



How to Develop and Lead Successful Virtual Sessions

The webinar will begin at 12:00 Noon.



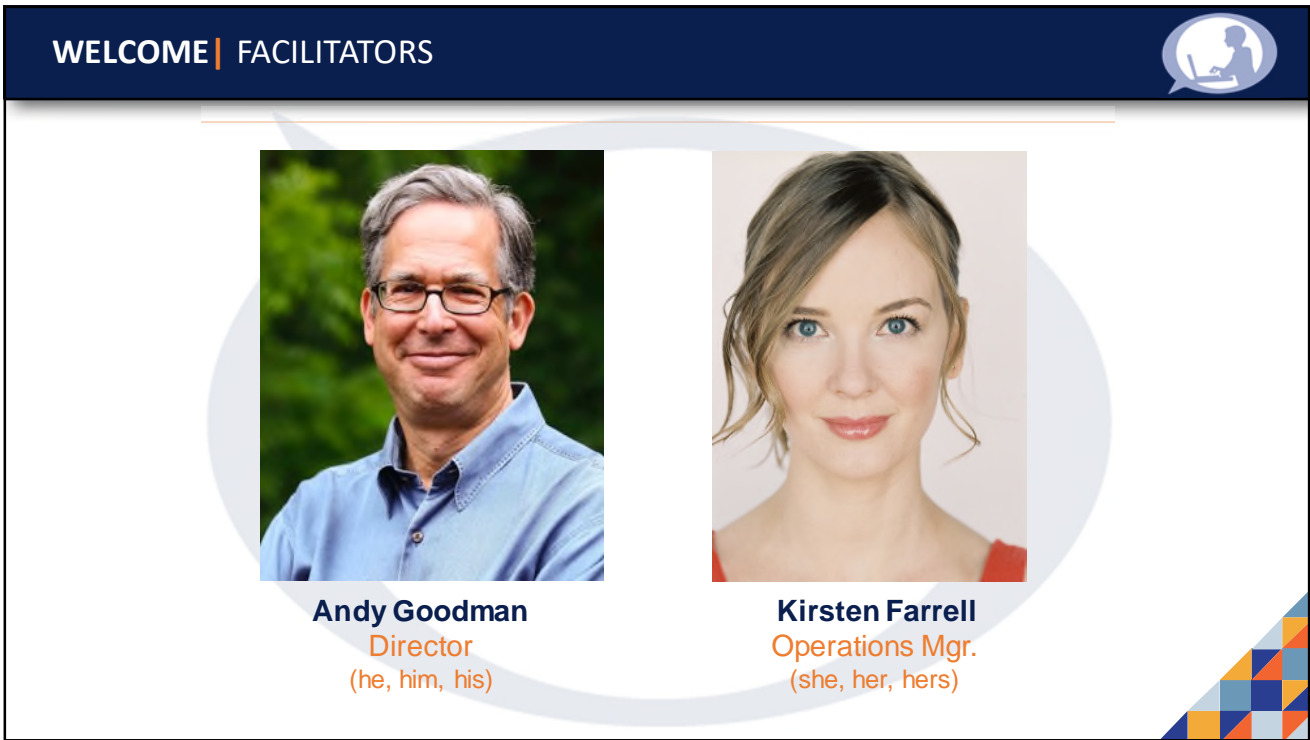
WELCOME | FACILITATORS



Andy Goodman
Director
(he, him, his)



WELCOME | FACILITATORS



The header features a dark blue bar with the text "WELCOME | FACILITATORS" on the left and a speech bubble icon on the right. Below this, two circular frames contain portraits of the facilitators. The first frame shows a man with glasses and a blue shirt, identified as Andy Goodman, Director. The second frame shows a woman with blonde hair, identified as Kirsten Farrell, Operations Mgr. The background is white with a light blue circular graphic behind the portraits.

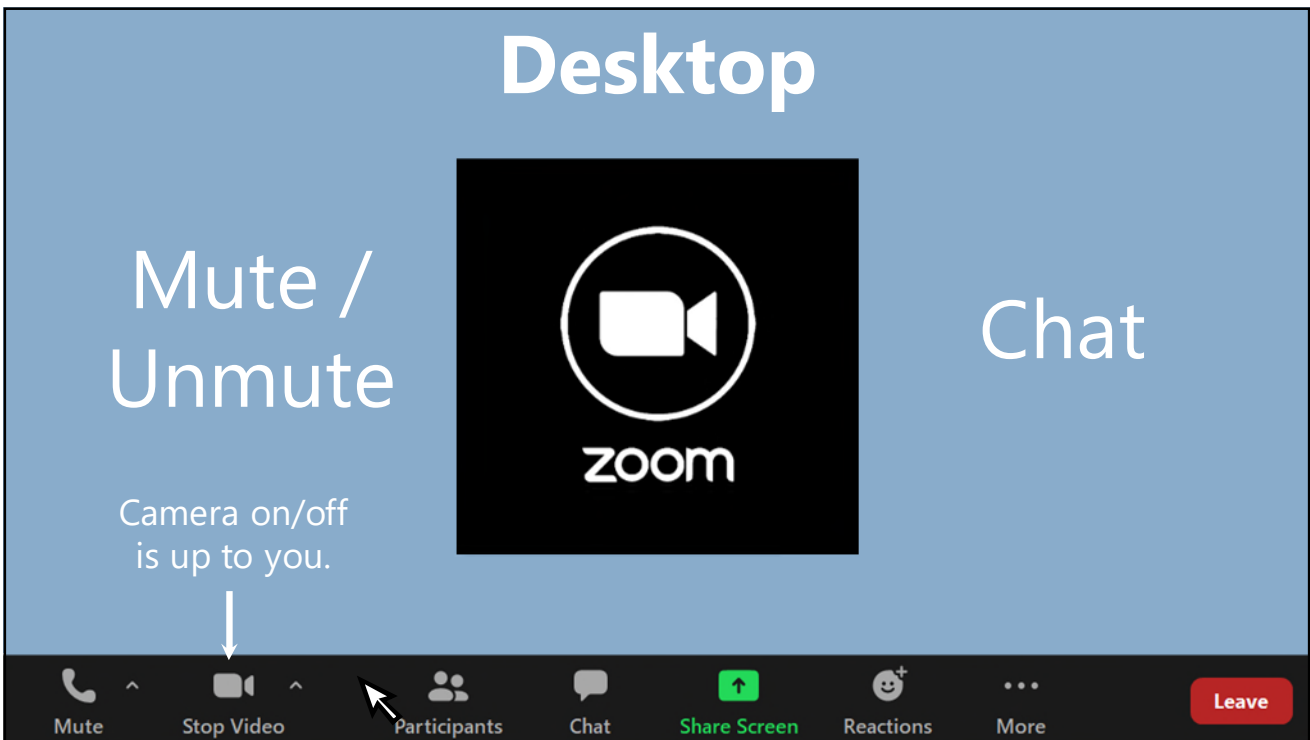
Andy Goodman
Director
(he, him, his)

Kirsten Farrell
Operations Mgr.
(she, her, hers)

Desktop

Mute / Unmute

Camera on/off is up to you.



Chat

Mute Stop Video Participants Chat Share Screen Reactions More Leave

The desktop toolbar is shown with a black background and white icons. The "Stop Video" icon, which is a camera with a slash through it, is highlighted with a white arrow pointing to it from the text "Camera on/off is up to you." above it. Other icons include Mute, Participants, Chat, Share Screen (green), Reactions, and More. A red "Leave" button is on the far right.



BEFORE WE BEGIN | COMMUNITY AGREEMENTS



- We believe interaction makes for a better webinar, so we call on people occasionally. If you would rather *not* be called on, please let us know in the chat box.
- The ability to multitask while on Zoom can be tempting. We encourage you to stay strong. Avoid temptation!
- **Anything you'd like to add?** (Please use the chat box.)



BEFORE WE BEGIN | AFTER-CLASS TIME



If you don't have to rush off at 2 PM, Andy and Kirsten will be staying online after the webinar has concluded for any participants with questions, comments or other business.

Just remain connected.

SUCCESSFUL VIRTUAL SESSIONS | AGENDA



1. **Context:** How we got here (and where, exactly, are we?)
2. **Defining Terms:** All virtual sessions are not the same
3. **Nine Takeaways:** What we learned from the research
4. **Resources:** A little more help for our friends



SUCCESSFUL VIRTUAL SESSIONS | AGENDA



1. **Context:** How we got here (and where, exactly, are we?)
2. **Defining Terms:** All virtual sessions are not the same
3. **Nine Takeaways:** What we learned from the research
4. **Resources:** A little more help for our friends



CONTEXT | We've been down this road before...



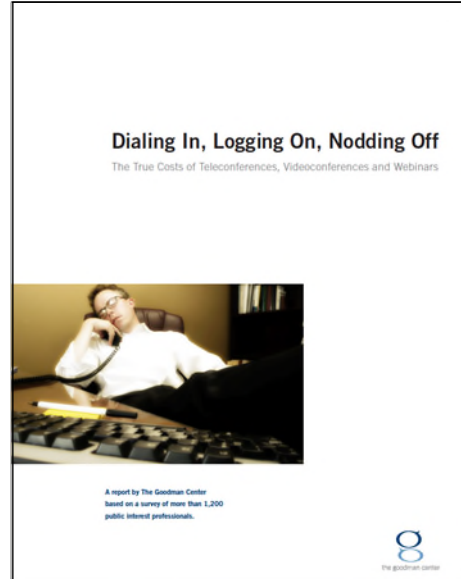
- Great Recession of 2008 led to major surge in videoconferencing.



CONTEXT | We've been down this road before...



- Great Recession of 2008 led to major surge in videoconferencing.
- Conducted research to identify problems and trends.



CONTEXT | We've been down this road before...



- Great Recession of 2008 led to major surge in videoconferencing.
- Conducted research to identify problems and trends.
- Launched “The Webinar on Webinars” (2009) to share best practices.



CONTEXT | We've been down this road before...



- Great Recession of 2008 led to major surge in videoconferencing.
- Conducted research to identify problems and trends.
- Launched “The Webinar on Webinars” (2009) to share best practices.
- Logged hundreds of hours teaching and learning from students (2009-2020).



June 2, 2020

CONTEXT | And in March 2020, everything changed...



CONTEXT | ...and everything we did started to look like this.



CONTEXT | NEW RESEARCH (JULY-AUGUST 2020)



4,405 RESPONDENTS



A Study of Web-Based Convenings
Webinars, Web Meetings, and Webcasts

Thank you for setting aside time to help us with this research - it will take about 15-20 minutes to complete this survey. If you enter your email address below, we will send you a copy of the report summarizing the results when it is completed (and we won't do anything else with your email address. Abs, all individual responses will remain confidential.)

Email: _____

First, we'd like to learn about you, your work environment, and your typical work week.

(1) Prior to any shelter-in-place restrictions in your area, how often did you work from home (or other workspace) rather than a centralized workplace provided by your employer?

Never Rarely Sometimes Frequently Always

(2) During any shelter-in-place restrictions in your area (possibly including right now), how often did you work/are you working from home or other workspace not provided by your employer?

Never Rarely Sometimes Frequently Always

(3) When you are able to return to an employer-provided workplace (or if you are already there), how often do you anticipate working from home or other workspace?

Never Rarely Sometimes Frequently Always

(4) Please rate your home or other workspace on how conducive it is to getting work done (e.g., amount of space, noise level, potential distractions) where 1 represents not conducive at all and 5 represents very conducive.

1 2 3 4 5

(5) Please rate the availability of resources in your home or other workspace (e.g., computer, printer, internet connection, etc.) where 1 represents little or no availability and 5 represents complete availability.

1 2 3 4 5

(6) When working from home or other workspace not provided by your employer, how often does the speed of your internet connection negatively affect your experience during web-based convenings?

CONTEXT | NEW RESEARCH (JULY-AUGUST 2020)



NONPROFIT/NGO	48%
EDUCATION	43%
PHILANTHROPY (E.G., FOUNDATIONS)	22%
GOVERNMENT AGENCY	9%
OTHER	7%
COMMERCIAL	4%
PREFER NOT TO ANSWER	1%

(Note: total exceeds 100% since respondents could choose all sectors that applied to them.)

SUCCESSFUL VIRTUAL SESSIONS | AGENDA



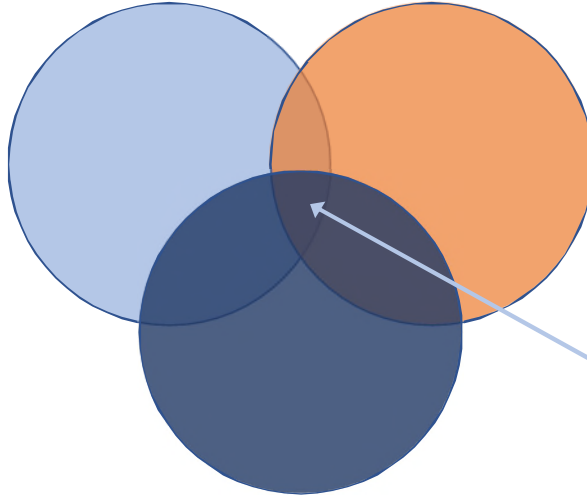
- Context:** How we got here (and where, exactly, are we?)
- Defining Terms:** All virtual sessions are not the same
- Nine Takeaways:** What we learned from the research
- Resources:** A little more help for our friends



DEFINING TERMS | CATEGORIES OF ONLINE CONVENINGS



WEBINAR
Information
Sharing/Teaching
or Training



WEB MEETING
Discussion,
Decision-Making

WEB CONFERENCE
Comprised of all three
categories

WEBCAST
Speech/Presentation

SUCCESSFUL VIRTUAL SESSIONS | AGENDA



1. **Context:** How we got here (and where, exactly, are we?)
2. **Defining Terms:** All virtual sessions are not the same
3. **Nine Takeaways:** What we learned from the research
4. **Resources:** A little more help for our friends



TAKEAWAY #1 ENGAGEMENT & PARTICIPATION



The adventure begins here.

Keeping people focused and actively participating is your first and foremost challenge. There are plenty of tools to help you do both.



SURVEY DATA

#1 ENGAGEMENT & PARTICIPATION



WHAT MAKES AN ONLINE CONVENING A POSITIVE EXPERIENCE?

ENGAGING PRESENTATION/FACILITATION	45%
DESIGNING AND FOLLOWING A CLEAR STRUCTURE	37%
USING PLATFORM TOOLS TO PROMOTE INTERACTION	31%

SURVEY DATA

#1 ENGAGEMENT & PARTICIPATION



WHAT MAKES AN ONLINE CONVENING A NEGATIVE EXPERIENCE?

