

The Training Run of Show: An Essential Tool for Public Health Trainers

This resource provides guidance on creating and using a run of show for successful training delivery, plus a customizable template to help you plan every detail of your training sessions.

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What Is a Run of Show?

A run of show is your comprehensive roadmap for delivering exceptional training experiences. Think of it as your backstage playbook where every detail is spelled out—from the moment participants walk in the door to their final takeaways. When you have a thorough run of show, you can focus on what matters most: connecting with your audience, reading the room, and adapting your delivery to meet participants' needs in real-time. Instead of scrambling to remember what comes next or hunting for materials, you can be fully present and responsive to the learning dynamics unfolding before you.

Best Practices for Run of Show Development

- ✓ **Start with Learning Outcomes:** Work backward from what participants need to achieve, then design experiences that build toward those goals progressively.
- ✓ **Build in Buffer Time:** Always include 10-15% more time than you think you need. Engaged participants ask questions, share stories, and dive deeper into concepts.
- ✓ **Plan Transitions Carefully:** The moments between activities are where you can lose momentum. Script clear transitions that maintain energy and connection.
- ✓ **Prepare for Multiple Learning Styles:** Include visual, auditory, and physical elements throughout your session to keep all participants engaged.
- ✓ **Create Checkpoints:** Build in regular opportunities to gauge understanding and adjust your approach based on participant needs and energy levels.
- ✓ **Document Everything:** Include specific instructions, exact timing, and detailed notes that would allow someone else to deliver the session if needed.

Key Components of an Effective Run of Show

1. Set up

Venue & Environment

- ✓ Room layout and seating arrangement
- ✓ Audio/visual equipment testing and backup plans
- ✓ Temperature, lighting, and comfort considerations
- ✓ Signage and wayfinding for participants

Materials & Resources

- ✓ Participant handouts and workbooks
- ✓ Presentation slides and technical backups
- ✓ Supplies for activities (markers, sticky notes, flipchart paper)
- ✓ Name tags, evaluation forms, certificates
- ✓ Refreshments and dietary accommodation notes

Staffing Roles & Responsibilities

- ✓ Lead trainer responsibilities and key talking points
- ✓ Co-facilitator or assistant roles
- ✓ Technical support contact information
- ✓ Registration/check-in coordinator
- ✓ Timekeeper and logistics manager

2. Detailed Agenda (Session Flow)

This is a step-by-step, minute-by-minute outline of the training & its activities. It is sometimes called a “facilitator’s agenda” because it includes all the “behind-the-scenes” production notes for facilitators.

Opening Sequence

- ✓ Welcome and housekeeping announcements
- ✓ Icebreaker or energizer activity
- ✓ Learning objectives and agenda overview
- ✓ Ground rules and participation expectations

Content Delivery Blocks for each major section, include:

- ✓ Learning objective for this segment
- ✓ Key content points and core messages
- ✓ Interactive elements and engagement strategies
- ✓ Materials needed and setup requirements
- ✓ Timing checkpoints and flex time buffers
- ✓ Transition cues to next section

Break Management

- ✓ Scheduled break times and duration
- ✓ Instructions for participants during breaks
- ✓ Housekeeping reminders (bathrooms, refreshments, timing)
- ✓ Re-energizing activities for post-break return

Wrap-up Sequence

- ✓ Key takeaways summary and reinforcement
- ✓ Action planning or next steps guidance
- ✓ Resource sharing and additional support options
- ✓ Evaluation completion and feedback collection
- ✓ Thank you and final networking opportunity

3. Contingency Planning

Common Scenarios & Solutions

- ✓ Technology failures and analog alternatives
- ✓ Late arrivals and early departures
- ✓ Difficult or disengaged participants
- ✓ Running ahead or behind schedule
- ✓ Unexpected questions or tangential discussions

Flexibility Framework

- ✓ Which activities can be shortened or extended
- ✓ Optional content that can be added or removed
- ✓ Alternative delivery methods for key concepts
- ✓ Back-up engagement strategies for low-energy moments

Remember! The goal isn't to follow your run of show rigidly, but to have done enough preparation that you can be flexible and responsive while maintaining the overall learning experience you've designed. The best trainers use their run of show as a launching pad for authentic, dynamic facilitation.

