

System Scan Facilitation Guide

ABLE Change Framework

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ROOM SET UP

- LCD PROJECTOR
- FLIP CHART IN FRONT OF ROOM
- ROUND TABLES WITH 6-8 CHAIRS PER TABLE

MATERIALS

- System scan worksheet for each participant
- Markers for flip chart
- System Characteristics Handout
- Clicker for presentation
- Copies of Facilitation Guide for all facilitators
- Table tents for each table indicating small group (e.g., parents, preschool center providers, funders, etc)

TABLE SET UP

- 6 to 8 chairs per table
- Options to assign participants to tables:
 - Individuals sit at table that best represents the age range-their work most emphasizes or the age of their own child(ren) (e.g., maternal health, infants and toddlers, 3-4 year olds, 4 year olds),
 - Type of organization or role they represent (private preschool, public preschool, health providers, elementary school, parent)

9:00 – 9:05 WELCOME (5 MINUTES)

- Welcome everyone to the meeting and thank them for coming.
- Note that the primary purpose of the meeting is to continue the conversations the community has been having about how to help all children be ready for school.
- Through these conversations, expect to develop a deeper understanding about WHAT needs to be done next in their continued efforts to improve school readiness.

9:05 – 9:15 WARM UP (10 MINUTES)

- Before we get started, let's have a bit of fun.
- (FALL SLIDE COMES UP)
- What are some words that come to mind when you think of fall.
 - Write first four words on flip chart in big letters
- Ask each table to pick one word. Give them 30 seconds to do this.
- GO TO SENTENCE SLIDE

- Ask each table to now complete this sentence by inserting the word they chose and then completing the sentence. Read the sentence out loud:
 - *Getting all children ready for school in our community is like _____ because _____.*
 - Insert one of the words in the sentence to illustrate but don't complete the sentence.
 - Let them know that each table will share their sentence with everyone in the room.
 - Tell them they have 2 minutes to do this
- In two minutes, ask tables to stand up, have one person read the sentence.
- Wrap up. Share some of the themes you hear in the sentences (briefly).

9:15 – 9:20 PURPOSE/OVERVIEW (5 minutes)

- Describe the purpose of the three meetings, and how the current meeting fits into the larger goal
 - Purpose – could note that attended training with us and learned about systems scan. Saw it as opportunity to deepen conversations and understanding that have been ongoing with this group – help move focus to improving system and local conditions.
 - Goal is through this conversation next steps will be identified for local organizations, families, and local funders.
 - Process
 - Today's meeting is the next step in a process that will include:
 1. Throughout the next month, we will be having additional conversations with collaborative members, other families and other orgs in town to understand the system
 2. In January meetings, start making sense of the data. Data will be presented to identify key findings and recommendations.
 3. In March, hold larger community meeting, including funders, where community will discuss actions it plans to take. Ask funders to consider possible actions as well.
 - Agenda for Today
 - Start us off, we are going to do a brief overview of what it means to focus on systems and do a systems scan
 - Then, in small groups, we are going to ask you to dive deeply, identifying specific aspects of the system that we need to target for change to improve our school readiness outcomes
 - We will then share some insights and discuss next steps as a large group
 - Again, THANKS for coming

9:20 – 9:30 WHAT IS A SYSTEM (10 minutes)

- Problem with programmatic approach
- What community problems really look like
- Focus on system vs. programs
- Brief introduction to characteristics (not in depth since questions are very detailed). Include an example for each as well.

9:30 – 9:35 DOING A SYSTEM SCAN (5 minutes)

- Purpose of System Scan
- Describe process
 - Note that they will sit at first table and do first three components. And then shift tables to do next three. Facilitators will guide them in the process.
- Walk through example slide about what detailed information we are looking for. The red text is examples of what they might write. Note for them how the info is pretty descriptive – so it is actionable. Know exactly what problem looks like, where it is located. Etc.