TECHNICAL PROBLEMS	20%
LACK OF ENGAGEMENT	17%
TOO LONG	15%
NO STRUCTURE	15%
POOR FACILITATION	15%

YOUR RESPONSES

#1 ENGAGEMENT & PARTICIPATION



"How to Develop and Lead Successful Virtual Sessions"

Please answer the questions below so you can compare your responses with our survey.

What makes a work-related videoconference a *positive* experience for you?

#1	
#2	
#3	

#1	
#2	
#3	

Questions about length and frequency

How many hours per week, on average?	
What's the ideal length of time for a session?	
What's the ideal length of time for a week?	
How long should any online convening?	

Questions about using platform tools

In general, do you prefer to have your screen on?	
In general, do you prefer asking questions via chat?	
In general, do you see accessibility tools (e.g., closed captioning, sign language interpretation) used during your videoconferencing?	
In general, do you read chat box comments as they appear? (Yes or No)	

Questions for videoconference leaders or facilitators (Yes or No):

Have you had any training in how to lead or facilitate videoconferences?	
Do you review how to use the platform's tools at the start of your videoconference?	
Do you usually provide an agenda before or during the videoconference?	

Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?

What makes a work-related videoconference a *positive* experience for you?

#1	
#2	
#3	

What makes a work-related videoconference a *negative* experience for you?

#1	
#2	
#3	

SURVEY DATA

#1 ENGAGEMENT & PARTICIPATION



HOW OFTEN DO YOU FIND YOURSELF MULTI-TASKING DURING:

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	1%	13%	40%	38%	9%
WEBINARS	1%	7%	34%	45%	13%
WEBCASTS	1%	7%	35%	41%	16%

**RESPONDENTS ARE MULTI-TASKING
IN THE FREQUENTLY-ALWAYS RANGE
AT LEAST 47% OF THE TIME.**

RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Points to ponder while we wait for everyone to log on

"I believe in the power of storytelling. Stories open our hearts to a new place, which opens our minds, which often leads to action."

Melinda Gates



RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Web Page Design



“We recorded how 232 users looked at thousands of Web pages. We found that users' main reading behavior was fairly consistent across many different sites and tasks. This dominant reading pattern looks somewhat like an F.”

Jakob Nielsen, *Alertbox*
April 17, 2006

RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Pop Quiz: Question 2



According to eye-tracking studies, your eyes are most likely to follow which pattern?

RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Managing	vs.	Leading
•Keeps things running smoothly		• Provides vision for a viable future
•Accepts & maintains the status quo		• Questions the way things are
•Keeps others on track and accountable		• Inspires through trust and empowers others
•Works within context		• Masters their context
•Repeating what's worked in the past		• Creative adaptation to new situations

RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Managing or Leading?
1. Keeps things running smoothly
2. Masters their context
3. Keeps others on track and accountable
4. Questions the way things are
5. Repeating what's worked in the past
6. Provides vision for a viable future
7. Works within context
8. Inspires through trust and empowers others
9. Accepts and maintains the status quo
10. Creative adaptation to new situations

RECOMMENDATIONS

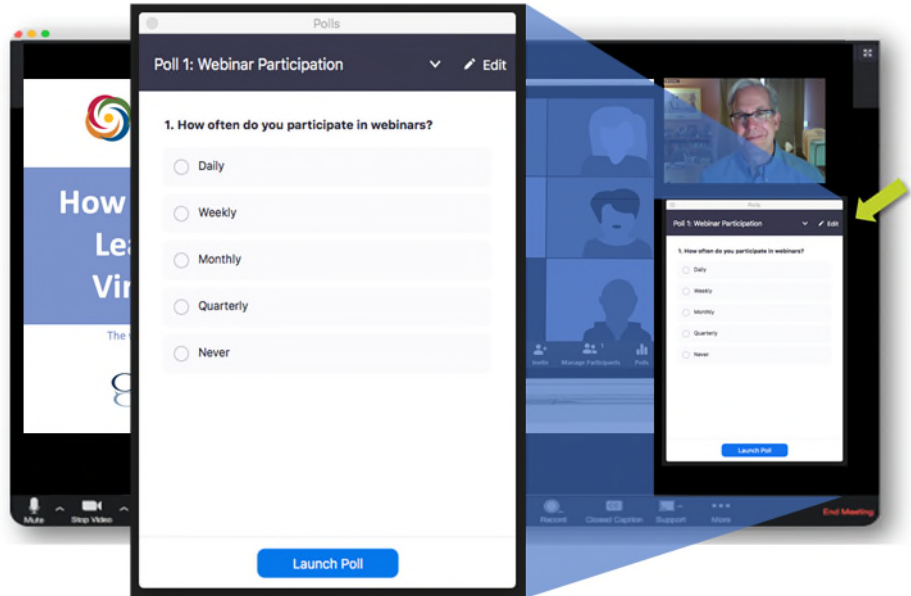
#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Use polls



RECOMMENDATIONS

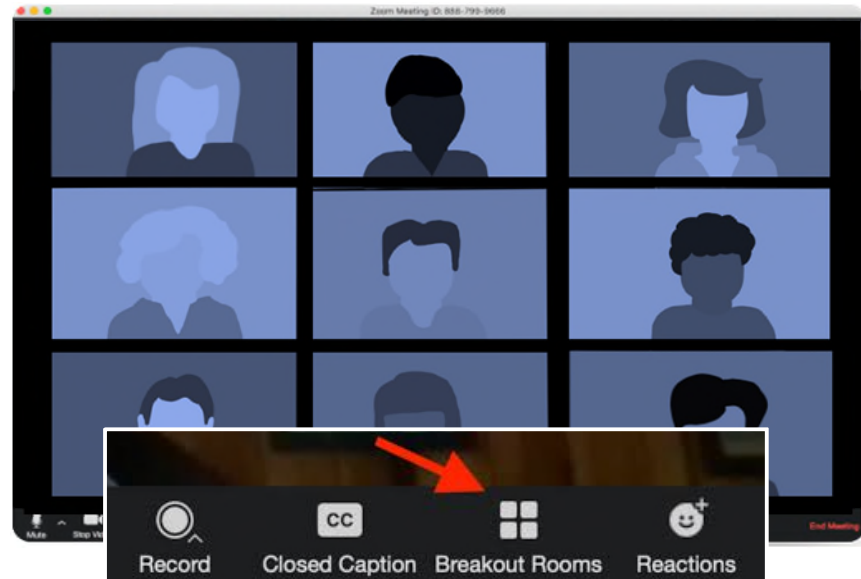
#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms



RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



2 People, 2 Questions

- What gets you up in the morning?
- What do you hope to get from participating in this cohort training?



RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



RECOMMENDATIONS

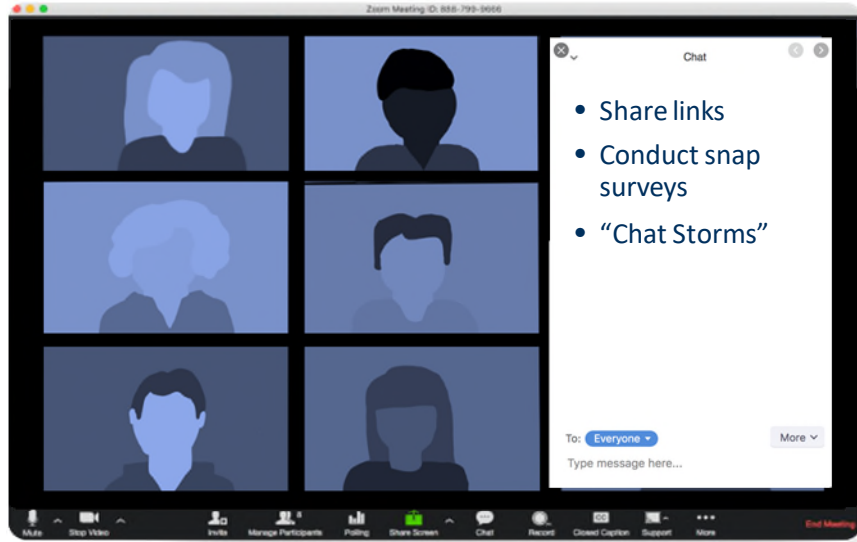
#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.



RECOMMENDATIONS

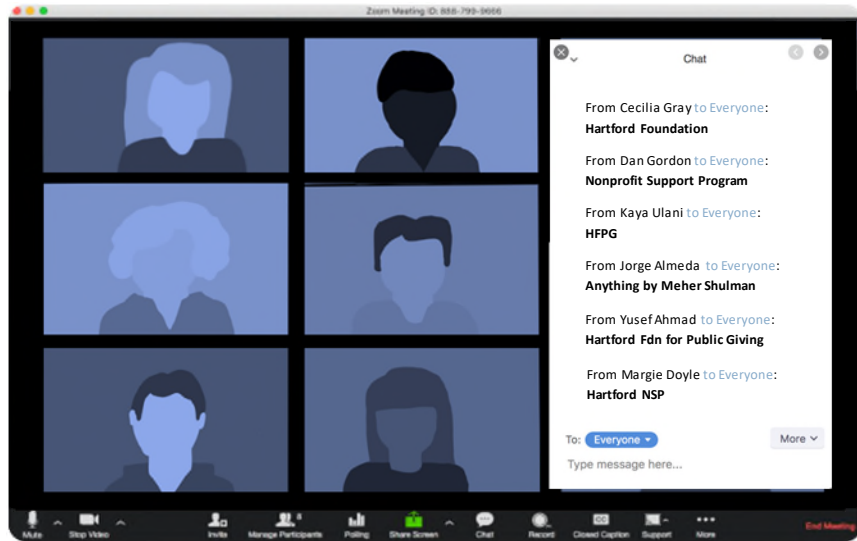
#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.



RECOMMENDATIONS

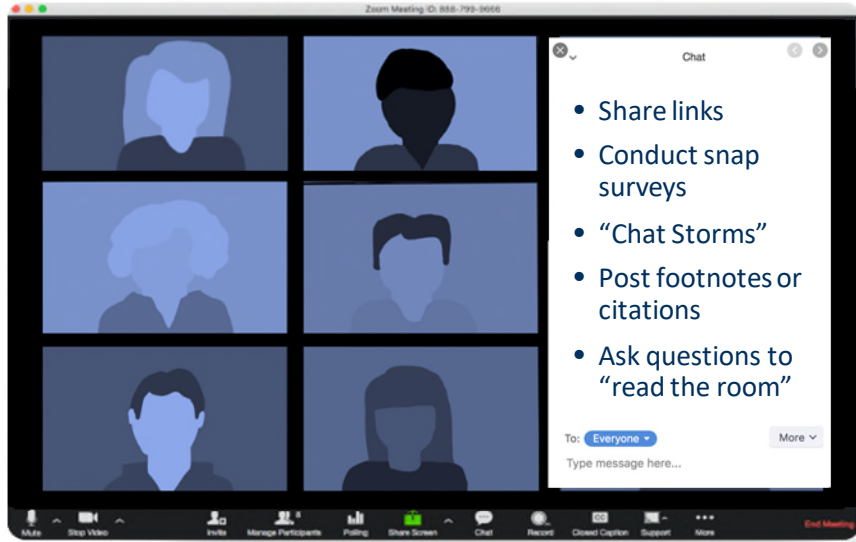
#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.



RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION




Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

Conduct some activities off-line.

 **the goodman center**
where do-gooders learn to do better

Syracuse University • Storytelling 201
Story Structure Worksheet

Choose a story that will bring to life one of the four pillars – *something that actually happened*, whether it's an incident in which you were involved, something you observed, or simply a story you heard about from a colleague.

Follow the directions below and answer the questions in the spaces provided to outline your story. *You do not need to write out the entire story word for word.*

YOUR AUDIENCE

To whom would you tell this story? (Your audience determines how you tell the story – i.e., the wording you choose, the protagonist with whom they are likely to identify, and which parts you need to emphasize, so be clear on this first and foremost. Even if the story is appropriate for multiple audiences, pick one.)

THE POINT

What one point do you want your audience to take away upon hearing this story? (While this may not be evident to them until the end of the story, you must be clear on your intended message from the beginning. This is your "north star" as you work on your story.)

RECOMMENDATIONS

#1 ENGAGEMENT & PARTICIPATION



Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

Conduct some activities off-line.

Take questions frequently (and call on people.)

Design slides to remind participants how to ask questions.

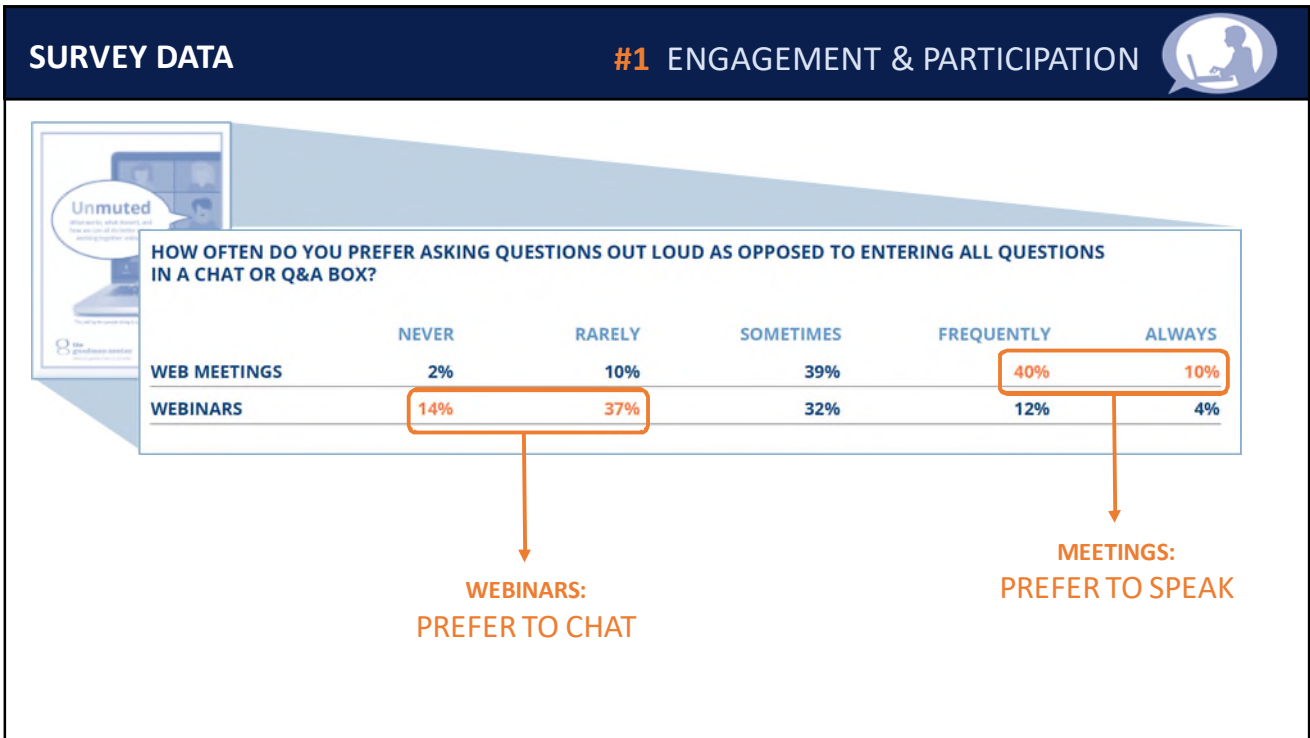
YOUR RESPONSES

#1 ENGAGEMENT & PARTICIPATION



Questions about using platform tools:

In general, do you prefer to have your camera on or off?	
In general, do you prefer asking questions out loud or submitting via chat?	
In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)	
In general, do you read chat box comments as they appear? (Yes or No)	



#1 ENGAGEMENT & PARTICIPATION

YOUR RESPONSES

“How to Develop and Lead Successful Virtual Sessions”

Please answer the questions below so you can compare your responses with our survey:

What makes a work-related videoconference a positive experience for you?