Using the Template

A template run of show is included on the subsequent pages for your reference. Your run of show should be easily scannable during delivery. Use clear headings, bullet points, and visual cues that help you quickly find information without losing connection with participants.

Other than that, the format is up to you! Once you start using a run of show for your training, you'll find that you'll update it and adapt it each time while you figure out what format works best for you.

Take what works, leave the rest. Customize it so that it works for you.

Customization Tips

Adapt This Template By:

- ✓ Adjusting the level of detail to match your facilitation style
- ✓ Adding sections specific to your training type (e.g., hands-on workshops may need equipment checklists)
- ✓ Modifying the timing increments (some prefer 5-minute blocks, others prefer broader time ranges)
- ✓ Including backup activities or "parking lot" procedures if relevant to your content
- ✓ Adding participant demographic information if it affects the delivery approach
- ✓ Use different colors for different types of activities (content delivery vs. interactive exercises)
- ✓ Highlight critical timing checkpoints
- ✓ Mark items that require advance preparation
- ✓ Distinguish between facilitator actions and participant activities
- ✓ Consider creating a simplified "cheat sheet" version for quick reference while your full document serves as your comprehensive backup.

Run of Show Template

Header Information

Training Title: [Insert descriptive title of your training session]

Date: [Month Day, Year]

Time: [Start time - End time, Time Zone]

Venue: [Full venue name and address]

Room: [Specific room name/number and floor/location details]

Learning Objectives: List 3-5 specific, measurable learning outcomes. Start each with an action verb.

- Participants will [action verb + specific skill/knowledge]
- Participants will [action verb + specific skill/knowledge]
- Participants will [action verb + specific skill/knowledge]

Contents/Table of Contents: Include page numbers for easy navigation during delivery

Staffing Contact Info & Roles [page #]

Room Set-up [page #]

Detailed Agenda [page #]

Materials List [page #]

Section 1: Staffing Contact Info & Roles

Instructions: List all staff members involved in the training delivery. Include their contact information, specific responsibilities, and arrival times. This ensures everyone knows their role and can be reached if needed. Note: This is primarily helpful for larger-sized in-person training.

Name	Email	Phone	Role(s)/Responsibilities	Arrival Time
[Name]	[email]	[phone]	[Primary Facilitator, Registration, AV Support, etc.]	[Day/Time]
[Name]	[email]	[phone]	[Co-facilitator, Materials Manager, etc.]	[Day/Time]

Add additional rows as needed

Special Notes for Staff: [Include any specific instructions for staff members, such as familiarizing themselves with venue layout, backup procedures, or participant support needs.]

Staff Communication: [Include any notes on how staff should communicate with each other before and during the training (e.g., group text).]

Section 2: Room Set-up

Room Details:

Room: [Room name/number and location]

Capacity: [Number of participants expected]

Layout: [Banquet rounds, classroom style, U-shape, etc.]

Technology & AV:

WiFi: SSID: [network name] / Password: [password]

Standard Equipment: [Screen, projector, microphones, etc.]

Additional Equipment Requested: [Handheld mics, flip charts, etc.]

Laptop/Presentation: [Who provides, connection type]

Table Supplies:

(What should be placed at each participant table?)

[Item 1 - quantity per table]

[Item 2 - quantity per table]

[Item 3 - quantity per table]

Room Decorations/Signage:

(What should be posted on walls, easels, etc.)

[Flip chart sheets with specific labels]

[Posters to be hung and when to reveal them]

[Welcome signage or directional signs]

Facilitator Area Setup:

(Where are facilitator materials kept?)

[Materials needed at front of room]

[Handouts for distribution]

[Prizes or giveaways]

Registration Table:

(What items are needed for participants as they check in?)

[Name badges and holders]

[Sign-in materials]

[Welcome packets]

Section 3: Detailed Agenda

Pre-Session Setup: Include the day before or early morning setup time

Time	Activity	Responsible Person(s)	Notes
[Time]	Room Setup & Prep	[Names]	[Specific setup tasks, final walkthroughs]

Main Training Day(s)

