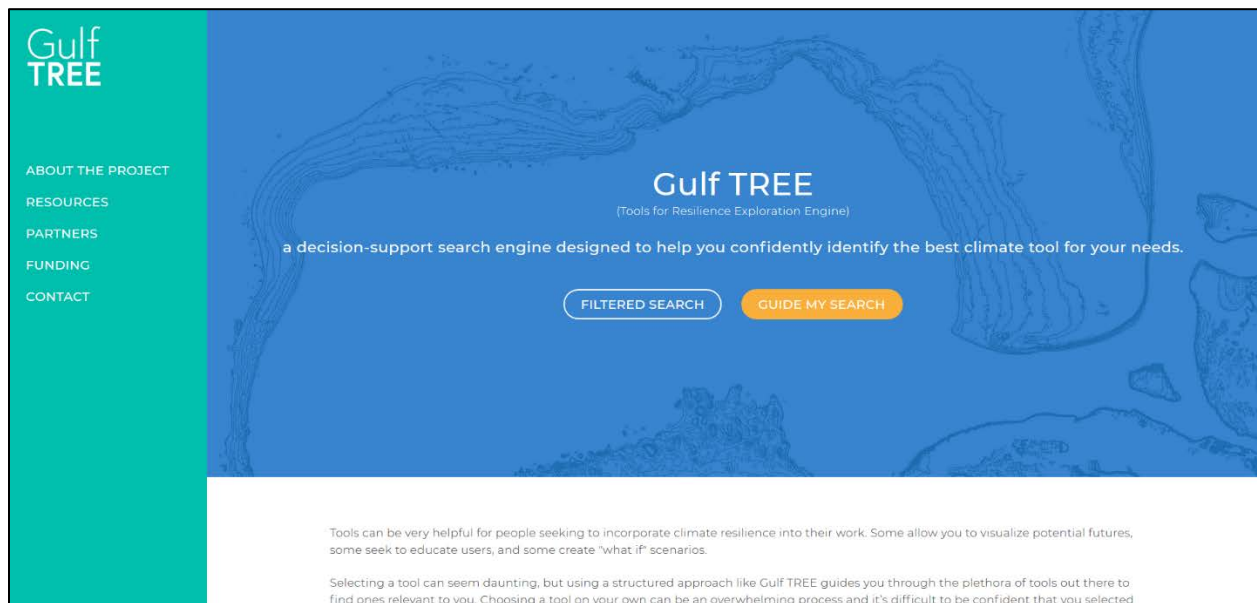# Report on Gulf TREE Train the Trainer Workshop Series:

Lessons learned and successes in translating a technical training to a virtual format

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Report on Gulf TREE Train the Trainer Workshop Series

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Executive Summary

This report covers a year-long effort to increase knowledge of and capacity to use the Gulf TREE climate resilience tool search engine (www.GulfTREE.org). This was done through a series of seven half-day trainings targeted to different areas across the Gulf of Mexico and had been specifically requested by many organizations and individuals following the release of Gulf TREE.

The trainings were originally planned to be in-person due to the technical nature of the content; however, the COVID-19 pandemic forced the Project Team to change course and make the trainings virtual. After initial preparation, a virtual workshop beta-test was done to test various aspects of the training and see what additional adjustments may be beneficial. Modifications were made accordingly after the successful beta-test and the trainings were scheduled and advertised.

Workshops were held December 2020 and January 2021, training a total 74 participants from the five Gulf states. Each workshop finished with a short evaluation to understand how participants felt about the training and how the organizers could improve its content, format, and other aspects related to training implementation. Feedback was overwhelmingly positive and demonstrated participants' interest in Gulf TREE and its capabilities as well as eagerness to incorporate the search engine into their work with their community/ies.