#1 _____
#2 _____
#3 _____

What makes a work-related videoconference a negative experience for you?

#1 _____
#2 _____
#3 _____

Questions about length and frequency:

How many hours per week (on average) do you...
What's the ideal length of time for a web meeting...
What's the ideal length of time for a webinar (e.g. ...
What's the ideal length of time for a webcast (e.g. ...
How long should any onsite convening continue...

Questions about using platform tools:

In general, do you prefer to have your camera on...
In general, do you prefer asking questions out lo...
In general, do you see accessibility tools (e.g., o...
In general, do you read chat box comments, an...

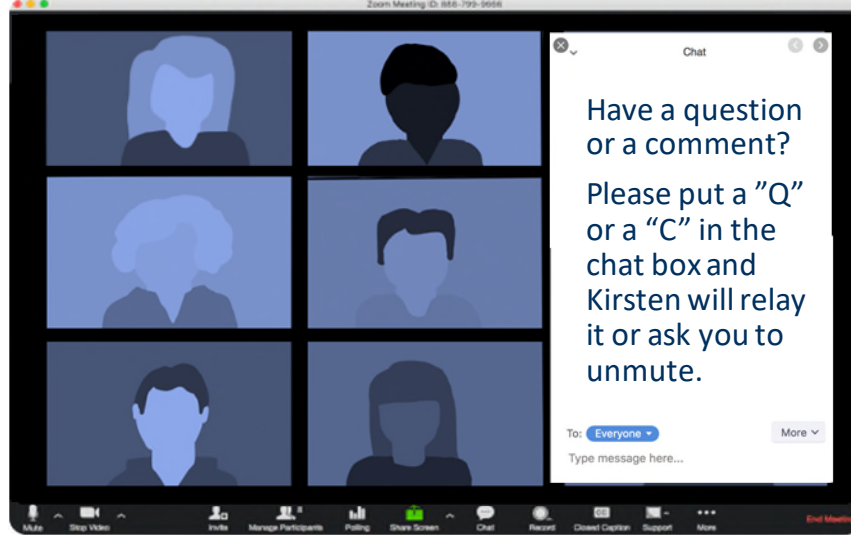
Questions for videoconference leaders or facil...

Have you had any training in how to lead or facil...
Do you review how to use the platform's tools af...
Do you usually provide an agenda before or dur...

Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?

QUESTIONS & COMMENTS

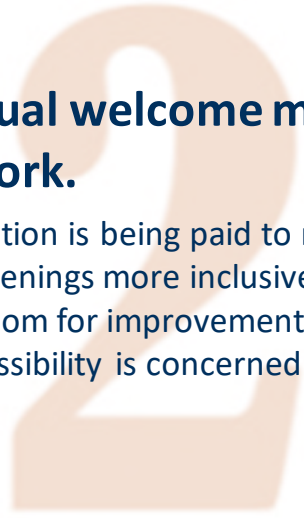


TAKEAWAY #2 INCLUSIVITY



Our virtual welcome mats need some work.

While attention is being paid to making online convenings more inclusive, there is plenty of room for improvement, particularly where accessibility is concerned.



SURVEY DATA

#2 INCLUSIVITY



HOW OFTEN HAVE YOU SEEN CONVENING LEADERS OR FACILITATORS SAY OR DO THINGS SPECIFICALLY TO CREATE AN INCLUSIVE SPACE THAT ACKNOWLEDGES AND ADJUSTS FOR THE DIVERSITY OF ALL PARTICIPANTS?

NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
6%	33%	43%	17%	2%

SHOULD SOMETHING THIS FUNDAMENTAL BE A **SOMETIMES** THING (LEANING TOWARDS RARELY)?

RECOMMENDATIONS | CHECKING IN

#2 INCLUSIVITY



Give participants a chance to check in, formally or informally.

Introductions

Please share your name and one word or statement to describe **how you are feeling or thinking about the work at this moment.**

RECOMMENDATIONS | AGREEMENTS

#2 INCLUSIVITY



Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Agreements

- Try on new ideas and ways of doing things
- Okay to disagree
- Be aware of both intent and impact
- Practice BOTH/AND thinking
- Move up/move up
- Manage our technology
- We are accountable to these agreements & each other

casey family programs | casey.org

YOUR RESPONSES

#1 ENGAGEMENT & PARTICIPATION



"How to Develop and Lead Successful Virtual Sessions"

Please answer the questions below so you can compare your responses with our survey:

What makes a work-related videoconference a positive experience for you?

#1	
#2	
#3	

What makes a work-related videoconference a positive experience for you?

#1	
#2	
#3	

Questions about length and frequency:

How many hours per week (on average) do you use videoconferencing?	
What's the ideal length of time for a videoconference?	
What's the ideal length of time for a webinar?	
How long should any online conversing continue?	

Questions about using platform tools:

In general, do you prefer to have your camera on?	
In general, do you prefer asking questions out of the chat?	
In general, do you use accessibility tools (e.g., closed captioning, translation) used during your videoconferences?	
In general, do you read chat box comments all the time?	

Questions for videoconference leaders or facilitators:

Have you had any training in how to lead or facilitate a videoconference?	
Do you review how to use the platform's tools all the time?	
Do you usually provide an agenda before or during a videoconference?	

Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?

Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?

SURVEY DATA | ACCESSIBILITY

#2 INCLUSIVITY



HOW OFTEN HAVE YOU SEEN CONVENING LEADERS OR FACILITATORS CREATE GREATER ACCESSIBILITY FOR THE CONTENT (E.G., CLOSED CAPTIONING, LANGUAGE TRANSLATION) FOR:

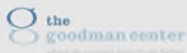
	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
ALL CONVENINGS	43%	38%	15%	4%	1%
WEB MEETINGS	34%	41%	16%	7%	2%
WEBINARS	24%	37%	18%	9%	3%
WEBCASTS	22%	41%	25%	10%	2%

**ACCESSIBILITY IS ADDRESSED
FREQUENTLY-ALWAYS
12% OF THE TIME AT BEST**



YOUR RESPONSES

#2 INCLUSIVITY



"How to Develop and Lead Successful Virtual Sessions"

Please answer the questions below so you can compare your responses with our survey.

What makes a work-related videoconference a positive experience for you?

#1 _____
#2 _____
#3 _____

What makes a work-related videoconference a negative experience for you?

#1 _____
#2 _____
#3 _____

Questions about length and frequency

How many hours per week (on average) do you...
What's the ideal length of time for a web meeting...
What's the ideal length of time for a webinar...
How long should any online content...

Questions about using platform tools:

In general, do you prefer to have your camera on or off?	
In general, do you prefer asking questions out loud or submitting via chat?	
In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)	
In general, do you read chat box comments as they appear? (Yes or No)	



Questions for videoconference leaders or

Have you had any training in how to lead or facilitate videoconferences?
Do you review how to use the platform's tools at the start of your videoconference?
Do you usually provide an agenda before or during the videoconference?

Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?



Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform's accessibility tools.

Accessibility support for Microsoft Teams

Accessibility features in Adobe Connect

Learn how accessible Adobe Connect is, in visual, auditory, and mobility categories and how it complies with Section 508. Know how users with varied needs can use the product.

Accessibility Features

- Closed Captioning**
Capture every word said with closed captioning. Zoom integrates seamlessly with 3rd party closed captioning providers through our [Closed Captioning BEST API](#).
- Automatic Transcripts**
Facilitate your understanding with [automatic transcripts](#). Transcripts are automatically generated and synchronized to make it easy to search and review meetings recordings.
- Keyboard Accessibility**
Accomplish all major workflows with ease using a keyboard. Zoom supports [Keyboard Shortcuts](#) for easy navigation of Zoom features.
- Screen Reader Support**
Use Zoom without a screen. We follow the latest accessibility standards to ensure that the product is fully accessible to the latest screen readers.



zoom SOLUTIONS ▾ PLANS & PRICING CONTACT SALES

SCHEDULE A MEETING JOIN A MEETING

Meetings
Webinars
Recordings
Settings
Account Profile
Reports

Attend Live Training
Video Tutorials
Knowledge Base

Recording

Local recording
Allow hosts and participants to record the meeting to a local file.
 Hosts can give participants the permission to record locally.

Cloud recording
Allow hosts to record and save the meeting / webinar to the cloud.
 Record active speaker with shared screen
 Record gallery view with shared screen
 Record active speaker, gallery view and shared screen as a video file
 Record an audio only file
 Save chat messages from the meeting / webinar

Advanced cloud recording settings

- Add a timestamp to the recording
- Display participants' names in the recording
- Record thumbnails when sharing
- Optimize the recording for 3rd party video editor
- Audio transcript
- Save panelist chat to the recording



The First Problem to Solve: Participation

COMMON PROBLEMS RANKED BY FREQUENCY OF OCCURRENCE

- 1. PEOPLE ON CALL DIDN'T PARTICIPATE
- 2. COULDN'T HEAR OTHER PEOPLE SPEAKING
- 3. POOR LEADERSHIP/FACILITATION
- 4. LACK OF AGENDA OR CLEAR OBJECTIVE
- 5. TOO MANY PEOPLE ON THE CALL
- 6. DIDN'T RECEIVE SUPPORT MATERIAL

TELECONFERENCE

COMMON PROBLEMS RANKED BY FREQUENCY OF OCCURRENCE

- 1. TECHNICAL PROBLEMS
- 2. PEOPLE IN VIDEOCONFERENCE DIDN'T PARTICIPATE
- 3. POOR LEADERSHIP/FACILITATION
- 4. LACK OF AGENDA OR CLEAR OBJECTIVE
- 5. TOO MANY PEOPLE OR SITES CONNECTED
- 6. DIDN'T RECEIVE SUPPORT MATERIAL

VIDEOCONFERENCE

COMMON PROBLEMS RANKED BY FREQUENCY OF OCCURRENCE

- 1. BORING VISUALS
- 2. PEOPLE IN WEBINAR DIDN'T PARTICIPATE
- 3. POOR LEADERSHIP/FACILITATION
- 4. DIFFICULTY HEARING OTHER PEOPLE IN WEBINAR
- 5. LACK OF AGENDA OR CLEAR OBJECTIVE

00:09:53 / 01:06:19

Speed CC

Audio Transcript Chat Messages

Q Search transcript

00:09:34 to multitask in our report and the research we did, we ask people about teleconferences video conferences and webinars and look at the common problems ranked by frequency of occurrence and look how participation.

00:09:47 **Is the number one or two problem in every case. So that's what we're up against.**



Schedule Meeting

In Meeting (Basic)

In Meeting (Advanced)

Email Notification

Other

Closed captioning

Allow host to type closed captions or assign a participant/third party device to add closed captions

Save Captions

Allow participants to save fully closed captions or transcripts

RECOMMENDATIONS | ACCESSIBILITY

#2 INCLUSIVITY



CLOSED CAPTION will appear as option in Zoom menu bar.

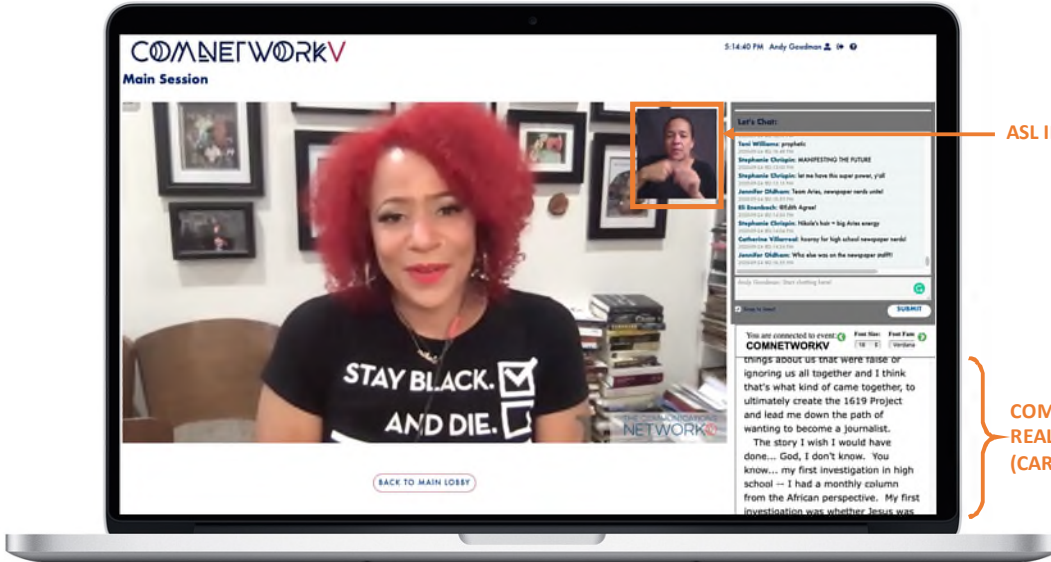
RECOMMENDATIONS | ACCESSIBILITY

#2 INCLUSIVITY



CLOSED CAPTION will appear as option in Zoom menu bar.

Click on it and options will appear for you or someone else to start transcribing.



Communications Network Virtual Conference (September 23-25, 2020)



Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform's accessibility tools.

Discover PowerPoint's accessibility tools.

Present with real-time, automatic captions or subtitles in PowerPoint

PowerPoint for Microsoft 365, PowerPoint for Microsoft 365 for Mac, [More...](#)

PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the same language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or hard of hearing, or more familiar with another language, respectively.

There are also position, size, color, and other appearance options for the captions and subtitles to accommodate different environments and audience needs.

For best results, we highly recommend using a headset microphone connected to the device running PowerPoint. Also, the feature requires a reliable internet connection throughout your presentation.

Windows **Mac** Web

(This feature requires PowerPoint for Microsoft 365 for Mac version 16.22.127.0 or higher.)