Time	Session/Activity	Facilitator Notes & Materials
[Time]	Registration/Check-in Opens	Staff: [Names] [Registration duties] [Participant greeting procedures] [Materials to distribute]
[Time Range]	Opening & Welcome (Duration) [Name] [Description of opening activities] [Key Points [Welcome message] [Housekeeping items] [Agenda overview] [Icebreaker activities]	Materials [Slides, handouts, etc] Support Staff [Roles during this segment]
[Time Range]	[Segment Title] (Duration) [Name] Objective: [Learning goal for this segment] [Detailed activity description] [Step-by-step instructions [Timing for each component] [Discussion prompts] [Instructions to transition to next segment]	Materials [Slides, handouts, etc] Support Staff [Roles during this segment] [Backup plans, variations, tips]
[Time Range]	Break	[Participant instructions] [Staff tasks during break]
	Continue this format for each agenda item	

Key Elements to Include for Each Activity:

- Objective: What participants will achieve
- Process: Step-by-step facilitation instructions
- Materials: Everything needed for the activity
- Timing: Duration and time checkpoints
- Facilitator Notes: Tips, variations, potential challenges
- Support Roles: What other staff should be doing

Section 4: Materials List

Instructions: Create a comprehensive inventory of all materials needed. Include quantities, who is responsible for providing each item, printing specifications, and completion status. This is particularly important when several people are developing or organizing materials.

Item	Developer	Print?	Responsible Party	Print Instructions/Description	Quantity	Status/Notes
[Material name]	[Who created it]	Y/N	[Who provides]	[Single/double-sided, binding, special paper]	[# needed]	[Done/In progress]

Categories to Include:

- Registration Materials: Name tags, sign-in sheets, lanyards
- Participant Materials: Handouts, workbooks, reference guides
- Supplies: Pens, markers, sticky notes, flip chart paper
- Technology: Laptops, cables, microphones, presentation remotes
- Room Supplies: Tape, scissors, extension cords
- Participant Comfort: Fidget items, refreshments if applicable
- Evaluation: Feedback forms, QR codes for online surveys

Technology Backup Plans:

- [What to do if AV fails]
- [Analog alternatives for digital activities]
- [Contact information for technical support]

Timing Adjustments:

- [Which activities can be shortened]
- [Optional content that can be skipped]
- [Buffer activities if running ahead of schedule]

Participant Management:

- [Strategies for disengaged participants]
- [Process for handling disruptions]
- [Late arrival procedures]

Example Run of Show for an In-Person Workshop

Title: Delivering High-Impact IPC Training Through Better Design and Facilitation

Date: April 28, 2025

Time: 8:30 am-12:30 pm CT

Location: Henry B. Gonzalez Convention Center
900 E Market St, San Antonio, TX 78205

Room: Room 006C (river level)

FedEx/Kinkos: [889 East Market Street, San Antonio, TX](#) +1 726-222-5801

Hours: Closes at 5 pm on Sunday (connected to Hyatt Regency Hotel)

Learning Objectives:

Workshop participants will:

- Learn with and from peers
- Identify common steps involved in developing an effective training program.
- Practice training design and facilitation techniques that create a positive learning environment.
- Have fun!

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Staffing Contact Info & Roles

Name	Email Address	Cell phone	Role(s)/Task(s)	Arrival
Mary Green	[email]	[phone]	Facilitator	Sunday evening
Amy Hale	[email]	[phone]	Support Facilitator	Sunday afternoon
Jeremy Lantham	[email]	[phone]	Registration/Check-in	Saturday late evening
Mary Green	[email]	[phone]	Welcome and Closing. Primary person for questions	Sunday late afternoon (after 4pm)

Names: please familiarize yourselves with the location of the restrooms and nearby food options in case participants have questions.

Room Set-up

Room: Room 006C (river level)

Room Set up: Banquet Rounds of 8-10 for 80 people

WIFI:

SSID: 2025 Prep Summit

Password: Prep2025

Standard AV package: Screen, projector, sound, one lectern microphone, one laptop connection. *Note: the standard package comes with the lectern microphone, but we don't have to use it*

Additional AV requested:

- 2 handheld microphones
- 4 Flip Chart packages- these will be with sticky backs

Laptop: Jennifer

NACCHO's AV team will provide the laptop connection via HDMI. Our IT department will also have commonly used adapters and converters (e.g., USB-C) available on-site.