Introduction

Background
Gulf TREE (www.GulfTREE.org) is a filter-based search engine designed to match users with the most applicable and relevant climate resilience tool for their needs in an easy and efficient manner. Developed by the Northern Gulf of Mexico Sentinel Site Cooperative (Cooperative), Gulf of Mexico Alliance (GOMA), and Gulf of Mexico Climate and Resilience Community of Practice (CoP), Gulf TREE was officially released in March 2018. The Gulf TREE search engine has helped users from various sectors (e.g., natural resource management, floodplain management, coastal planning, community health, etc.) find tools to increase climate resilience in their work, sector, or community. Developed through a comprehensive end-user driven process, the original Gulf TREE Project Team incorporated feedback from a wide variety of sectors to identify the scope and function of the resource. Additional information about the development process for Gulf TREE can be found in two reports covering the preliminary round of workshops and the beta-testing round of workshops.

Following Gulf TREE's release, the website garnered attention of many resilience professionals across the Gulf of Mexico; however, it was clear that it was necessary to continue trainings and advertisement. During the 2018 Program Review of the Cooperative, stakeholders identified Gulf TREE as an important resource, but pointed out that its successful integration into resilience planning would require increased engagement and guidance. In addition, Gulf-region Sea Grant programs, NERRs, and other outreach and Extension specialists had already requested advanced trainings to increase their capacity to support and encourage the application of Gulf TREE within their networks. As a result, these partners were a natural fit for the development of the Train the Trainer project which aimed to improve regional awareness of and capacity to use Gulf TREE.

Gulf TREE Train the Trainer Goal
Provide advanced understanding of how Gulf TREE can be utilized and how to support users within participants' networks.

Gulf TREE Train the Trainer Objectives
Training participants will be able to:

- Host workshops introducing and training stakeholders on when and how to use Gulf TREE.
- Provide support to Gulf TREE users.
- Utilize Gulf TREE more effectively for their own climate resilience efforts.

Project Partners
The Gulf TREE Train the Trainer project utilized a region-wide network of partner organizations, many of whom had previous involvement with the Gulf TREE project and had requested trainings like these. The Project Team would like to extend their thanks to the following partners for their assistance with the trainings.

Apalachicola National Estuarine Research Reserve

Florida Sea Grant

Grand Bay National Estuarine Research Reserve

Louisiana Sea Grant

Mission Aransas National Estuarine Research Reserve

Mississippi-Alabama Sea Grant Consortium

Texas Community Watershed Partners

Texas Sea Grant

UF/IFAS Extension Pinellas County

Weeks Bay National Estuarine Research Reserve

Project Overview

The Gulf TREE Train the Trainer effort focused on training stakeholders across a variety of sectors on the Gulf TREE climate resilience tool search engine (www.GulfTREE.org). The primary objective of this project was to host seven highly interactive, local-area trainings across the Gulf. The COVID-19 pandemic resulted in significant adjustments, explained in detail below. With these adjustments, seven workshops were successfully completed and a total of 74 participants were trained in how to utilize Gulf TREE at an advanced level. This training provides capacity to participants to share the Gulf TREE search engine with other users and utilize it themselves in a more effective and efficient way.

Training Locations and Dates

Figure 1. Graphic used in advertising Train the Trainer workshops. Note all registration links are no longer active.

All of the trainings were scheduled for a half-day in the morning and were dispersed throughout December and January (for specific dates, see Figure 1).

Advertising
Advertising was conducted in multiple avenues depending on local area options and interests. Regional listservs included the Gulf TREE listserv, which includes participants from the previous two rounds of workshops as well as others who were interested in Gulf TREE news, and a weekly NOAA Regional Coordination Team region-wide listserv. Otherwise, local areas were targeted based on anticipated interested parties. The training coordinator was responsible for some direct area outreach but advertising was primarily done by local partners, who utilized their own newsletters and connections to reach potential participants.

Training Format

Virtual Adjustment
The Train the Trainer project officially began in February of 2020 and the Gulf of Mexico region began to experience the pandemic's effects in March, which was originally when planning of the trainings was set to begin. After delaying for multiple months to assess the ongoing status of the pandemic, the Project Team was faced with the decision of extending the project timeline, which still maintained a significant level of uncertainty, or beginning the complicated process of translating the training series to a virtual format.