RECOMMENDATIONS | ACCESSIBILITY

#2 INCLUSIVITY

Home Insert Draw Design Transitions Animations **Slide Show** Review View Tell me

Play from Start Play from Current Slide Presenter View Custom Show Set Up Slide Show Hide Slide Rehearse Timings Record Slide Show Keep Slides Updated Use Timings Play Narrations Show Media Controls

Always Use Subtitles

Subtitle Settings

- Spoken Language: English (United States)
- Subtitle Language: Spanish
- Microphone
- Bottom (Overlaid)
- Top (Overlaid)
- Below Slide
- Above Slide

System Caption Preferences...

RECOMMENDATIONS | ACCESSIBILITY

Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform's accessibility tools.

Discover PowerPoint's accessibility tools.

Present with captions or subtitles in PowerPoint

PowerPoint for Microsoft 365, PowerPoint for Microsoft 365 for Mac, [More...](#)

PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the same language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or hard of hearing, or more familiar with another language, respectively.

There are also position, size, color, and other appearance options for the captions and subtitles to accommodate different environments and audience needs.

For best results, we highly recommend using a headset microphone connected to the device running PowerPoint. Also, the feature requires a reliable internet connection throughout your presentation.

Windows Mac Web

(This feature requires PowerPoint for Microsoft 365 for Mac version 16.22.127.0 or higher.)

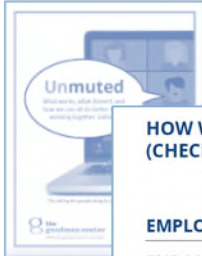
TAKEAWAY #3 LEADERSHIP & FACILITATION

Get training. Get some help. And get better at the basics.

Leading and facilitating online is hard enough as it is. Learning by doing and trying to do it yourself are not recipes for success.

SURVEY DATA

#3 LEADERSHIP & FACILITATION



HOW WOULD YOU DESCRIBE THE TRAINING YOU HAVE HAD TO LEAD OR FACILITATE ONLINE CONVENINGS (CHECK ALL THAT APPLY)?

	WEB MEETINGS	WEBINARS	WEBCASTS
EMPLOYER PROVIDED TRAINING	13%	15%	12%
ENROLLED IN TRAINING ON MY OWN	17%	25%	22%
READ ABOUT BEST PRACTICES	46%	60%	60%
STUDIED OTHER PRESENTERS	51%	64%	65%
NO TRAINING	48%	37%	35%

35% to 48% HAVE NO TRAINING

SURVEY DATA

#3 LEADERSHIP & FACILITATION



HOW OFTEN DID THE ONLINE CONVENING'S LEADER/FACILITATOR PROVIDE SUFFICIENT INSTRUCTION ON HOW TO USE THE VIDEOCONFERENCING PLATFORM'S VARIOUS TOOLS (E.G., MUTING/UNMUTING, ASKING QUESTIONS, PARTICIPATING IN POLLS)?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	4%	22%	37%	31%	6%
WEBINARS	3%	17%	37%	34%	8%
WEBCASTS	9%	24%	38%	25%	3%

57-71% PROVIDE INSTRUCTIONS
SOMETIMES OR LESS OFTEN

SURVEY DATA

#3 LEADERSHIP & FACILITATION



	MEETINGS	WEBINARS	WEBCASTS
Having enough time to prepare content	2.4	3.0	3.0
Keeping participants engaged	2.9	3.5	3.4
Paying attention to several simultaneous streams of information	3.1	3.5	3.3
Ensuring participants know how to use all the platform's tools	2.8	3.1	2.9
Dealing with participants who talk or chat excessively	2.7	2.6	2.5
Dealing with technical problems	2.9	3.3	3.1
Knowing how to "read the room"	3.0	3.3	3.0

CHALLENGES TO LEADING SUCCESSFUL ONLINE CONVENING (1-5 SCALE)

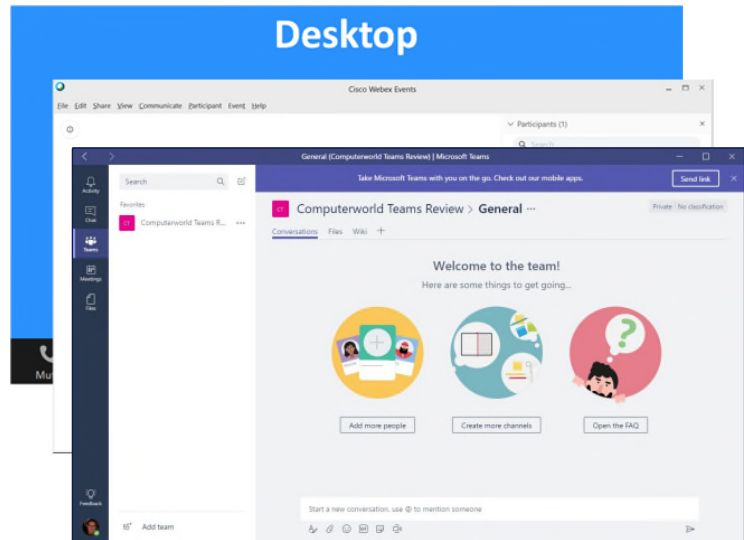
#1 / #1 / #2

RECOMMENDATIONS | BASICS

#3 LEADERSHIP & FACILITATION



Watch tutorials on your platform or find trainings like this.





Watch tutorials on your platform or find trainings like this.

Build 2-3 person teams to facilitate online convenings.

1 - PRIVATE

Casey Family Programs
Webinar Planner and Worksheet

Webinar Team Roles

For large webinars, it is best to have a team of people involved with the planning. Roles to consider for your webinar include:

- **Facilitator** – Coordinates the meetings and communication for the Webinar team.
- **Host** - schedules the webinar and manages the webinar settings on casey.zoom.us. This person will also launch and manage the recording and (unless there is also interactivity features such as polling) be responsible for moving the slides forward during the webinar.
- **Co-host** - can manage the Q&A during a large webinar, or interactivity, such as polling.
- **Panelist(s)** – will be speaking as a part of the webinar presentation. It is worth asking them ahead of time if they are familiar with the Zoom platform. If they are not, would they feel more comfortable if you scheduled a session to go over features with them?
- **Content Lead**- to prepare the slides and speakers and handle the moderator speaking role during the session.

select group of Casey partners or jurisdictional representatives), and likely with the desire to be posted on Casey.org following the broadcast.

- **Resources** –
 - **Before Worksheets** – Use this document as a tool to help you decide the criteria of your webinar.
 - **Work Unit Resources** – You may also contact Knowledge Management or other Casey work units to glean from their experience in producing webinars for Casey.



Watch tutorials on your platform or find trainings like this.

Build 2-3 person teams to facilitate online convenings *(but if you have to fly solo, let your audience know.)*



Tony DeSantis | Pennsylvania Dept. of Conservation and Natural Resources



Watch tutorials on your platform or find trainings like this.

Build 2-3 person teams to facilitate online convenings.

Always cover the basics (unless you know all participants are familiar with the platform.)



BAD LIGHTING

RECOMMENDATIONS | BASICS

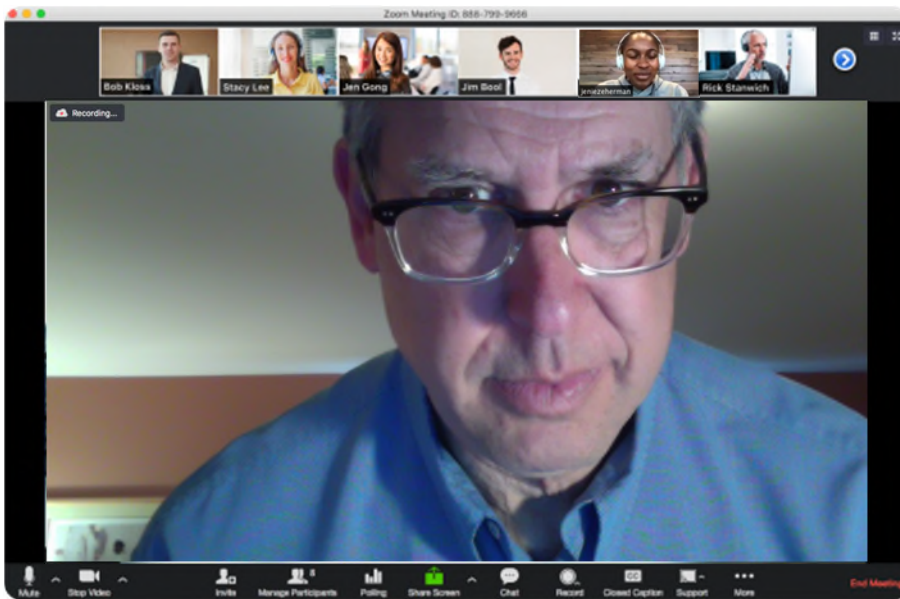
#3 LEADERSHIP & FACILITATION



BAD FRAMING

RECOMMENDATIONS | BASICS

#3 LEADERSHIP & FACILITATION



UNFLATTERING ANGLE

RECOMMENDATIONS | BASICS

#3 LEADERSHIP & FACILITATION



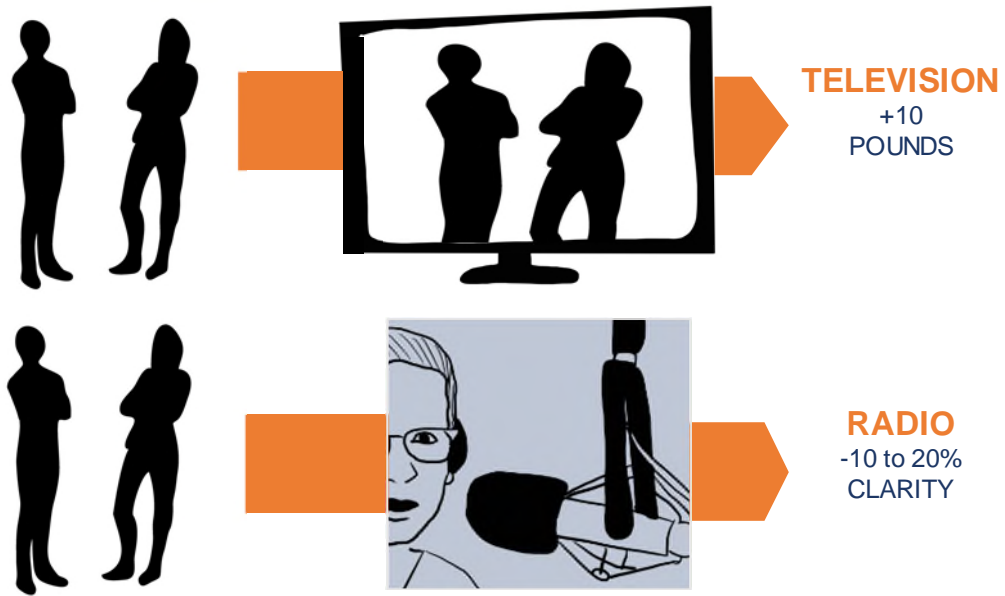
NO
EYE CONTACT

RECOMMENDATIONS | BASICS

#3 LEADERSHIP & FACILITATION



- ✓ LIGHTING
- ✓ FRAMING
- ✓ BACKGROUND
- ✓ EYE CONTACT





The Radio Factor

In radio, they teach announcers to really emphasize or “punch” key words because the audience doesn’t have visual cues to help them understand, and because the higher and lower ends of the audio may be lost in the transmission. The telephone can be even worse. So, what may feel like over-emphasizing to you will actually sound normal to the listeners.



Consider leading meetings or hosting classes **standing up**.

RECOMMENDATIONS | BASICS

#3 LEADERSHIP & FACILITATION



- Standing desk
(VariDesk: \$295)
- Broadcast quality microphone and pre-amp
(ElectroVoice mic: \$100; Onyx pre-amp: \$130)
- Additional lighting
(Lume Cube: \$70)

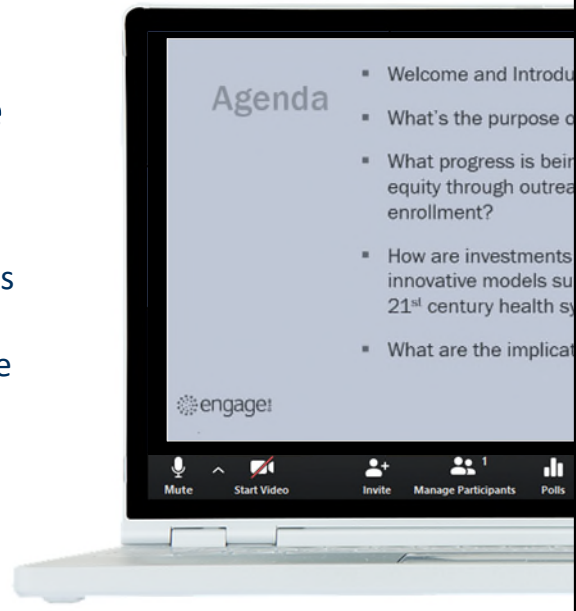


TAKEAWAY #4 STRUCTURE



More time online requires more attention to structure.

As remote workers log more hours in videoconferences every day, their expectations that meeting and webinar leaders will make good use of their time are rising. Clear, concise agendas help meet those expectations.



SURVEY DATA

#4 STRUCTURE



HOW OFTEN DID THE ONLINE CONVENING LEADER/FACILITATOR PROVIDE AN AGENDA (EITHER IN ADVANCE OF THE MEETING OR AT THE BEGINNING) THAT GAVE THE PARTICIPANTS A CLEAR OUTLINE OF CONTENT?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	1%	9%	34%	48%	7%
WEBINARS	3%	17%	34%	37%	9%

(Because agendas are usually not as essential in webcasts, we did not survey respondents for this category.)

AGENDAS ARE PROVIDED SOMETIMES (OR LESS OFTEN) 44% to 54% OF THE TIME.

RECOMMENDATIONS | DISPLAY AN AGENDA...

#4 STRUCTURE



Agenda

- Welcome and Introductions
- What's the purpose of this synthesis?
- What progress is being made to advance health equity through outreach, education and enrollment?
- How are investments in health workforce and innovative models supporting development of a 21st century health system?
- What are the implications for the future?





Learning Objectives

After this session, participants will:

- Describe how concepts of teamwork are embedded in the PM within clinical casework and organizational performance
- Describe skills to work across differences to improve both clinical and organizational team performance
- Describe facilitation skills to improve both clinical and organizational team meetings
- Describe skills as a meeting participant that helps the team stay focused and productive

casey family programs | casey.org



APPLY 	<input checked="" type="checkbox"/>	NET PRICE CALCULATOR 	<input type="checkbox"/>
ACT 	<input checked="" type="checkbox"/>	FAFSA 	<input type="checkbox"/>
HIGH SCHOOL RESUME 	<input checked="" type="checkbox"/>	STATE AID APPLICATION 	<input type="checkbox"/>
CONTACT RECRUITERS 	<input type="checkbox"/>	SCHOLARSHIPS 	<input type="checkbox"/>
CAMPUS VISITS 	<input type="checkbox"/>		

Plan, prepare, pay for College | Get2College

get2college
WOODWARD HINES EDUCATION FOUNDATION



5 Core Ideas

1

Many students have had traumatic experiences.

