

# Pre-Application Workshop Facilitation Guidance

## Purpose

The workshop is intended to bring together potential convener(s) and design team members to explore alignment with the Raising Places process as well as generate content for the application. It will also serve to prompt reflection across diverse perspectives about community challenges and assets. The workshop activities themselves are intended to lay the groundwork for engaging in the human-centered design process and give participants exposure to some of the facilitation methods we'll use throughout Raising Places (e.g. collaborative group creation, tangible documentation). The hope is that, regardless of the result of the solicitation, communities feel they have gained new insights from this collaborative application.

By the end of the workshop, the group will have:

- determined together which organization will apply as the convener
- generated content for the application questions in three sections: Community Characteristics, Pre-Application Workshop Summary, and Pre-Application Workshop Documentation
- aligned on a shared definition of the small geographic focus area (your community)
- set next steps for design team members to confirm their participation and submit their portion of the application (see the Design Team Information section)

## Workshop Planning

Below are key planning considerations. Note that these are shared to help provide guidance; facilitators may make adjustments according to their needs. However, each activity/discussion is required and will contribute to application questions in the sections listed above.

### Choosing a facilitator

- You may decide who is best suited to facilitate the workshop. It is likely that the facilitator of the workshop will have interest in applying as either the convener or as a member of the design team, but it is not required.
- While the facilitator's primary role is to support the group through the activities and discussions, they may also participate in them.
- Consider having an additional person to support documentation.

### **Inviting & preparing participants**

- The workshop is intended to bring together potential convener(s) and design team members.
- As the workshop agenda provides limited time for review of the Raising Places process, we recommend sharing the Raising Places CFP with participants and encouraging them to read it prior to the workshop.
- To begin prompting reflection toward a shared definition of the geographic community area, we recommend sending a map with an outline of a potential boundary of this community and indicating that the group will align on a definition during the workshop.
  - Consider sharing multiple versions, with different potential definitions.
  - Consider using Google maps. If choosing a formally recognized area, Google maps will often outline the boundaries if you type in the name in the search bar.
  - If the area is informally recognized, consider taking a photo of a paper map with an outline drawn in marker.

### **Selecting a date and time**

- The workshop agenda is intended to be completed within 2.5 hours (the suggested agenda below totals 2 hours)
- We recommend allowing at least one full day for the facilitator(s) to review these materials and prepare prior to the workshop.
- We recommend allowing at least two weeks following the workshop to coordinate the effort of submitting the full application (which requires written contributions from both the convener and design team members).

### **Choosing a space**

- The activities will run most smoothly if the group is able to get up and easily move around the room.
- Some activities involve hanging flip chart posters on the walls.

### **Finalizing the agenda**

- Using the sample below as a guide, determine your group's agenda. You have flexibility to make adjustments as needed, as long as each activity /discussion is completed and the workshop's goals (described on page 1) are met.

<b>AGENDA ITEMS</b>	<b>SUGGESTED TIME</b>
Why We Are Here: Kicking-Off the Meeting	15 min
Our Place: Defining Community	15 min
Our Strengths: Exploring Assets	20 min
What We Face: Identifying Community Challenges	25 min
How Raising Places Fits: Exploring Why Now	20 min
Convener Alignment	20 min
What Now: Planning Next steps	5 min

**Gathering materials**

- Flip chart paper, approximately 11 pages (you may adjust the activities to use a whiteboard if you'd prefer)
- Post-it notes (1-2 pads per participant)
- Markers, black sharpies are most legible (1 per participant)
- Colored dot stickers or other stickers visible at a distance (6 per participant)
- A digital camera (a cell-phone camera is fine)

**Printing and creating materials**

- Print the map(s) that you shared with participants in advance (showing the potential definitions of the geographic community.) Print large enough to be posted on the wall and visible by the group.
- Consider printing the "Activity Guidance" pages (beginning on page 10 of this document) and posting them on the wall during the Assets and Challenges activities.
- Create two sets of flip chart posters with the following headings (one per page): People, Social Environment, Physical Environment, and Other. (These will be used during the assets activity.)
- Create one set of flip chart posters with the following headings (one per page): Children, Families, and Communities. (These will be used during the challenges activity.)