Because of the highly technical and engaging aspect of these trainings, the Team had been hopeful that they would be able to take place in-person. However, realizing that the pandemic would not end in the near future, the decision to go virtual was made in late August. A virtual beta-test was developed to trial a number of virtual training adjustments. Beta-test participants included local partners who would later assist with the seven focus-area trainings and national Sea Grant representatives. The Project Team found the beta-test to be a very important learning experience that allowed the testing of various measures to enable and increase engagement in a virtual format. Not only was the beta-test important for making a stronger virtual training, but it had the benefit of creating a stronger overall training due to general feedback that helped to shape the structure and timing of the workshop, among other things. One virtual-specific adjustment tested through the beta-test was mailing materials in advance. Though the participants attended the trainings virtually, the Project Team produced folders of materials and mailed them to the participants in advance of the training. These packets contained the agenda, reference documents, and scenarios utilized during the training (see more about these materials in Training Workflow below). The Team developed these packets for multiple reasons, including to increase likelihood of training attendance, to make the training more easily accessible for those whose work stations may not allow for multiple screens, and to remove the need for printing capacity for those who may not have it in their work environment.

Another important adjustment to the virtual training series was a reduction in the attendee numbers. In order to enable engagement and that everyone who needed assistance would have it, registration was capped at 25 with an understanding that actual day-of participation would be a subset of those registered (as is most often the case with free trainings). The actual participation for the trainings ranged from 6 to 14 participants, contrasting the 11-25 registrations. A number of registrants reached out to the training coordinator in advance to explain their inability to attend due to scheduling conflicts.

The reduced attendance from registration is likely, in part, due to the length of the training (a half-day was necessary for content) and the free cost. Many additional adjustments were made for the virtual format and this format can be reviewed in the process agenda in Appendix B.

Training Workflow

Trainings were organized to have a short introductory section to remind previous users of Gulf TREE and introduce the resource to those who had not yet used it. Following was the 'Gulf TREE – Basics' segment, which included two scenarios for participants to complete in small breakout groups. The first scenario was completed as a group, with participants guiding the facilitator who screen-shared Gulf TREE, and the second scenario participants completed on their own with the facilitator available to assist as necessary. This was a specific adjustment suggested to better build skills in the virtual format. The breakout groups had internal discussion before moving back into the full group, reporting out to share tips and tricks for navigating Gulf TREE successfully, and then going into a short break. The second half of the training began with the 'Gulf TREE – Advanced' section, which included an exploration of common trip-ups when using Gulf TREE and best practices for troubleshooting them. Participants then moved back into breakout groups to work on two rounds of advanced scenarios with a group scenario and individual scenario each round. Breakout groups then returned to the main room where discussion covered any remaining questions about Gulf TREE and then encouraged completion of the evaluation before signing off. See Appendix A for a copy of the participant agenda and Appendix B for the process agenda, which provides a behind-the-scenes look at the organization of the training.

Additionally, an integral aspect of the training format was an iterative internal review process. After each of the trainings, the Project Team and facilitators stayed on the virtual meeting platform to debrief and discuss how the training had gone. Topics for discussion included any issues that came up throughout, especially those that may have happened in the facilitators' breakout groups, positive aspects of the training, and opportunities to improve for the future workshops in this series. The first three workshops resulted in slight changes and gradual improvements until the fourth workshop, where no additional adjustments were necessary.

