLE
- ORGANIZE TABLES BY AGE RANGE OF CHILD (CREATE 2 TABLE TENTS FOR EACH OF THE FOLLOWING.)
 - TABLE 1: PREGNANT MOMS
 - TABLE 2: CHILDREN 0-1
 - TABLE 3: CHILDREN 2, 3 AND 4 YEARS OLD
 - TABLE 4: CHILDREN 5 AND OLDER (already in k-3)

MATERIALS

- Surveys for families (have stack of surveys for each table in an envelope. Facilitators will give instructions for survey distribution))
- Markers for flip chart
- Questions for each table facilitator
- Clicker
- Note taking sheets for each facilitator at each table
- Pencils for families to use to do survey
- Handout re: school readiness

TABLE SET UP

- 6 to 8 chairs per table (unless there is a large crowd. You may need to modify accordingly)
- Facilitators help people sit at the tables as they come in. They follow the priority list (do you have a child 3 or 4 years old. If so, please go to Table....; if not, do you have a child between ages of 0-1, etc).

Starts at 5:30pm – FAMILIES ARRIVE WITH CHILDREN, HAVE DINNER.

6:15 – FAMILIES TAKE CHILDREN TO CHILD CARE. FACILITATORS GET TABLES READY FOR CONVERSATION as soon as FAMILIES TAKE CHILDREN TO CHILD CARE.

6:30 – 7:30 – SYSTEM SCAN SESSION

FACILITATION PROCESS

6:30 – 6:35 WELCOME & OVERVIEW (5 MINUTES)

WELCOME AND PURPOSE

- Welcome everyone to the meeting and thank them for coming.
- Note that the primary purpose of the meeting is hear from their experience about what it like to raise a child in this community, help get them prepared to succeed in school, and what could be done to better meet their needs.
- At the last coalition meeting, we gathered information from members about their thoughts about what it will take to get all kids ready for school
- Today's meeting is the next step in this process.
- This information will be shared with local service providers, educators, and funders – to help inform their thinking about what else needs to be done next in their continued efforts to get kids ready for school.

PROCESS FOR TODAY

- Start us off, we are going to ask you to do a brief survey to help us better understand your experiences in this community. We are trying to gather this data from lots of different families across the county.
- Then, the fun begins. We will have work in in small groups to talk about your experiences in this community. More details in a bit about that part.
- Again, THANKS for coming

6:35 – 6:50 SURVEY

- Soon your table facilitator will hand out a survey to you. This brief survey is designed to learn more about your experiences in ___ County and will be part of the data used to help local organizations, residents like you, and funders identify next steps.
- Your answers will be confidential – nothing you say will be attributed to you
- There is one question on the survey that asks you to name the street you live on and the 100 block (HAVE UP ON FLIP CHART AN EXAMPLE - LIKE
 - 000 MAPLE (IF ADDRESS IS LESS THAN 100)
 - 100 MAPLE (IF ADDRESS IS BETWEEN 100-199)
 - 1600 MAPLE (IF ADDRESS IS BETWEEN 1600 AND 1699)
- We are asking for your address in this way so we can identify how different communities and neighborhoods might have different experiences.
- **FACILITATORS, AFTER THIS EXAMPLE HAND OUT THE SURVEY AND PENCILS TO EVERYONE AT YOUR TABLE**
- Why don t you get started. IF you have any questions, please raise your hand or ask the facilitator at your table;

PROCESS NOTE:

- Facilitators, Answer any questions that come up at your table.
- TIMEKEEPER: at about minute 12, let them know we are hoping to begin our conversations in about 2 minutes.
- Facilitators – collect the surveys from families at they give them to you. Quickly look them over to make sure questions are answered. Fold survey and put it in the survey envelope

6:50:-6:57 DEFINING SCHOOL READINESS

- The primary focus of the conversation today is about school readiness. What will it take to really help all children in ____ County be ready for school and succeed in school.
- Before we do that, we thought it might be good for us to all have the same definition of school readiness in our head. There are lots of definitions floating around. Let's look at this definition of school readiness (have on powerpoint slide and also have on handouts that facilitators will pass out).
 - Facilitators: Hand out printed definition of school readiness. Read it to them.

One possible definition of school readiness is a child's ability to successfully carry out kindergarten work. Some of things a child should be able to do to be fully ready for school include: :

- *follow daily routines.*
 - *dress independently.*
 - *work independently with supervision.*
 - *listen and pay attention to what someone else is saying.*
 - *get along with and cooperate with other children.*
 - *understand and be able to handle their emotions in positive ways.*
 - *play with other children.*
 - *follow simple rules.*
 - *work with puzzles, scissors, coloring, paints, etc.*
 - *write their own name.*
 - *count 5-10 objects one at a time.*
 - *Identify at least 10 letters and be able to identify their sounds.*
 - *identify both shapes and colors.*
 - *identify sounds*
 - *recognize rhyme.*
- Now at your tables, why don't you start to talk about this possible definition.
 - In the next 40 minutes you will have several questions to discuss at your table. Your facilitator will tell you the question and will also take notes during your conversation.
 - **PLEASE NOTE THAT THERE IS NO RIGHT ANSWER TO THESE QUESTIONS. WHAT WE ARE INTERESTED IN IS YOUR OPINION AND EXPERIENCE.**
 - A bell will ring when it is time to shift to the next set of questions.

6:57 – 7:10 ROUND 1

- Facilitators welcome the families at their table, say their name, and ask everyone to share their first name and age of their children (or when they are due (if at pregnant mom table).
 - Facilitator says something like: We have about 10 minutes to talk about each question. As you talk I (or my partner) will take some notes to capture the important things you say.
 - Okay, let's get started.
- Facilitator then moves to Q1 and says something like:
 - **Q1: What do you think about this definition of school readiness? Does this fit with what you have heard about what it takes to be ready for school?**
 - *How is this different from what you have heard before?*
 - *What surprised you? What was missing?*
 - *Where did you hear this from? (did you hear it from a friend or neighborhood? Your child care or preschool? You read it somewhere?)*
- **TIMEKEEPER** – AT 7:09 ring the bell and tell facilitators it is time to wrap up this conversation and move to the second question.

7:10-7:25 GROUP CONVERSATION ROUND 2

- **Q2: Thinking about this definition of school readiness, what supports do you think you will need to help you get your kid ready for school?**
FACILITATOR FOLLOW-UP QUESTIONS:
 - *As you think about what is needed to get your child (or future child) ready for school, what types of resources, information, programs, or supports do you think you and your family will need?*
 - *What would you like to see available within this community to help you get your child ready for school?*
 - *Do you know what resources/programs are currently available within the community to help you get your child ready for school?*
 - To encourage people to talk, say things like:
 - *Who has some other ideas about what they might need to help get their children ready for school?*

ADDITIONAL QUESTIONS IF YOU HAVE TIME

Facilitator: We have one last question to ask:

- **Q3: Now, think about you and your family. What other needs do you currently have that are not being met? (think beyond school readiness)**
- **Why are these needs not being met?**
 - *For example, are you not able to find the supports or services you want in this community?*
 - *Are the services you want not available to you – because of cost, transportation problems, wait list, etc.*
 - **How could these needs be met? What would you like to see available in this community?**
- **TIMEKEEPER** – AT 7:25 ring the bell and ask everyone to end that conversation

7:25-7:30 CLOSING REMARKS

- **Thank everyone for attending. Reminds them of next steps**
 - In January, we will come back to this meeting to talk about what we heard and to get your help in making sense of this information
 - In March, larger community meeting –to serve as a call to action.
- Thanks again!