## Workshop Content

The following activities and discussions are required and will contribute to application questions as noted.

### **Why We Are Here: Meeting Kick-Off (15 minutes)**

We recommend beginning the workshop with a welcome, participant introductions, workshop agenda review, and a brief overview of Raising Places. Specific facilitation is up to you.

### **Our Place: Defining Community**

#### *Map Drawing Activity (15 minutes)*

Raising Places takes a place-based approach. For the purposes of this application, “community” is defined as a geographic area. Through this activity, the design team will align on a shared definition of the small geographic focus area (your community).

#### **Materials/Set-up**

- Marker
- Post the printed map(s) of the potential definition of the geographic community area on the wall where the group can see it.

#### **Talking Points/Instructions**

- Remind participants that Raising Places builds upon this growing recognition that place matters to everyone—and especially to children.
- Explain to participants that the intention is to set a small geographic target area, such as a district, neighborhood, or corridor. We recognize that in a rural or tribal context, the geographic area might be slightly larger, given the lower population density. It is also envisioned that in an urban or suburban setting, a geographic area spanning a city, county, or region might be too large given time and funding constraints. When defining the community, consider if the geographic area seems appropriately sized for nine-month, lab-based process focused on engagement with community members, rapid prototyping, and creating a feasible plan for implementation. The goal is selecting an area small enough to offer focus while large enough to prompt multiple cross-sector projects by the design team, not just a single project or within a single organization. (Please see the Project-Specific FAQs #9 and #10 for more guidance around community size.)
- Facilitate a discussion to align on a shared definition of the small geographic focus area (your community)
  - Using a marker, outline the aligned-upon boundaries of your geographic area.
- Discuss the key reasons for selecting this specific geographic area as your community.

- This will provide material for application question #1 in the Pre-Application Workshop Summary section.
- Keep the completed map on the wall - it will be useful to have it up as a reference for the rest of the workshop.

### Documentation

- Take a picture of the map, with the aligned-upon boundaries. Later, this will be uploaded in the Pre-Application Workshop Documentation section
- Take notes on the discussion. As mentioned above, this will provide content for application question #1 in the Pre-Application Workshop Summary section

## Our Strengths: Exploring Assets

### *Assets Brainstorm* (10 minutes)

Now that the community has been defined, the purpose of this activity is to harness the diverse perspectives in the room to explore the community's existing assets. Human-centered design includes adopting an assets-based mindset, and this activity will provide initial exposure to this approach. Note that two of the assets discussed will be described as part of the application, but they are not binding and they may or may not be involved if selected for Raising Places. **Remember to remain focused on the specific area that you defined together during the mapping activity.**

### Materials/Set-Up

- Consider posting the 'Assets Activity Guidance' page (see page 10)
- 1 pad of post-its and a marker per participant
- Post on the wall the two sets of flip chart posters with the following headings (one per page): People, Social Environment, Physical Environment, and Other. The two sets should be posted in different parts of the room (to allow for two groups to work separately.)

### Talking Points/Instructions

- Divide participants into two groups, one with participants who bring a *better childhoods* perspective and one with participants who bring a *better communities* perspectives. If there are participants who consider themselves to be part of both or neither, ask them to join whichever group they prefer for this activity.
- Instruct participants that they will be reflecting on assets in the community using their perspective. Remind them to stay grounded in the geographic area that the group just aligned on.
- Tell them that they can be creative in how they think about assets, but the broad categories are people in the community, the social environment, and the physical environment.
  - **People** - Examples: Skills of community members, multiculturalism, thriving artist community