At each roundtable:

- 2 Post-it notes, different colors
- Pens
- Markers
- Fidget toys

On walls:

- Training Tune-Up & Facilitation Posters: Hang on walls near tables (put blank flip chart paper in front to keep covered until we do that exercise, starting around 9:15).
- Flipchart sheet labeled Curiosity Corner: What do you want to learn more about? with sub-headings: adult learning, facilitation, accessibility & inclusion, and other
- Flipchart sheet labeled: Bike Rack

On easel

Flip Chart: Group Agreements

- 1) Take care of yourself
- 2) Stand up, stand back
- 3) Introduce ourselves
- 4) Bicycle rack
- 5) What else?"

Up front (facilitator table)

- Training Scenario Handouts
- Prizes
- Wireless microphones

Registration table

- Name badges
- Registration list
- Pens

Detailed Agenda (Session Flow)

Space in right margin for notes→

Sunday, April 27, 2025		
Time	Session	Facilitator's Notes
4 pm	Room set up and prep. Jennifer, Corinna, Nicole, Jackie after arrival	<ul style="list-style-type: none"> • Set up the room (see page 3) • Prepare registration table, packets, and other materials • Prepare flipchart sheets, hang posters, etc. • Last walk-through run of show

April 28, 2025		
Time	Session	Facilitator's Notes
7:30 am	REGISTRATION TABLE OPEN Shirelle, Dawn, Nicole <ul style="list-style-type: none"> • Provide name badges, packets/folders. • Open seating (people can sit where they'd like) • Respond to questions 	At registration table: <ul style="list-style-type: none"> • Name tags and lanyards • Participant folders • Participant list • Pens
8:30-9:15 am	WELCOME & INTRODUCTION (10 mins) Jackie: Intro to San Antonio and workshop, NACCHO/Project Firstline, appreciation for them and their work Jennifer: Welcome. Introduce self, Nicole, Corinna - why we are each here <ul style="list-style-type: none"> • Provide an overview of the agenda • Housekeeping - Bathrooms, Emergency Exits, temperature issues 	Corinna: Room prep done by 8:00 am: <ul style="list-style-type: none"> • Verify audio works/ is ready to go • Check the slides loaded • Check room set-up and supplies (pg 3)

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Time	Session	Facilitator's Notes
	<ul style="list-style-type: none"> ● Ground setting (ground rules, agreements) to help us get the most out of our time ● Curiosity Corner: What do you want to learn more about? ● Bingo card for adult learning principles <p>FIND YOUR PEOPLE (30 min) <i>Objective: Highlight the diversity of roles, training needs, & learning preferences among participants.</i></p> <p>Share instructions (4 min) We will be using an interactive polling tool called Slido to explore <u>your</u> learning preferences and those of <u>your</u> learners. We have <u>three</u> poll questions, and after each, you will have brief discussions at your table to explore the topic further.</p> <p>Prompt #1- What's Your Preferred Training Format as a Learner? (7 min)</p> <ul style="list-style-type: none"> ● What's your preferred training format <i>as a learner</i>? ● Small group discussion: Introduce yourself, what format did you choose, and why do you prefer this format? ● Ask for a few volunteers to share any highlights or takeaways. <p>Prompt #2 - What types of facilities do you train in? (7 min)</p> <ul style="list-style-type: none"> ● Select the setting where you primarily deliver training. ● Small group discussion: How does this setting influence the type of training you deliver? ● Ask for a few volunteers to share any highlights or takeaways. <p>(if time)</p> <p>Prompt #3 - Who Are Your Learners? (7 min)</p> <ul style="list-style-type: none"> ● Select the group that best represents who you primarily train ● Small group discussion: What IPC topics or challenges do your learners struggle with the most? ● Ask for a few volunteers to share any highlights or takeaways. <p>Debrief (5 min)</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Flipchart on easel -Group Agreements ● Slido poll <p>Nicole & Corinna Please walk around the room to ensure small groups are doing okay.</p> <p>Please help pass the wireless microphones when we do the "ask for volunteers" discussion after each prompt.</p> <p>Note: If time is short, we may only do two prompts.</p>