2

3

4

5

© 2017 Trauma and Learning Policy Initiative.



The grid contains 21 thumbnails, each with a number in the bottom left corner:

- 1: Trauma-Sensitive Schools
- 2: Policy
- 3: www.traumaandlearningpolicy.org
- 4: 5 Core Ideas
- 5: 1. Trauma-Informed Professional Development
- 6: Reported at least 1 ACE: 50.5%
- 7: Other adverse experiences?
- 8: 5 Core Ideas
- 9: 2. Trauma-Informed Professional Development
- 10: Misunderstanding
- 11: 5 Core Ideas
- 12: 3. Trauma-Informed Professional Development
- 13: Ecological Fit
- 14: Definition
- 15: "Why We Need Trauma-Sensitive Schools"
- 16: 5 Core Ideas
- 17: 5 Core Ideas
- 18: Definition
- 19: Framework
- 20: Framework
- 21: Inquiry-based process to address

TAKEAWAY #5 LENGTH & FREQUENCY



Shorter and fewer, please.

The mental and physical wear and tear of meeting online coupled with the increase in meetings per day argue for shorter durations and fewer meetings.



YOUR RESPONSES

#5 LENGTH & FREQUENCY



the goodman center
where do good ideas happen

"How to Develop and Lead Successful Virtual Sessions"

Please answer the questions below so you can compare your responses with our survey:

What makes a work-related videoconference a positive experience for you?

#1	
#2	
#3	

What makes a work-related videoconference a negative experience for you?

#1	
#2	
#3	

Questions about length and frequency:

How many hours per week (on average) do you spend in videoconferences?
 What's the ideal length of time for a web meeting (e.g., team meeting)?
 What's the ideal length of time for a webinar (e.g., presentation or training)?
 What's the ideal length of time for a webcast (e.g., large-scale gathering)?
 How long should any online convening continue without a break?

Questions for videoconference leaders or facilitators (Yes or No):

Have you had any training in how to lead or facilitate videoconferences?	
Do you review how to use the platform's tools at the start of your videoconference?	
Do you usually provide an agenda before or during the videoconference?	

Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?

Questions about length and frequency:

How many hours per week (on average) do you spend in videoconferences?	
What's the ideal length of time for a web meeting (e.g., team meeting)?	
What's the ideal length of time for a webinar (e.g., presentation or training)?	
What's the ideal length of time for a webcast (e.g., large-scale gathering)?	
How long should any online convening continue without a break?	

SURVEY DATA

#5 LENGTH & FREQUENCY



OVER THE COURSE OF A TYPICAL WORK WEEK NOW (I.E., WORKING REMOTELY), WHAT IS THE TOTAL NUMBER OF HOURS YOU ARE SPENDING IN WORK RELATED WEB-BASED CONVENINGS?

ZERO	1-5	6-10	11-20	21-30	31-40	40+
1%	22%	32%	27%	13%	3%	1%

59%
SPEND 6-20 HRS.
ONLINE PER WEEK

SURVEY DATA

#5 LENGTH & FREQUENCY



TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT: IF A WEB-BASED CONVENING HAS A SKILLED FACILITATOR, OFFERS ACTIVITIES THAT SUCCESSFULLY ENGAGE PARTICIPANTS, AND INCLUDES REGULAR AND SUBSTANTIAL BREAKS, I CAN REMAIN FOCUSED AND PRODUCTIVE FOR ANY LENGTH OF TIME UP TO AND INCLUDING 8 HOURS.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
10%	54%	1%	36%	10%

CLOSE TO EVEN SPLIT ON QUESTION OF
REMAINING FOCUSED AND PRODUCTIVE
UP TO 8 HOURS ONLINE.

SURVEY DATA

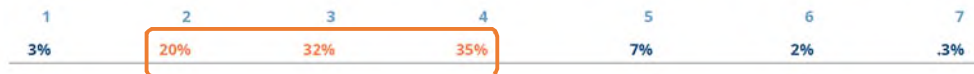
#5 LENGTH & FREQUENCY



TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT: IF A WEB-BASED CONVENING HAS A SKILLED FACILITATOR, OFFERS ACTIVITIES THAT SUCCESSFULLY ENGAGE PARTICIPANTS, AND INCLUDES REGULAR AND SUBSTANTIAL BREAKS, I CAN REMAIN FOCUSED AND PRODUCTIVE FOR ANY LENGTH OF TIME UP TO AND INCLUDING 8 HOURS.



IF YOU DISAGREED OR STRONGLY DISAGREED WITH THE STATEMENT ABOVE, WHAT IS THE TOTAL NUMBER OF HOURS YOU CAN PARTICIPATE IN WEB-BASED CONVENINGS IN A SINGLE DAY AND STILL FEEL FOCUSED AND PRODUCTIVE?



87% PREFER 2-4 HRS./DAY MAXIMUM

SURVEY DATA

#5 LENGTH & FREQUENCY



Tired of Zoom calls? So is Citigroup's chief executive.

March 25, 2021, 6:30 a.m. ET

Complaints of "Zoom fatigue" have emerged across industries and classrooms in the past year, as people confined to working from home faced schedules packed with virtual meetings and often followed up by long video catch-ups with friends, [reports Anna Schaverien of The New York Times](#).

But Citigroup, one of the world's largest banks, is trying to start a new end-of-week tradition meant to combat that fatigue: Zoom-free Fridays.

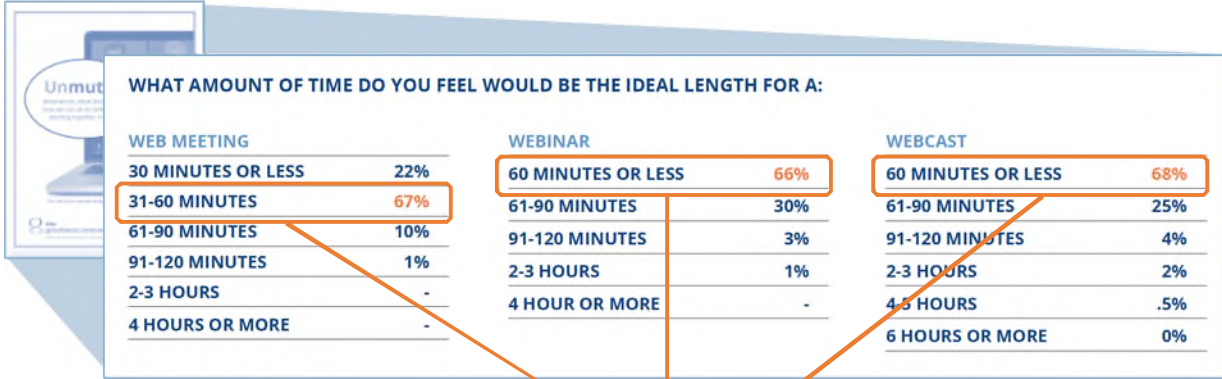
The bank's new chief executive, Jane Fraser, announced the plan in a memo sent to employees on Monday. Recognizing that workers have spent inordinate amounts of the past 12 months staring at video calls, Citi is encouraging its employees to take a step back from Zoom and other videoconferencing platforms for one day a week, she said.



Jane Fraser in 2019. "The blurring of lines between home and work and the relentlessness of the pandemic workday have taken a toll on our well-being," she told Citigroup employees. Erin Scott/Reuters

SURVEY DATA

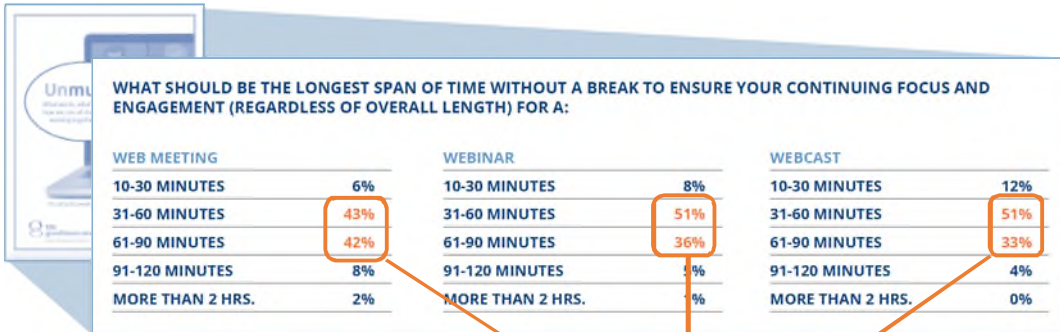
#5 LENGTH & FREQUENCY



PREFERRED LENGTH REGARDLESS OF FORMAT:
60 MINUTES (OR LESS)

SURVEY DATA

#5 LENGTH & FREQUENCY



PREFERRED TIME SPAN UNTIL A BREAK:
30-90 MINUTES

10:00

 **NSP** | Nonprofit Support Program
HARTFORD FOUNDATION FOR PUBLIC GIVING

How to Develop and Lead Successful Virtual Sessions

The webinar will begin at 12:00 Noon.

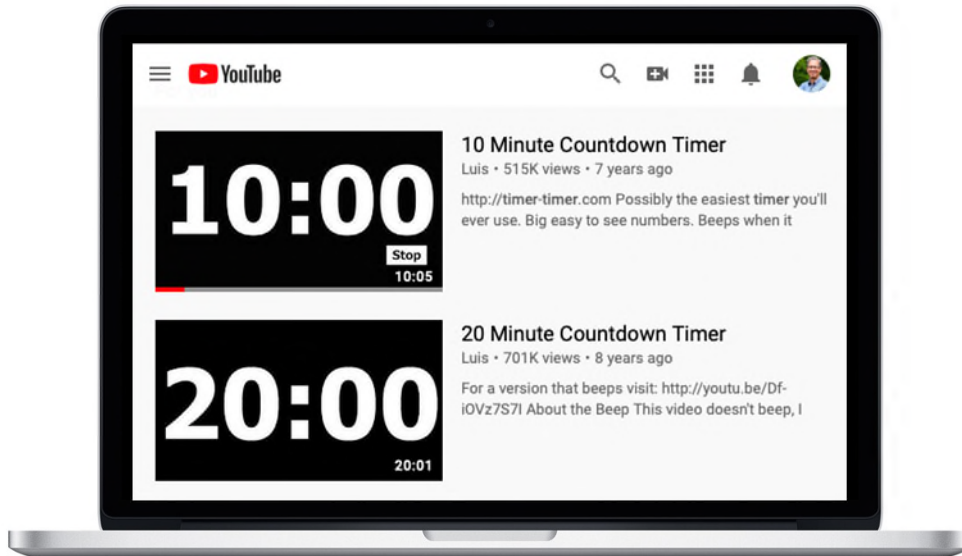
 **the goodman center**
where do-gooders learn to do better



Just arriving (or rejoining)? We're on a 10-minute break. Please check in with Kirsten via the chat box if you have a question.

SURVEY DATA

#5 LENGTH & FREQUENCY



RECOMMENDATIONS

#5 LENGTH & FREQUENCY



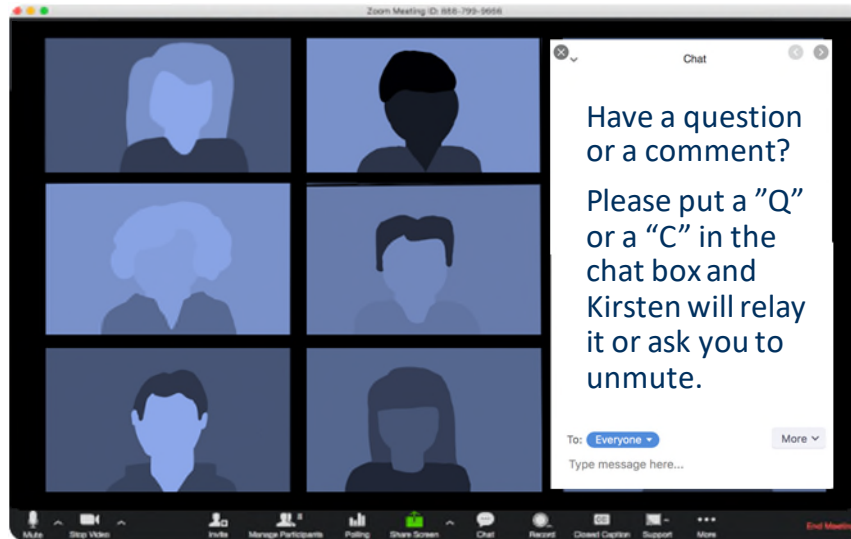
4 hour per day maximum for online convenings.

Limit convenings to **1 hour** if possible; build in breaks if longer than 1 hour.

Schedule breaks **every 30-45 minutes** if possible, but definitely no further apart than 90 minutes.



QUESTIONS & COMMENTS



TAKEAWAY #6 PREFERRED PLATFORMS



It's Zoom's world. We're just working in it.

Microsoft, Google, Cisco and other big tech players are becoming more competitive every day, but for now, Zoom is the top choice for all categories of online convenings.



SURVEY DATA

#6 PREFERRED PLATFORMS



CATEGORY	PLATFORMS (LISTED IN ORDER OF USAGE)	USE MOST OFTEN	SATISFACTION (1-5 SCALE)
ALL CONVENINGS	ZOOM	97%	4.02
	MICROSOFT TEAMS	43%	3.41
	GOTOWEBINAR	36%	3.40
	WEBEX	31%	3.30
	GOOGLE MEET	29%	3.18
WEB MEETINGS	ZOOM	91%	4.18
	MICROSOFT TEAMS	34%	3.67
	GOOGLE MEET	19%	3.48
	WEBEX	15%	3.54
	GOTOWEBINAR	12%	3.64
WEBINARS	ZOOM	86%	3.95
	GOTOWEBINAR	48%	3.55
	WEBEX	34%	3.38
	MICROSOFT TEAMS	12%	3.46
	FACEBOOK LIVE	7%	3.12
WEBCASTS	ZOOM	75%	3.83
	YOUTUBE	34%	3.65
	GOTOWEBINAR	33%	3.44
	WEBEX	28%	3.46
	FACEBOOK LIVE	22%	3.09

ZOOM MOST USED AND HIGHEST RATED

RECOMMENDATION

#6 PREFERRED PLATFORMS



Zoom, but...