9:35-10:25 - FACILITATED SMALL GROUP PROCESS – PART 1 (50 minutes)

SET UP:

- *Facilitators give instructions*
- *Work with group on pre-assigned characteristics (each facilitator has three characteristics they focus on).*
 - *3 facilitators are assigned Mindsets, and regulations and power*
 - *3 facilitators are assigned Components, Connections, & resources*
- **9:35-9:37 Overview of Small Group Process**
 - Have everyone quickly state their name and org they come from (1 minute)
 - Facilitator reviews instructions with group (1 minute)
 - *Our table is going to focus on (list three characteristics)*
 - *We will do one characteristic at a time.*
 - *First, you will write down the questions to the questions for the first characteristic. For us that is ____ (insert). Draw from what you have seen and experienced. Be as detailed as possible.*
 - *When you are done, we will have a short group discussion to so we can learn from each other.*
- **9:37 – 10:20 INDIVIDUAL RESPONSES ROUND 1 (14 minutes per characteristic):**
 - INDIVIDUAL WORK
 1. Orient them to the first characteristic and questions (2 minutes)
 - Point out the first characteristic
 - *“Let’s look at that first characteristic now. Go to ____ in your system scan.”*
 - Read to them the definition and the examples.
 - *“Does anyone have any questions about this characteristic?”*
 - Read the questions in each column, one column at a time, and describe how they should answer the questions.
 - *“Look at the first column labeled WHAT. Here we want you to describe the current state of affairs related to this question. We have specific questions for you to answer that really build off your prior conversations. For example – [read question one]. We want you to write your response in space provided.”*
 - *“REMEMBER TO BE SPECIFIC when you are answering these questions. The more specific, the easier it will be for us to act on*

this information. Refer to the examples if you need a reminder of what specific answers could look like.”

- *“Remember to FIRST ANSWER ALL OF THE QUESTIONS in the WHAT and WHY COLUMN FOR THIS CHARACTERISTIC. We will do a time check to see if we have time to the last column.”*
2. Participants start answering WHAT and WHY questions for first characteristic (7 minutes)
 - *“Let’s get started with the first characteristic. You have 7 minutes to write your responses to these questions”*
 - FACILITATORS – ANSWER ANY QUESTIONS THEY HAVE. REMEMBER WE NEED ANSWERS TO BE SPECIFIC WHEN POSSIBLE. THEY SHOULD DRAW UPON THEIR OWN LIVED EXPERIENCES.
 - KEEP TRACK OF TIME. AT ABOUT 7 MINUTES, LET THEM KNOW THEY HAVE 3 MINUTES LEFT. REMIND THEM TO FOCUS ON THE WHAT AND WHY QUESTIONS FIRST.
 5. After **7 minutes**, ask them to stop. Have them look over their responses to the questions for first characteristic and pick out the one most important condition to address (**1 minute**)
 - a. *Take a look at your responses for ____ (insert first characteristic).*
 - b. *What is the **ONE situation** or condition that is most important for this community to address in order for all children to be ready for school?*
 6. Have each person share one of their answers to these questions (the what and the why column) and write their responses down on YOUR system scan worksheet as they talk. (**4 minutes**)
 - a. Make sure to clarify their answers if they are not clear using who, what, where, why questions. Make sure they get really specific in their answers, ask them to clarify on their worksheets if necessary.
 - b. Facilitators can take notes on who to follow up with to get even more specific information
 - c. If someone starts to call another organization out, suggest that the person write this information on their worksheet and just share general trends in the large group discussion
 7. Now have them turn to the next characteristic on your list. Repeat the instructions and process above.
 - a. No need to read the questions again, they can read them on their own.

10:20-11:15 - FACILITATED SMALL GROUP PROCESS – PART 2 (50 minutes)

- **10:20 -10:25– Switch Tables (5 minutes)**
ASK GROUPS TO MOVE TO THEIR NEXT TABLE.
Have facilitators tell them which table to move to. These will be pre-assigned.

- **10:25-11:15 ROUND 2 (45 minutes):**
 - Above Process is Repeated but each group is now doing the other three characteristics.

11:15-11:25 WRAP UP AND NEXT STEPS (10 minutes)

- **Ask people to share:**
 - What did you learn today? Anything that came up for them that we should be paying attention to as we move forward? Any insights that emerged?
 - Any issues that bubbled up at their table that seems really important to focus on?
 - **REMIND PEOPLE TO WRITE NAME ON SYSTEM SCAN (SO WE CAN CONTACT THEM IF NEED TO CLARIFY SOMETHING THEY WROTE). LEAVE SYSTEM SCAN ON THEIR TABLE**
- **Thank everyone for attending. Remind them of next steps**
 - We will be sending the system scan worksheet by email, and they can add in additional information after the meeting.
 - Now will collect similar information from families and other orgs in town. If they can refer us to any families, stop by or send us an email to help us in recruiting families.
 - At next meeting, we will spend some time reflecting on what we heard, identifying key insights and next steps
 - In March, larger community meeting –to serve as a call to action.

11:25-11:30 Updates and closing remarks (5 minutes)

FINAL STEPS

- Gather all system scan sheets, keep in separate piles according to stakeholder groups at tables.