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Time	Session	Facilitator's Notes
	<ul style="list-style-type: none"> • <i>Highlight the value of conducting an audience analysis and understanding that what works for one audience may not work for all audiences. It's essential to get curious about your participants and design for their needs.</i> • <i>Here is what we heard from you (slide with demographics)</i> • <i>If time: What are some other ways you can learn about audience needs?</i> <p>Key Steps for Developing High-Impact Training (3 min) Introduce the key steps to developing a high-impact training: -Identify audience & need -Determine learning outcomes -Design Training -Deliver training (facilitation) -Evaluate training -Improve training *See training plan in folder</p>	
<p>9:15-10:15 am</p>	<p>HOW WE DESIGN TRAINING: ADULT LEARNING PRINCIPLES (60 mins) <i>Objective: Design an IPC training using adult learning principles</i></p> <p>Transition: Now that you have assessed the audience and considered the desired learning outcomes, you can begin to design the training, using adult learning principles.</p> <p>Introduce Adult Learning Principles (10 min) *Prompt to refer to the reference guide.</p> <p>Training Tune-Up (30 min) Share instructions (3 min)</p> <ul style="list-style-type: none"> • Nicole and Corinna are passing out sample training scenarios • Describe what's included in the scenario • PALs on left - ideas to improve on right. <p>Ask participants to work in small groups to update training and put top ideas on a flip chart (20 minutes)</p> <p>Debrief (10 min)</p>	<p>Materials: IPC training scenarios handout IPC training posters (on walls already)</p> <p>Nicole & Corinna As Jennifer is about 3/4-way through this, please start handing out the scenarios. Each table should get only one scenario, but several copies of that scenario (one per person), so that each person can review it.</p> <p>Please circulate and support groups if they need help.</p>

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Time	Session	Facilitator's Notes
	<ul style="list-style-type: none"> • Ask participants for any highlights or key takeaways • Consider the implications of applying adult learning principles. Who is your audience, and what is your training setting like? Training is rarely just about delivering content. 	
10:15-10:30 am	<p>Gallery Walk & Break *** Check in on bingo</p> <p>Share instructions (2 mins)</p> <p>As you break, visit the other boards. Leave comments on sticky notes: what you like, what you might add, or if you have a question. Please include your name and email address.</p>	Check in on bingo!
10:30 - 12:00 pm	<p>HOW WE FACILITATE TRAINING & ENGAGE PARTICIPANTS (90 mins)</p> <p><i>Objective: Assist participants in applying facilitation techniques to enhance the interactivity and engagement of IPC trainings</i></p> <p>PART 1: INTRODUCTION TO FACILITATION TECHNIQUES (15 min)</p> <p><i>Objective: Set the foundation by exploring essential facilitation techniques for IPC training</i></p> <p>Quick Reflection (5 min)</p> <p>Reflect on previous trainings you have attended that were well facilitated. What made them so? What would you add to our list of techniques?</p> <p>Facilitation Techniques Overview (10 min)</p> <ul style="list-style-type: none"> • Direct participants to their reference guides for additional details <ul style="list-style-type: none"> ◦ Explain the bingo cards as a reference, a self-reflection, or a design aid. <p>PART 2: Training Tune Up Part 2 LECTURE-HEAVY TO INTERACTIVE (20 min)</p> <p>Share instructions (2 mins)</p> <ul style="list-style-type: none"> • You have now practiced designing training with adult learning principles. Now, we're going to incorporate effective facilitation techniques to enhance interactivity and learner engagement. 	<p>Materials:</p> <p>Facilitation Ref Guide (in packets)</p> <p>Training poster (already on the wall)</p> <p>Training scenarios from prev segment</p>

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Time	Session	Facilitator's Notes
	<ul style="list-style-type: none">● Go back to your training scenario. Identify 1-2 moments that are lecture-heavy.● Using your facilitation techniques reference guide, Bingo Card #1 - choose a technique to make the training moment more interactive.● Provide an example: "Instead of lecturing about outbreak data and how to use it, you could use the 'small group discussion' technique by having participants analyze the data together and identify patterns."● Consider:<ul style="list-style-type: none">○ Which facilitation technique would be most effective?○ How would it address common challenges to engagement? <p>Training Tune-Up Part 2 (15 mins): Discuss in small groups, then add your top ideas to your training tune-up poster.</p> <p>Debrief (3 mins) Ask a few volunteers to share how they made their training moment more interactive.</p> <p>PART 3: PRACTICE FACILITATION (35 min) <i>Objective: Build confidence through direct practice of facilitation techniques</i></p> <p>Share instructions (5 mins) Now you have used adult learning, made it interactive, now are you ready to facilitate it? Form small groups - 2 groups per table Each group should:</p> <ul style="list-style-type: none">● Select one person to be the facilitator● The facilitator chooses one technique from any of the facilitation bingo cards (options 2 and 3 are good choices) that you would like to practice.● Use their training scenario as the context.<ul style="list-style-type: none">○ The facilitator will have 5 minutes to practice leading an activity using their chosen technique.○ Observers, offer feedback.	