Microsoft Teams "Together" Mode

TAKEAWAY #7 PERSONAL VIDEO FEEDS



Q. Should I turn my camera on or off?

A. Yes!

The kind and size of your online convening can provide useful guidelines, but whenever possible, let your participants decide for themselves.



YOUR RESPONSES

#7 PERSONAL VIDEO FEEDS



the goodman center
where the good ideas happen

"How to Develop and Lead Successful Virtual Sessions"

Please answer the questions below so you can compare your responses with our survey.

What makes a work-related videoconference a *positive* experience for you?

#1 _____
 #2 _____
 #3 _____

What makes a work-related videoconference a *negative* experience for you?

#1 _____
 #2 _____
 #3 _____

Questions about length and frequency:

How many hours per week (on average) do you spend in videoconferencing?
 What's the ideal length of time for a work-related videoconference?
 What's the ideal length of time for a webinar?
 How long should any online conversation last?

Questions about using platform tools:

In general, do you prefer to have your camera on or off?
 In general, do you prefer asking questions out loud or submitting via chat?
 In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)
 In general, do you read chat box comments as they appear? (Yes or No)

Questions about asking platform tools:

In general, do you prefer to have your camera on or off?
 In general, do you prefer asking questions out loud or submitting via chat?
 In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)
 In general, do you read chat box comments as they appear? (Yes or No)

Questions for videoconferencing leaders:

Have you had any training in how to lead or facilitate videoconferences?
 Do you review how to use the platform's tools at the start of your videoconference?
 Do you usually provide an agenda before or during the videoconference?

Whether you are leading or participating, what are creative ways that you've seen videoconferences keep participants engaged?

Whether you are leading or participating, what have you seen or done to create a more inclusive space?

Questions about using platform tools:

In general, do you prefer to have your camera on or off?	
In general, do you prefer asking questions out loud or submitting via chat?	
In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)	
In general, do you read chat box comments as they appear? (Yes or No)	

SURVEY DATA

#7 PERSONAL VIDEO FEEDS



IF YOU ARE ABLE TO JOIN VIA VIDEO, HOW OFTEN DO YOU PREFER HAVING YOUR VIDEO STREAM ON?

	NEVER	RARELY	SOMETIMES	FREQUENTLY	ALWAYS
WEB MEETINGS	2%	7%	26%	44%	21%
WEBINARS	15%	30%	29%	18%	8%

(Because webcasts frequently have a built-in mechanism that automatically turns off personal video feeds and does not allow individuals to turn them on, we did not survey respondents in this category.)

**WEBINARS:
 PREFER VIDEO
 OFF**

**MEETINGS:
 PREFER VIDEO
 ON**

RECOMMENDATIONS

#7 PERSONAL VIDEO FEEDS



ON for intro's



RECOMMENDATIONS

#7 PERSONAL VIDEO FEEDS



ON for intro's
OFF during presentation



RECOMMENDATIONS

#7 PERSONAL VIDEO FEEDS



- ON** for intro's
- OFF** during presentation
- ON** for Q&A or comments

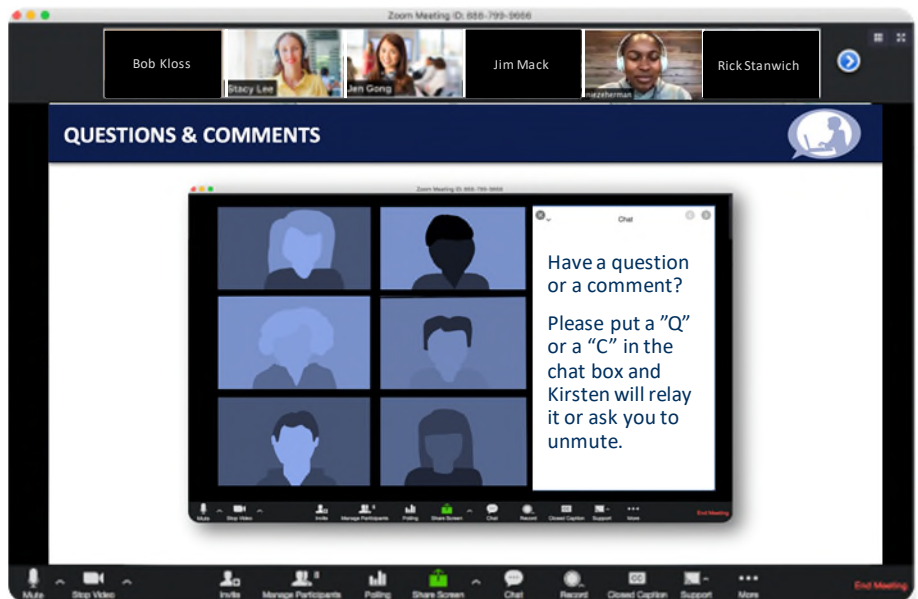


RECOMMENDATIONS

#7 PERSONAL VIDEO FEEDS



- ON** for intro's
- OFF** during presentation
- ON** for Q&A or comments
- ALWAYS** give participants the option to choose for themselves



RECOMMENDATIONS

#7 PERSONAL VIDEO FEEDS



“My boss makes us keep our video on. I’m on video 5 to 7 hours a day. It is exhausting. I hate looking at myself all day and fake smiling during Zoom meetings. My head hurts every day. **Please make it stop.**”



TAKEAWAY #8 SLIDES



Less text, more action, and always build.

Design techniques that make in-person presentations more eye-catching are essential in an environment where it’s easy to look away.



RECOMMENDATIONS | NOT THIS

#8 SLIDES



Agenda

- General allocation and use requirements and guidance
- LIHEAP and CSBG
- Eligibility
- Match
- Property and improvements
- Carryover

CSBG Allocations

- Each state must allocate and use funds received from OCS as follows:
 - Must pass through at least 90% of its federal CSBG allotment to the eligible entities
 - May use \$55,000 or 3% (whichever is greater) of its allotment for administrative costs
 - Remaining funds must be used for CSBG authorized purposes

Federal CSBG Act, 42 U.S.C. § 9907

State's Use of Allocation

- For the states, CSBG authorized purposes include, but are not limited to:
 - providing training and technical assistance
 - coordinating state-operated programs and services
 - supporting coordination and communication among eligible entities
 - analyzing distribution of funds to ensure targeted to areas with the greatest poverty needs

Federal CSBG Act, 42 U.S.C. § 9907

State's Use of Allocation

- For the states, CSBG authorized purposes include, but are not limited to:
 - supporting asset building programs for low-income individuals
 - supporting innovative programs and activities conducted by CAAs or other neighborhood-based orgs.
 - supporting other activities, consistent with CSBG purposes

Federal CSBG Act, 42 U.S.C. § 9907

CAA's General Use of Allocation

- Generally, CSBG funds may be used to support:
 - Creation of new programs and services
 - Augmentation of existing programs and services
 - Organizational infrastructure required to coordinate and enhance multiple programs and resources that address poverty conditions in the community

OCS IM 37

Direct and Indirect Costs

- **Direct**: costs directly related to an authorized CSBG program or activity
 - Ex., salaries and benefits of program staff and managers, equipment, training, conferences, travel, contracts
- **Indirect**: costs that are not readily identifiable or assignable to a particular final cost in a program
 - Ex., costs associated with board development and training, executive director functions, accounting, budgeting, personnel, procurement, legal services

OMB Circular A-122; OCS IM 37 (1997)

Shared Costs

- An indirect cost rate is intended to implement equitable and reliable accounting procedures to apportion shared costs fairly across programs and grants
- OCS IM 20 (1997) follows the federal cost principles, OMB Circular A-122, and encourage states and CAAs to establish indirect cost rates
 - CAAs that don't receive direct federal funding should negotiate the indirect cost rate with their state CSBG agency or their State's Comptroller's office

LIHEAP & CSBG

- Remember, CSBG funds may be used to:
 - Create new programs & services
 - Augment existing programs & services
 - Support organizational infrastructure required to coordinate and enhance multiple programs and resources that address poverty conditions in the community
 - OCS IM 37 (1997)
- LIHEAP IM 2000-11 Costs for Planning and Administration - Updated Information, <https://www.aclfi.org/wp-content/uploads/2016/06/Using-Shared-Costs-for-Asset-Building-and-Administrative-Supported-Information>

Group Eligibility Determination

- Check with state CSBG office but CAA may not always be required to conduct individualized

Residency Requirement

- If residency in the CSBG service area is an eligibility requirement of the CAA and/or state CSBG laws, a

Groups NOT Categorically Ineligible

- No one is categorically ineligible other than those

Groups NOT Categorically Ineligible

- Non-citizens may not be banned unless exclusion authorized by another statute. See OCS IM 20 (1998)

RECOMMENDATIONS | TWO SETS

#8 SLIDES



Reaching Out Supporting Families

Designing, facilitating and sustaining peer support networks

Melanie Stone & Aine Tubridy
3rd June 2020

C E S



Creating a safe environment for sharing



Ground rules and shared values/principles



Confidentiality



Facilitation



Training and education



Shared activities



Consider who leads peer support – peer/professional

SLIDE



Creating a safe environment for sharing

The dynamics of peer support is very different from most people's experience of treatments and professional interventions, where people are seen as needing help and staff are seen as providing help.

Sharing experiences with other members is a challenge for some people. These dynamics within and outside the peer support network mean people can have difficulties expressing their views, or to understand their experiences as valid.

Some ideas from the literature on how to create a safe environment:

- Discuss rules and shared principles/values that promote sharing, respect, confidentiality, non-judgementalism, being non-judgemental
- Keep all information and stories shared during meetings confidential, including where relevant, people's participation in the group
- A facilitator may help to create a positive environment
- Training and education for both facilitators and peer support members
- The structure of the peer support network can influence how comfortable people are expressing themselves - some people will find it easier to participate in a group setting of local meetings or an online chat group than a peer-led group in their own area
- Considering peer shared activities or interests can create a more comfortable environment and help to get to know

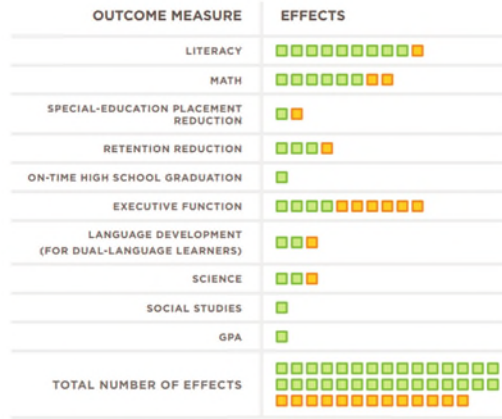


HANDOUT

The screenshot shows a Zoom meeting window with a toolbar at the bottom containing icons for Mute, Stop Video, Mute, Manage Participants, Polling, Share Screen, Chat, Record, Closed Caption, Support, and End Meeting. The slide content is visible in the main window, matching the slide shown in the first image.



Effects of Pre-K on Future Learning and Outcomes



■ = POSITIVE EFFECT ■ = CONVERGING EFFECT*
*INCLUDES NULL FINDINGS AND NEGATIVE EFFECTS.

OMIT FROM WEBINAR SLIDES

Source: Education Commission of the States, Exploring New Research on Pre-K Outcomes, <https://www.ecs.org/exploring-new-research-on-pre-k-outcomes/>



Sources:

Slide 8 - Source: National Institute for Early Education Research, The State of Preschool 2019 Report, https://nieer.org/wp-content/uploads/2020/04/YB2019_Executive_Summary.pdf

Slide 9 - Source: National Institute for Early Education Research, The State of Preschool 2019 Report, https://nieer.org/wp-content/uploads/2020/04/YB2019_Executive_Summary.pdf

Slide 10 - Source: National Institute for Early Education Research, The State of Preschool 2019 Report, https://nieer.org/wp-content/uploads/2020/11/YB2019_Full_Report.pdf

Slide 11 - Source: National Institute for Early Education Research, The State of Preschool 2019 Report, https://nieer.org/wp-content/uploads/2020/04/YB2019_Executive_Summary.pdf

Slide 12 - Source: Education Commission of the States, Exploring New Research on Pre-K Outcomes, <https://www.ecs.org/exploring-new-research-on-pre-k-outcomes/>

Slide 36 - Source: Digital Learning Collaborative, Snapshot 2020, <https://www.digitallearningcollab.com/publications-blog/2020/2/24/snapshot-2020>



It is an immutable law of presenting, whether in-person or online:

When you put words on a screen, the audience will want to read them.



Sometimes you will want to have a lot of text on a slide. For example, when you want to include a lengthy **direct quote**. In those cases, stop and let the participants read the slide for themselves. The silence will get their attention (which is a good thing), and if you read it to them, you'll only be a nuisance because they're already trying to read it for themselves.





Our Vision



We envision an America where **all** young people can pursue and **complete** an education with **confidence** and **without constraint**.



Our Vision

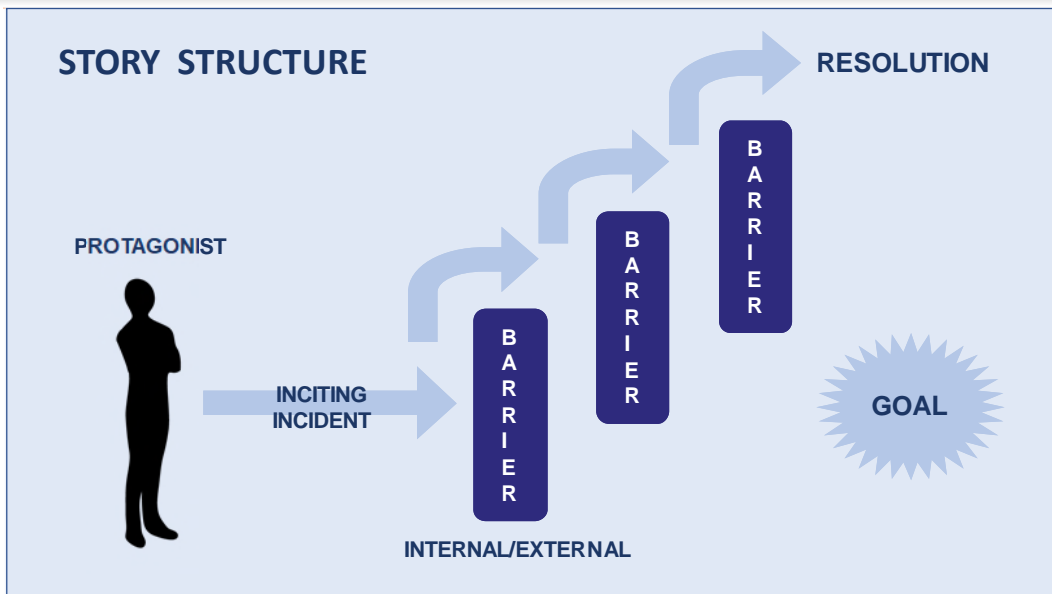


We envision an America where all young people can pursue and complete an education with confidence and without constraint.