- o **Social Environment** - Examples: organizations and institutions, history and culture, local businesses, existing cross-sector or place-based initiatives
  - o **Physical Environment** - Examples: Public spaces, transportation, natural resources
- Review the 'Assets Activity Guidance':
  - o Think about assets across the three categories
  - o Be as specific to the geographic community as possible (e.g., "Hamlin Park" instead of "parks" or "the toddler reading circle at Central Library" instead of "literacy programs")
  - o Don't worry too much about what category assets belong in
- Instruct the two groups to gather around their posters, each writing assets on post-its (one asset per post-it) and then placing them in the appropriate category. Ask participants to share aloud each asset as they place the post-it.
- The facilitator may choose to participate by joining one group or splitting time between the two.

### *Assets Discussion (10 min)*

- After the two groups have brainstormed separately, have them come back together. Ask each group share out, to the larger group, one specific asset in your community
- Ask each group to share some additional assets they generated
- Facilitate a brief conversation about the similarities and differences in the assets generated by each group, as well as any other general observations.
- This discussion will provide material for application question #2 and #3 in the Pre-Application Workshop Summary section.

### **Documentation**

- Take photos of each group's asset posters. Later, these will be uploaded in the Pre-Application Workshop Documentation section.
- Take notes on the unique asset described by each group. This will be used to answer application question #2 and #3 in the Pre-Application Workshop Summary section.

## **What We Face: Identifying Community Challenges**

### *Challenges Brainstorm (15 minutes)*

The purpose of this activity is for the group as a whole to reflect on the diverse and multifaceted challenges facing this community from the perspectives of children and their families, and to explore the community factors that drive some of these challenges. **Remember to stay focused on the geographic area that you defined together in the first activity.** Encourage the full group to think broadly, including but not feeling limited to existing areas of focus or work.

### Materials/Set-up

- 1 pad of post-its and a marker per participant
- Post three flip charts with the labels 'Children', 'Families' and 'Community' on the wall
- Consider posting the 'Challenges Activity Guidance' (see page 11)

### Talking Points/Instructions

- Tell participants that this will be a three-part brainstorming activity.
- Review the 'Challenges Activity Guidance':
  - Focus on challenges, not solutions
  - Be as specific to the geographic community as possible
  - Think from your personal and/or professional perspectives
  - Only write one challenge per post-it
  - Keep brainstorming – don't stop to edit or judge
- Facilitate the brainstorm, using the prompts below, by focusing on each poster one by one.
- **Prompt I:** Instruct participants to "Put yourself in the shoes of **CHILDREN** in our community. Brainstorm what challenges they face that hinder their ability to thrive?"
  - Remind participants to think broadly about children of all ages.
  - Remind participants to write one challenge per post it and add it to the poster
  - Share these or similar examples to help prompt thinking: asthma attacks, limited safe places to play, bullying, separation from parents
- **Prompt II:** Instruct participants to "Put yourself in the shoes of **FAMILIES** in your community, what are the challenges they face to supporting their children thriving?"
  - Share these or similar examples to help prompt thinking: stress of paying bills, unresponsive landlord, lack of access to a grocery store, limited access to well-paying jobs
- **Prompt III:** Instruct participants to review the challenges that children and families face and ask "What at the **COMMUNITY** level is contributing to the challenges listed within the 'child' and 'family' brainstorms?"
  - Remember not all challenges will have community drivers. That's okay, just focus on the ones that do!
  - Share this or a similar example to help prompt thinking: If oral health was a challenge for children, lack of dental providers in the community might be a community level driver.
  - Instruct participants to continue to add community challenges that impact children and families.

### *Challenges Vote (10 minutes)*

The purpose of this next activity is to narrow the set of challenges which will be shared in the application. It will also provide participants with exposure to one of the democratic decision-making methods that teams will use during Raising Places. After reflecting on the diverse and multifaceted challenges facing this

community, the group will prioritize three community drivers that they feel are pressing and potentially actionable by this group. Note that the top three challenges will be described as part of the application, but they are not binding and they may or may not be areas of focus if selected for Raising Places.