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Time	Session	Facilitator's Notes
	<p>Practice Round (15 min)</p> <ul style="list-style-type: none"> • Signal the start of practice sessions • Circulate around the room to observe and provide encouragement • Give a 1-minute warning before time is up • If time permits, allow groups to switch roles for a second round of practice. <p>Debrief and Reflection (10 min)</p> <ul style="list-style-type: none"> • Ask facilitators: "What was challenging about implementing your technique? What went well?" • Highlight specific examples of strong facilitation observed during practice. • Refer back to the list of "Elements of Effective Facilitation" created at the beginning. 	
<p>12:00-12:05 pm</p>	<p>Break Bingo?</p>	<p>Jennifer and Corinna: Distribute the QR code to each table</p>
<p>12:05-12:20 pm</p>	<p>How We Improve Training (15 mins) Before we wrap up, we'll briefly discuss the final training step: Evaluate and Improve.</p> <p>Evaluation Plan Components (3 mins)</p> <ul style="list-style-type: none"> • Write evaluation question(s) • Determine methodology • Write questions • Analyze data • Use results to inform future trainings <p>We will evaluate using an online survey. There are other ways you can do this:</p> <ul style="list-style-type: none"> • paper survey • a more interactive tool like Slido polling 	

April 28, 2025

Time	Session	Facilitator's Notes
	<ul style="list-style-type: none"> ● verbal plus/delta ● you could use the bingo cards as a self-reflection tool ● and, we didn't talk about it here, but you can also use pre-tests and post-tests to assess whether skills and confidence have increased. <p>It's a good idea to give people time to complete the evaluation during the training. So, we'll do that now.- point ppl to QR code (8 minutes)</p> <p>To improve: Once we have your feedback, in a team meeting, and identify specific actions we can take to improve this training, based on that feedback. Not all feedback is actionable, but you find what you can. We use a simple table: (Slide)</p>	
<p>12:20-12:30 pm</p>	<p>Closing (Jennifer & Jackie)</p> <ul style="list-style-type: none"> ● Back to the reflections worksheet and learning goals ● We'll send slides and resources from Curiosity Corner ● We're available for questions <p>Thank you (Jackie)</p> <ul style="list-style-type: none"> ● Share key takeaways ● Highlight Project Firstline resources 	

Participant Packets

Left side (top to bottom)

- PAL: Bingo card (one)
- Adult Learning Principles Reference Guide + Bingo
- Facilitation Techniques Reference Guide + Bingo
- Handout: Will Training Help?

Right side (top to bottom)

- Agenda
- Workshop Reflection Sheet
- Training Development Plan template from online training
- Participant List

Materials

Total count

Item	Develop	Print	Resp to print	Print Instructions/Description	# Copies	Done? Notes
Name tags	NACCHO	Y	NACCHO	NA	60	Done
Name tag holders	NACCHO	N	NACCHO	NA	60	Done
Name badge lanyards	NACCHO	N	NACCHO	NA	60	Done
Folders	NACCHO	N	NACCHO	NA	60	Done
Marker packs	NACCHO	N	NACCHO		5	Done
Post-it notes of varying colors	NACCHO	N	NACCHO		20 packs	Done
Masking/painters' Tape	NACCHO	N	NACCHO		1 role	Done
Meeting favors	NACCHO	N	NACCHO	Amazon order: notebooks & stickers to decorate (Jackie to bring in luggage)	-	Done
Participant Agenda	WE	Y	NACCHO	Double sided	60	Done
Facilitation Reference Guide	WE	Y	WE	Double sided, staple top left	60	In progress

Sample of Detailed Agenda (Session Flow) for a Virtual Workshop

- **Date:** February 19, 2025 2pm-3pm ET
- **Facilitated by:** WE Public Health
- **Theme:** What indicators would help your team make a more equity-informed decision in outbreak response and prevention?