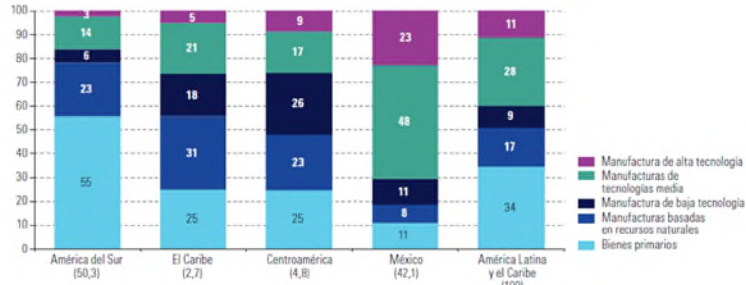
STRUCTURE

- We meet the protagonist and see his/her "world in balance."
- "Inciting Incident" gives the protagonist a goal.
- Protagonist runs into barriers in pursuit of the goal.
- Protagonist eventually overcomes all barriers (or succumbs.)
- Resolution.





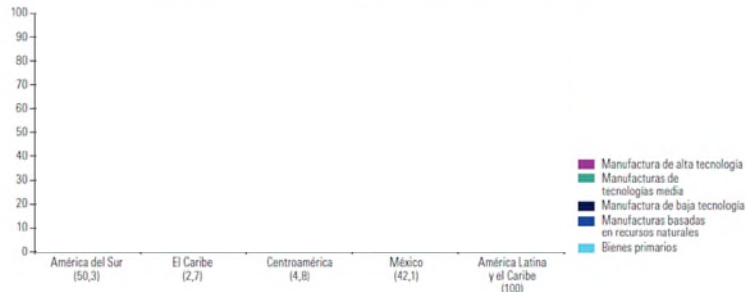
Latino América concentra más de la mitad del valor de sus exportaciones en productos primarios y manufacturas basadas en recursos naturales.



Fuente: Comisión Económica para América Latina y el Caribe (CEPAL), sobre la base de información de la Base de Datos Estadísticos de las Naciones Unidas sobre el Comercio de Productos Básicos (COMTRADE).



Latino América concentra más de la mitad del valor de sus exportaciones en productos primarios y manufacturas basadas en recursos naturales.



Fuente: Comisión Económica para América Latina y el Caribe (CEPAL), sobre la base de información de la Base de Datos Estadísticos de las Naciones Unidas sobre el Comercio de Productos Básicos (COMTRADE).





DRAFT | 20 |

CCSQ Kaizen Results BUSINESS REQUIREMENTS KAIZEN

Yearly time savings of
~5,360 hours/year
from meeting reductions



Total savings
of at least
\$650,007
and growing

38% reduction
of overtime
contractor hours
from last
year



Eliminated the printing of
95,000 pages/year

156
8
95% reduction in
Post-Implementation
Change Requests

Yearly time savings of
~3,395 hours/year
from the reduction of
change requests (RCRs)



*Improved
User
Experience
due to more
feedback
and quicker
response to
feedback*



DRAFT | 20 |

CCSQ Kaizen Results BUSINESS REQUIREMENTS KAIZEN

RECOMMENDATIONS | KEEP IT MOVING #8 SLIDES

RECOMMENDATIONS | KEEP IT MOVING #8 SLIDES

2 hours = 150+ slides

TAKEAWAY #9 LONG-TERM TRENDS



It ain't over when it's over.

Post pandemic, working remotely will play a significantly larger role in how organizations function than it did prior to the pandemic.



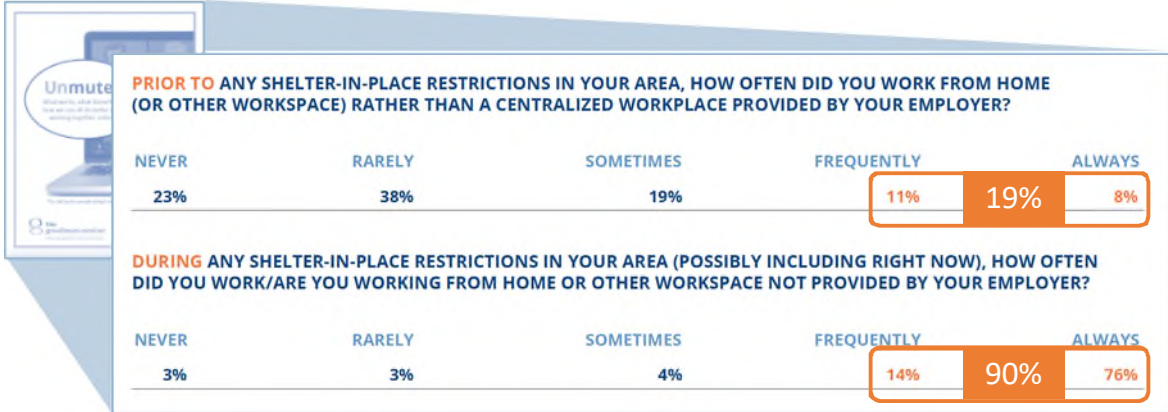
SURVEY DATA

#9 LONG-TERM TRENDS



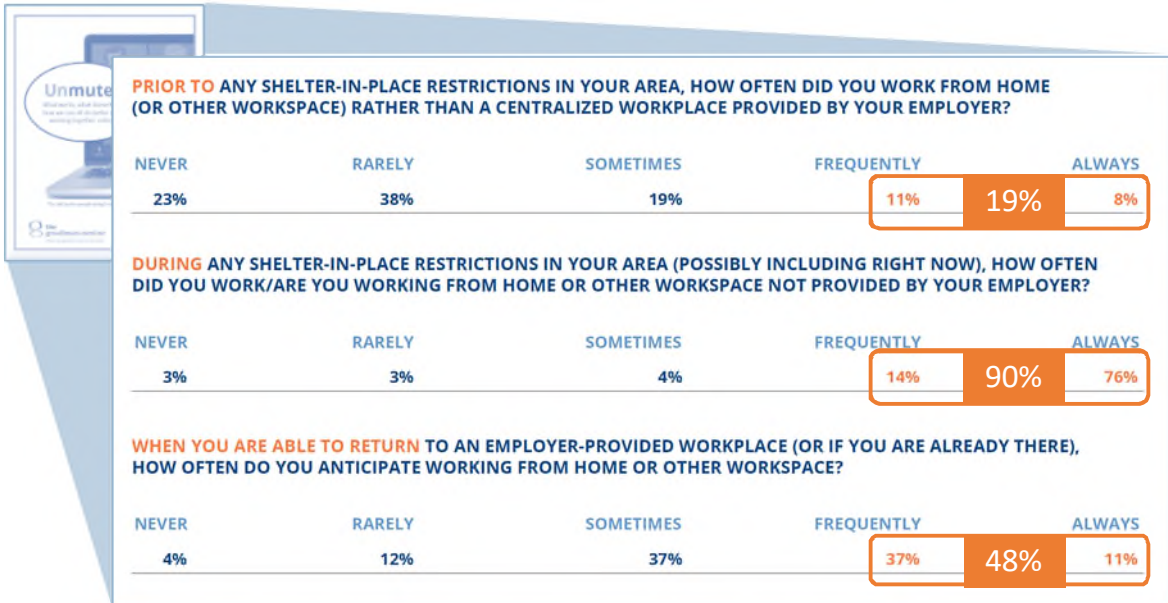
SURVEY DATA

#9 LONG-TERM TRENDS



SURVEY DATA

#9 LONG-TERM TRENDS

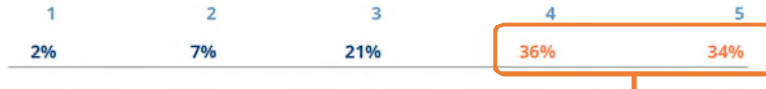


SURVEY DATA

#9 LONG-TERM TRENDS



PLEASE RATE YOUR HOME OR OTHER WORKSPACE ON HOW CONDUCTIVE IT IS TO GETTING WORK DONE (E.G., AMOUNT OF SPACE, NOISE LEVEL, POTENTIAL DISTRACTIONS) WHERE 1 REPRESENTS NOT CONDUCTIVE AT ALL AND 5 REPRESENTS VERY CONDUCTIVE.



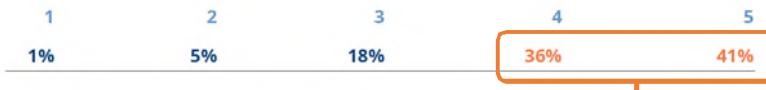
70%
4-5 RANGE

SURVEY DATA

#9 LONG-TERM TRENDS



PLEASE RATE THE AVAILABILITY OF RESOURCES IN YOUR HOME OR OTHER WORKSPACE (E.G., COMPUTER, PRINTER, INTERNET CONNECTION, ETC.) WHERE 1 REPRESENTS LITTLE OR NO AVAILABILITY AND 5 REPRESENTS COMPLETE AVAILABILITY.



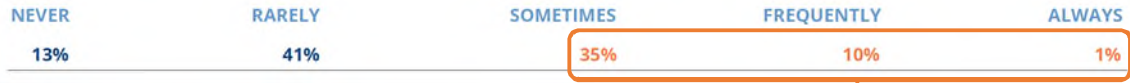
77%
4-5 RANGE

SURVEY DATA

#9 LONG-TERM TRENDS



WHEN WORKING FROM HOME OR OTHER WORKSPACE NOT PROVIDED BY YOUR EMPLOYER, HOW OFTEN DOES THE SPEED OF YOUR INTERNET CONNECTION NEGATIVELY AFFECT YOUR EXPERIENCE DURING WEB-BASED CONVENINGS?



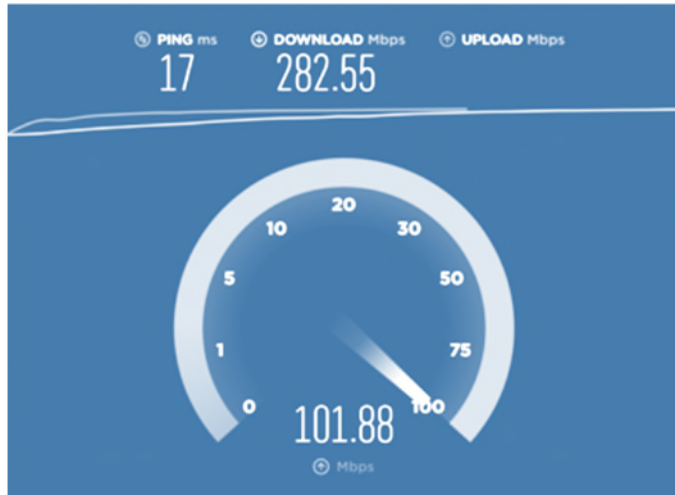
46%
SOMETIMES OR MORE

RECOMMENDATION

#9 LONG-TERM TRENDS



Ensure team members have sufficient Internet speeds to participate fully in online convenings.



www.speedtest.net

SUCCESSFUL VIRTUAL SESSIONS | AGENDA




1. **Context:** How we got here (and where, exactly, are we?)
2. **Defining Terms:** All virtual sessions are not the same
3. **Nine Takeaways:** What we learned from the research
4. **Resources:** A little more help for our friends



RESOURCES | ACCESSIBILITY GUIDELINES (section508.gov)



 **Section508.gov**
GSA Government-wide IT Accessibility Program

Search

Create Test Manage Buy Sell Training Blog

[Home](#) » [Create Accessible Digital Products](#) » Create Accessible Presentations

Create Accessible Presentations

How to create accessible Microsoft PowerPoint presentations.

Microsoft PowerPoint 2016

Guidance developed by the Accessible Electronic Documents Community of Practice (AED COP).

- [Microsoft PowerPoint 2016 Authoring and Testing Guide](#) (MS Word, March 2019)
- [Microsoft PowerPoint 2016 Testing Checklist](#) (MS Word, March 2019)

Older versions of Microsoft PowerPoint

The resources in this section were developed by Federal agencies, and shared here for your convenience. Note, much of this guidance predates the [Revised 508 Standards](#).

- [PowerPoint 2013 Accessibility Checklist](#) - Developed by SSA
- [How to Make Your PowerPoint 2010 Presentations 508-Compliant](#) (PDF, December 2014) - Developed by HHS/CMS
- [Section 508 Quick Reference Guide – MS PowerPoint 2010](#) (PDF, November 2013) - Developed by HHS/CMS
- [PowerPoint Document 508 Checklist](#) (March 2013) - Developed by HHS

Training Videos

[How to Author and Test Microsoft PowerPoint Presentations for Accessibility](#) - By the Accessible Electronic Document Community of Practice (AED CoP).

RESOURCES | ACCESSIBILITY GUIDELINES (webaim.org)



The screenshot shows the WebAIM website homepage. At the top left is the WebAIM logo with the tagline "web accessibility in mind". To the right are navigation links for "services", "articles", "resources", and "community". Below the logo is a search bar and three featured links: "Introduction to Web Accessibility" and "WebAIM Training". The main heading reads "We have web accessibility in mind" with a sub-headline: "Expanding the potential of the web for people with disabilities by empowering individuals and organizations to create accessible content." Below this are four service boxes: "Accessibility Training", "Accessible Site Certification", "Technical Assistance", and "Evaluation and Reporting". On the right side, there is a "Community" section with links for "WebAIM Blog", "Newsletter", "E-mail Discussion List", and "Twitter".





RESOURCES | PRESENTATIONS (ThePresentationPodcast.com)



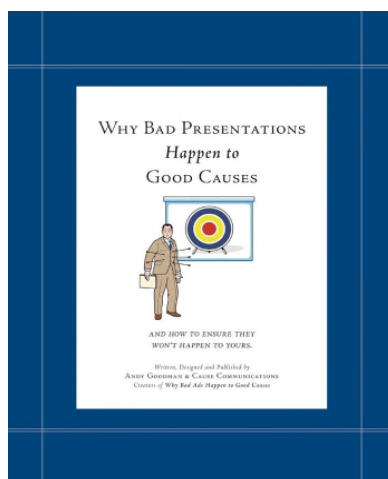
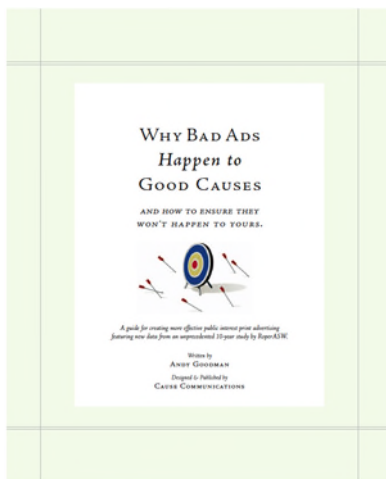
The screenshot displays the website for The Presentation Podcast. A central black box features the podcast logo and the text: "The Presentation Podcast is produced by TLC Creative Services, Inc., and is a conversation among presentation design studio owners about presentation design, tools, tips, running a design studio and more. New episodes release on the 1st and 3rd Tuesday of each month." Surrounding this central box are several episode cards. Visible titles include "episode 104: How are the Remote Presentation M Going?", "episode 105: PowerPoint Live Presentation is Here!", "episode 103: ...ng with your ...th Jackie Schmidt of ...w)", "episode 101: SI Design for Remote Presenting", and "episode 100: 100 from 100 - our favorite tips and moments from the first 100 episodes".