### **Materials/Set-up**

- At least 6 stickers per participant

### **Talking Points/Instructions**

- Give each person three stickers, and ask them to vote for the three challenges in the community category that they think are the most pressing and potentially actionable by this group when it comes to children and families thriving.
- Instruct participants to cast a vote by placing a sticker on the selected post-it note on the diagram.
- If there is a clear consensus on the top three, move on to the discussion.
- If there is not clear consensus on the top three, conduct a second round of voting. Give each participant three more stickers and cast a vote by placing stickers only on post-it notes that received at least one vote in the first round.
- Facilitate a discussion of the top three challenges aligned on by the group. Include discussion of any supporting data. This will provide material for application question #4-6 in the Pre-Application Workshop Summary section.
- Take notes on any discussion related to the three challenges that received the most votes.

### **Documentation**

- Take photos of the group's challenges brainstorm with the voting stickers. Later, these will be uploaded in the Pre-Application Workshop Documentation section
- Take photos of each group's asset posters. Take notes on the three challenges discussed by the group. This will be used to answer application question #4-6 in the Pre-Application Workshop Summary section.

## **How Raising Places Fits: Exploring Why Now**

### *Alignment and Fit Discussion (20 minutes)*

Raising Places is intended to catalyze local momentum for cross-sector collaboration. The purpose of this discussion is for the group as a whole to reflect on the Raising Places opportunity as it relates to previous and/or ongoing work, initiatives, and collaborations.

### **Talking Points/Instructions**

Facilitate a group discussion on why Raising Place is the right next step for your community. Be sure to include in the discussion, if applicable, key community characteristics outlined in the CFP, such as:

- Existing momentum in the community, including, but not limited to existing effective place-based initiatives and/or cross-sector collaborations.
- Alignment with larger strategic initiatives (e.g., Mayor's agenda, citywide comprehensive plan, community needs assessments)



### **Documentation**

- Take notes as the group's discussion. This will be used to answer application question #7 in the Pre-Application Workshop Summary section.

### **Convener Alignment (20 minutes)**

Facilitate a discussion to determine together which organization will apply as the convener.

- Consider the convener characteristics and capacity needs outlined in the CFP (such as on page 6 and 10)

### **What Now: Planning Next Steps (5 minutes)**

Now that you have completed the workshop activities, use the remaining time to determine how the group will proceed with the application process.

We suggest addressing the following:

- Identify who from the convening organization will complete the Convener Information section of the application. If this person is not the person who submitted the LOI, they will need to be invited as a collaborator to the application within the RWJF online system.
- Determine how your group will decide who will serve as design team members
- Determine how design team members will be sent an editable PDF of the Design Team Member Application
- Determine who else (if anyone) will be involved in completing sections of the application (e.g. Pre-Application Workshop summary)
- Determine the group's timeline for gathering and submitting all application components.

As a reminder, all sections of the application must be completed and submitted in the RWJF online system (accessed through [my.rwjf.org](http://my.rwjf.org)) by **May 5, 2017 at 3 p.m. ET.**

## ASSETS ACTIVITY GUIDANCE:

- Think about assets across the three categories
- Be as specific to the geographic community as possible (e.g., “Hamlin Park” instead of “parks” or “the toddler reading circle at Central Library” instead of “literacy programs”)

## CHALLENGES ACTIVITY GUIDANCE:

- Focus on challenges, not solutions
- Think about challenges across the three prompts
- Be as specific to the geographic community as possible

## OVERALL GUIDANCE:

- One at a time – only include 1 thought per post-it
- Postpone judgement – focus on generating ideas, not editing or judging
- Actively listen to the ideas of others and try to build on them
- Think from your personal and/or professional perspectives
- Create space for every team member to be included