Miro Board link:

Time	Session	Facilitator's Notes	Zoom Instructions for Chat
15 min	Meeting Prep	<p>Turn on Waiting Room</p> <p>Turn on AI Meeting Summary</p> <ul style="list-style-type: none"> • Click on the AI Companion icon and select "Start summary" from the menu 	
10-12 min	Welcome and CoP Overview (Kimberly)	<p>Welcome & Warm-Up (~3 min, time for everyone to join)</p> <ul style="list-style-type: none"> • Play music. • Welcome LHDs as they enter. • Acknowledge responses in the chat. <p>CoP Overview (1 min)</p> <ul style="list-style-type: none"> • Acknowledge purpose: Create a space for LHDs to build strong connections, foster community, and engage in shared learning through real-life scenarios. • Acknowledge WE commitment over the next few months. • Share agenda for CoP call and explain we will spend the majority of the time using Miro. <p>Get screenshot of LHDs</p> <p>This or That (5 min)</p> <ul style="list-style-type: none"> • Morning Person or Night Owl • Coffee or Tea 	<p>Laura pin instructions</p> <p>Welcome</p> <p>Welcome to the first PREPARE Community of Practice Call!</p> <p>Step 1: Update your name in Zoom to include your name and health department.</p> <p>Step 2: Drop a quick response in the chat: What's your go-to Valentine's Day candy?</p> <p>This or That</p> <p>Join the Miro board here: [link to Miro]</p>

Time	Session	Facilitator's Notes	Zoom Instructions for Chat
		<ul style="list-style-type: none"> ● Cook a Meal at Home or Eat Out ● Day with No Emails or Day with No Meetings ● Make a To-Do List or Keep Everything in Your Head <p>Group Agreements (2 min)</p> <ul style="list-style-type: none"> ● Give and Take ● What's Shared Here Stays Here, What's Learned Here Leaves Here ● Engage with Respect ● Stay Curious ● Anything else to add 	<p>board]</p> <p>Laura set up the first round of breakout rooms by health department.</p> <ul style="list-style-type: none"> ● Central District + Laura ● Independence* + Kimberly ● Erie* + Patrice ● Kern* + Jennifer ● Two Rivers ● DuPage <p>Do not assign Candice to a breakout room</p>
25 min	Knowledge-Sharing (Laura)	<p>Frame the Activity (3 min)</p> <ul style="list-style-type: none"> ● Introduce purpose for CoP Call #1: What indicators would help your team make a more equity-informed decision in outbreak response and prevention? ● The goal is practice using a prioritization process to think through what indicators might be most useful for making equity-informed decision. <ul style="list-style-type: none"> ○ What indicators are you currently using or do you think you need to use to make better (equitable, efficient, effective) decisions about outbreak prevention and response? ○ How would you use these indicators to drive equitable outbreak response and prevention? ● Share Prioritization Matrix <ul style="list-style-type: none"> ● The x-axis reflects data accessibility <ul style="list-style-type: none"> ○ Accessible, quality, accuracy, and have it for every facility ● The y-axis reflects how effectively the data can advance health equity goals and address disparities in outbreak prevention and response. <ul style="list-style-type: none"> ○ Relevance for equity goals ○ Potential for impact - short-term vs. long-term impact 	<p>Team Reflection</p> <p>Review the list of indicators your LHD currently uses or would like to use to better inform an equitable outbreak response and map to the prioritization matrix.</p> <p>5 minutes left for team reflection.</p> <p>1 minute left for team reflection.</p> <p>Kimberly set up the second round of breakout rooms.</p> <ul style="list-style-type: none"> ● [breakout assignments] <p>LHD Pair Reflection</p> <p>Note: Start with the health department that is located farthest east.</p> <p>1. Introduction: Team captain briefly introduce the health department.</p>