RESOURCES | PRESENTATIONS (ThePresentationPodcast.com)

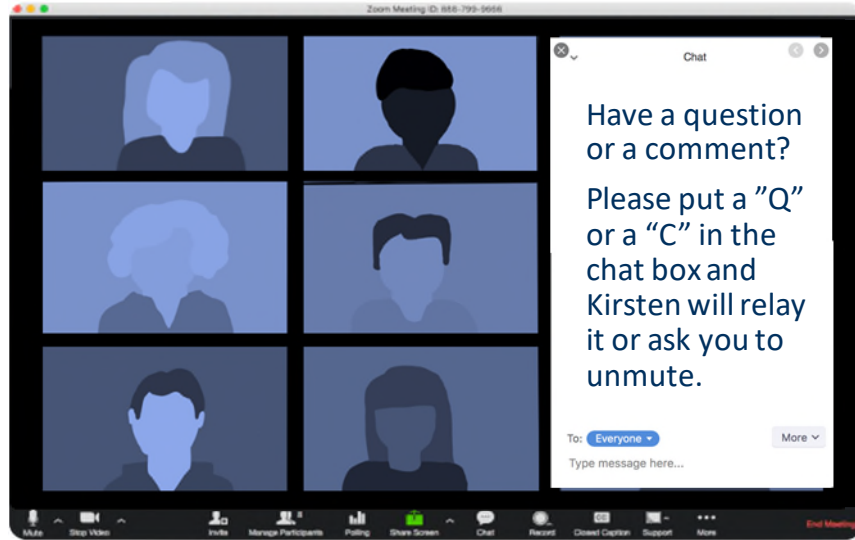


<p>episode 104: How are the Remote Presentation Meetings Going? JUNE 16, 2020</p>	<p>episode 105: PowerPoint Live Presentation is Here! JULY 7, 2020</p> 	<p>episode 103: Presenting with your Voice (with Jackie Gartner-Schmidt of Voice Now) JUNE 2, 2020</p>
 <p>episode 101: Slide Design for Remote Presenting MAY 5, 2020</p>	<p>episode 102: Is PowerPoint Collaboration in Microsoft Teams Good? MAY 18, 2020</p> 	 <p>episode 100: 100 from 100 – our favorite tips and moments from the first 100 episodes APRIL 21, 2020</p>

RESOURCES | BOOKS AND REPORT (thegoodmancenter.com)



QUESTIONS & COMMENTS



THEGOODMANCENTER.COM | NEWSLETTER




MARCH 2021



free-range THINKING™

free-range thinking™ is a monthly journal of best practices, resources and generally useful stuff for public interest communicators who want to reach more people with more impact



Why every audience for your stories is from Missouri

If you ever wondered why Missouri is called the "Show-Me" state, the phrase is attributed to William D. Vandiver, who was a Congressional representative from 1897 to 1903. In a speech delivered in Philadelphia in 1899, Vandiver declared, "Frothy eloquence neither convinces nor satisfies me. I am from Missouri. You have got to show me."



Lisa Cron

In her new book, *Story or Die*, Lisa Cron recalls Vandiver's famous phrase in a section entitled, "Keep it Specific." Frothy eloquence may have its place, Cron notes, but if you want your audience to see the people and places in your stories and feel the emotions of the narrative, you have to provide concrete, specific details.

One Simple Question That Videoconference

Should I turn my camera on or off? It seems like such a simple question, but it's the pursuit of engaging and productive videoconference. For some attendees, telling them to turn their camera on or off can feel like an invasion of privacy, and more focused attendees can feel uncomfortable and unable to concentrate fully.

We discovered this sharp divide in the research for our new book, *Story or Die*. We can all do better when working together online. We can all do better when working together online. We can all do better when working together online.

Let's Make 3 N

Along with your resolutions that person whom you've been responsible to call, but Michael all those good intentions, we while we're all excited about



FINAL THOUGHTS



FINAL THOUGHTS | "We are all Robert Kelly now."



REPORT, RECORDING, AND SLIDES AVAILABLE FROM NSP



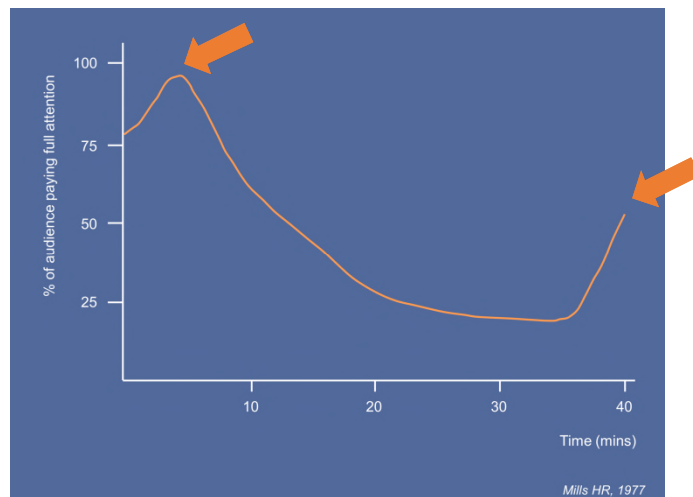
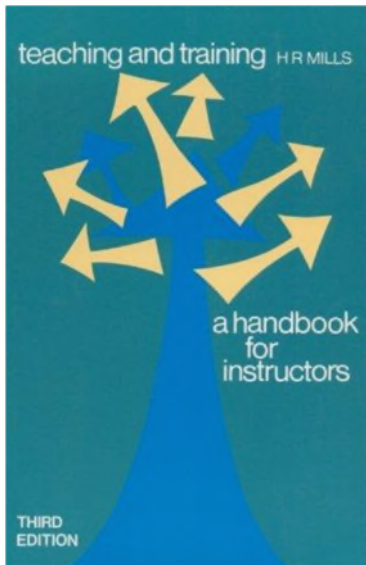
 **NSP** | Nonprofit Support Program
HARTFORD FOUNDATION FOR PUBLIC GIVING





POCKET SLIDES

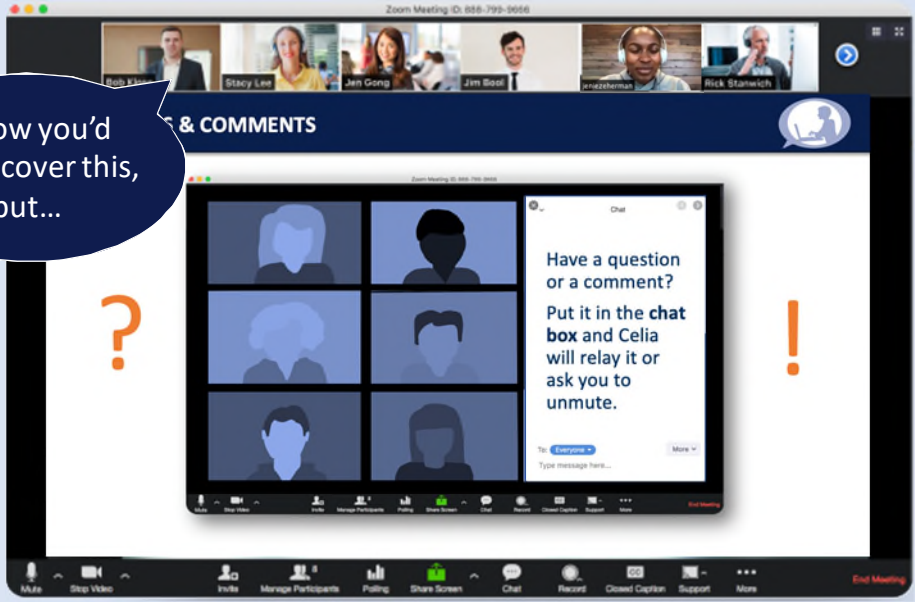
ADDITIONAL POINTS | Why you never end with Q&A



ADDITIONAL POINTS | Why you never end with Q&A



I know you'd didn't cover this, but...



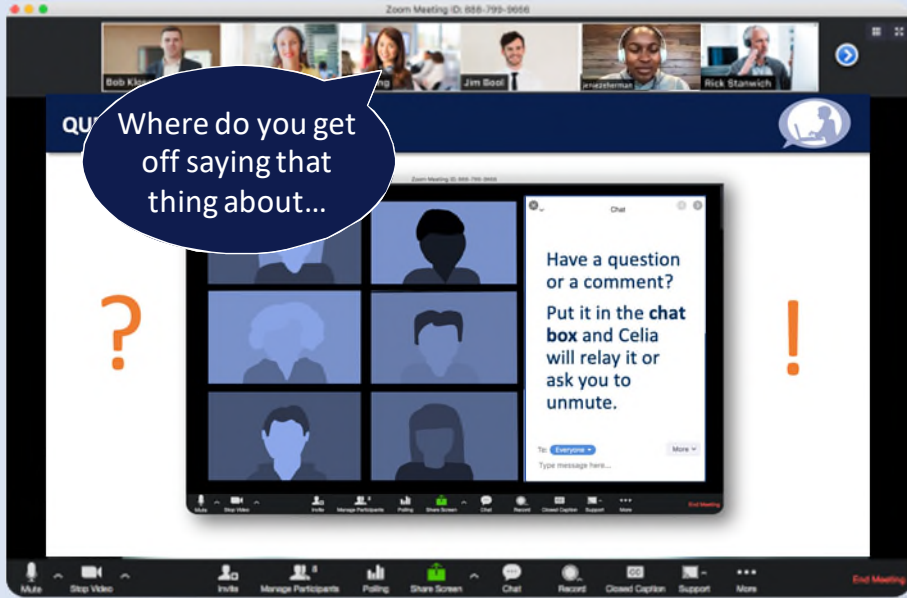
ADDITIONAL POINTS | Why you never end with Q&A



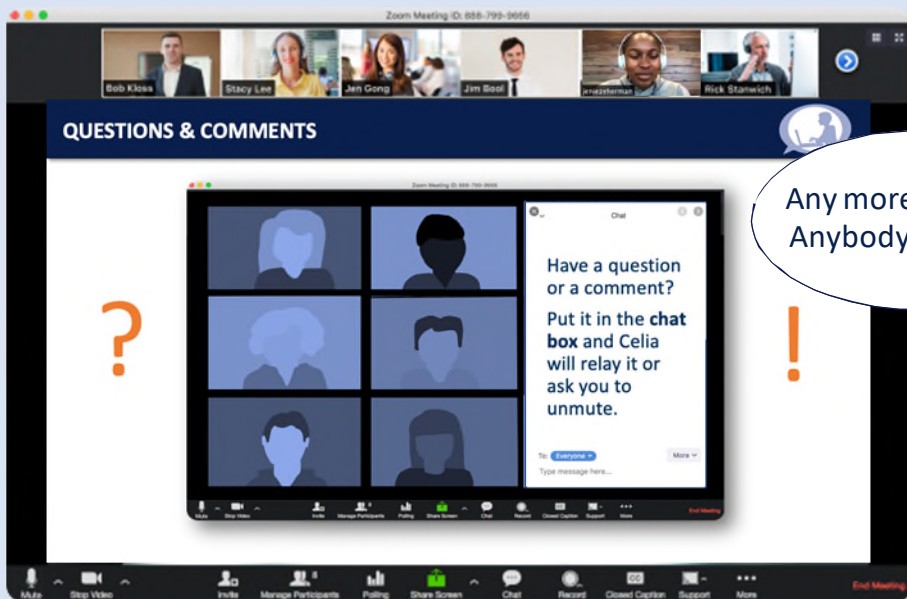
It occurred to me while you were speaking that...



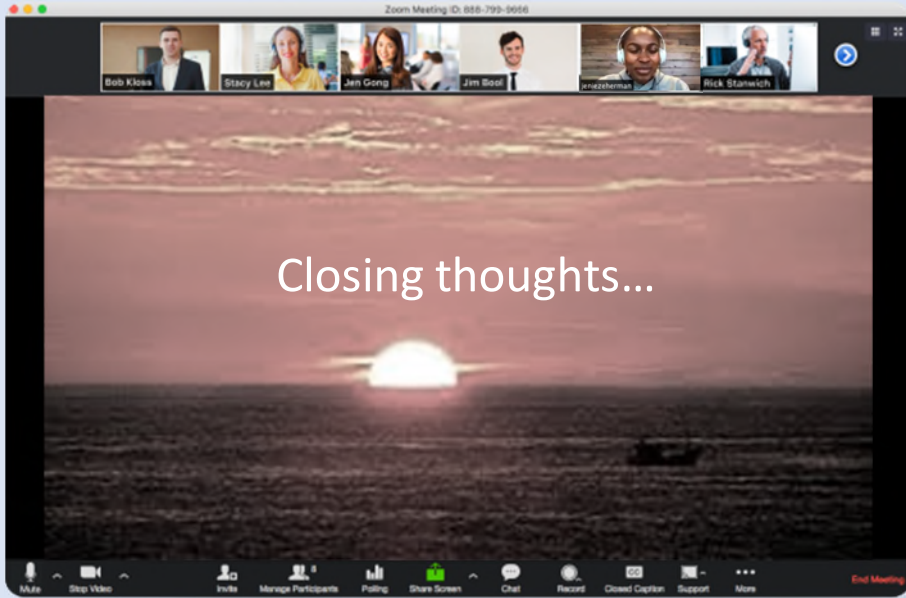
ADDITIONAL POINTS | Why you never end with Q&A



ADDITIONAL POINTS | Why you never end with Q&A



ADDITIONAL POINTS | Why you never end with Q&A



ADDITIONAL POINTS | Have a Plan B



ADDITIONAL POINTS | Get Feedback



Webinar class recording, feedback and further reading >

Celia Hoffman <celia@thegoodmancenter.com>
to Celia

Hi, all!

If you missed any part of class or would like to review it, here is a link to view the recording: <https://www.youtube.com/watch?v=8yp7>

We will keep this available to stream through May 30.

We welcome your feedback! If you have any comments about what you liked about the webinar, please let us know. Attached you'll find our report *Dialing In, Logging On, Nodding Off*, as well as a copy of the recording.

All the best,
Celia

2 Attachments