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		<p>Team Reflection (8 min) *breakouts by LHD</p> <ul style="list-style-type: none"> ● Take 8 minutes to review indicators your LHD currently uses or would like to use to better inform an equitable outbreak response and map to prioritization matrix. ● Encourage participants to think about indicators they already have and what's missing. <p>Group Debrief (1 min)</p> <ul style="list-style-type: none"> ● Ask if any health department has any clarifying questions before moving participants into breakout rooms with other health departments. <p>LHD Pair Reflection (8 min) *breakouts by pair</p> <ul style="list-style-type: none"> ● Each team introduces themselves briefly. ● Team pairs up with another LHD to compare their processes (why things fell out where they did) etc. <ul style="list-style-type: none"> ○ Room 1 - Central District + Independence ○ Room 2 - Erie County + Kern ○ Room 3 - Two Rivers + DuPage <p>Group Debrief (4 min)</p> <ul style="list-style-type: none"> ● How did it feel to do this exercise? What came naturally? What was challenging? ● Is this something you'd like to do with your health department? ● Ask LHDs to reflect on one step they can take following the call to better collect or use data. <p>Final Thought: This exercise connects to Step 1 of Equity Framework.</p> <ul style="list-style-type: none"> ● Identify equity indicators at the community, facility, and outbreak levels. ● Apply the Equity Framework by selecting relevant data, prioritizing data that aligns with your community, and incorporating additional metrics as needed. ● Prioritize data that has the most direct impact on equity. ● Embrace continuous learning and adaptation. 	<p>2. Share Your Indicators: Each team take 4 minutes to share the indicators you selected and whether your team currently collects the data or if it's missing but needed and what indicators you prioritized on the Prioritization Matrix.</p> <p>Time to switch - 4 minutes left for pair reflection.</p> <p>1 minute left for pair reflection.</p>

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20 min	Action (Kimberly)	<p>Implementation Plan Progress Check</p> <p>LHD1 (4 min sharing) *breakouts by pair</p> <ul style="list-style-type: none"> ● What do you hope to achieve by the end of June? ● What are 1-2 project accomplishments made since beginning of project? ● What are your current challenges or roadblocks for project? ● What do you plan to tackle before the next CoP? <p>LHD 2 (4 min respond)</p> <ul style="list-style-type: none"> ● Ask questions, offer ideas and support for challenges and roadblocks <p>LHD 2 (4 min sharing)</p> <ul style="list-style-type: none"> ● What do you hope to achieve by the end of June? ● What are 1-2 project accomplishments made since beginning of project? ● What are your current challenges or roadblocks for project? ● What do you plan to tackle before the next CoP? <p>LHD 1 (4 min respond)</p> <ul style="list-style-type: none"> ● Offer ideas and support for challenges and roadblocks, upcoming actions <p>Group Debrief (1 min)</p> <ul style="list-style-type: none"> ● Ask participants to use the Miro board to share one thing they plan to tackle before the next community of practice call. 	<p>Laura set up the third round of breakout rooms. [breakout assignments]</p> <p>WE - timekeeping, gentle facilitation</p> <p>WE add what each health department hopes to tackle to the Miro board.</p> <p>Implementation Plan Progress Check</p> <ul style="list-style-type: none"> ● Each health department, select another team captain to share updates on behalf of your team. Anyone is welcome to add insights! ● Start with the health department that is located farthest west. ● You have 4 minutes to share: <ul style="list-style-type: none"> ○ What do you hope to achieve by the end of June? ○ What are 1-2 project accomplishments made since beginning of project? ○ What are your current challenges or roadblocks for project? ○ What do you plan to tackle before the next CoP? ● After sharing, the next health department has 4 minutes to

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			<p>respond before you switch.</p> <p>1 minute left for LHD1 update</p> <p>1 minute left for LHD2 response</p> <p>Time to switch</p>
5 min	Closing (Laura)	<p>I Like, I Wish, I Wonder (4 min)</p> <ul style="list-style-type: none"> ● What is one thing you liked about today's session? ● What is one thing you wish could have been different in today's session? ● What is one thing you wonder or are still curious about after attending today's session? ● If NACCHO offered the following additional assistance, which options, if any, would you take advantage of? ● If NACCHO offered the following additional assistance, which (if any, would you take advantage of) <p>Next Steps (1 min)</p> <ul style="list-style-type: none"> ● NACCHO's announcements. <ul style="list-style-type: none"> ○ First invoice is due at the end of the month on 2/28. ● Encourage participants to continue the discussion in the virtual community. ● Share what to expect at the next CoP call and upcoming dates. <ul style="list-style-type: none"> ○ Reminder to book your next coaching call with Patrice in April. <p>Download Miro board and add to shared folder</p>	<p>Next Steps:</p> <ul style="list-style-type: none"> ● Submit your first invoice by 2/28. ● Engage in the virtual community. ● Attend the next Community of Practice Call - Wednesday, March 19 from 2-3 pm ET. ●