Workshop Evaluations

Digital evaluations were completed via the online data management software Qualtrics at the end of each training, with time built in from 12:20-12:30 pm. The goal was for the built-in time to increase likelihood of evaluations to be filled out, something the Team anticipated to be reduced in a virtual setting. Additionally, follow-up emails were sent after training completion to further encourage evaluation completion. The emails not only requested the evaluation be filled out but also contained Gulf TREE resources (i.e., a PDF of best practices and a PPT summary slide). Mass emails were deployed because the anonymity of the evaluations, used to increase honest feedback, made it impossible to follow up independently with individuals who had yet to complete their survey. As a result, 70% (n= 53) of participants filled out an evaluation; affiliations of those who completed an evaluation are listed in Figure 2.
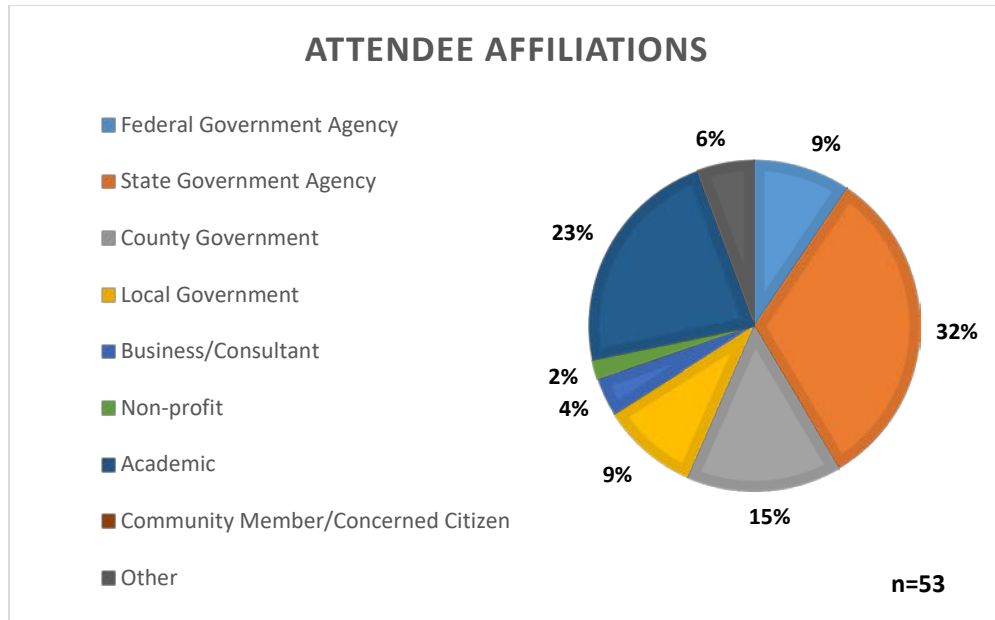
ATTENDEE AFFILIATIONS

- Federal Government Agency
- State Government Agency
- County Government
- Local Government
- Business/Consultant
- Non-profit
- Academic
- Community Member/Concerned Citizen
- Other

9% 6% 23% 32% 2% 4% 9% 15% n=53

Figure 2. Affiliations for attendees, taken from evaluation responses. When necessary, attendees could list multiple in the 'Other' section, which have been removed from 'Other' and added to their respective sections here.

Almost all of the participants who filled out an evaluation (98%) said that they agreed or strongly agreed that the workshop was a good use of their time; the remaining 2% chose 'neither agree nor disagree'. When asked whether they learned something that they would apply in their future work or decisions, 90% of participants said they would (the remaining 10% were 'Unsure'). Examples of how they thought they would apply information learned in the training included when supporting their community/ies activities (e.g., information gathering, adaptation planning, technical assistance, emergency preparedness, etc.), research, identifying tool gaps, grant writing, teaching, stakeholder engagement, and offering assistance in using Gulf TREE to interested parties.

An important metric that the Project Team wanted to understand was whether participants' access to climate resilience tools increased due to the training. Following the Train the Trainer workshops, about 85% of participants indicated that they felt that their access to climate resilience tools was increased; the remaining 15% felt they maintained the same level of access and were all at either 'High access' or 'A good amount of access'.

Additionally, one of the aspects the Team was initially concerned about was the format, which was unusual for a virtual training. Of the various event aspect questions (e.g., content, format, pace, length, and level of detail), the format received the highest 'very satisfied' response with 90%, and the remaining 10% listed they were 'satisfied' with it. The unique format, including the many breakout group activities and the dual group-and-independent-work time were also highlighted many times as helpful aspects of the trainings.

Train the Trainer Evaluation Results								
Response by location (52 total)								
Mississippi	Tallahassee, FL region	Alabama		Louisiana	Tampa Bay, FL region	Apalachicola, TX region		Upper TX Gulf Coast
8	8	10		9	7	4		6
What is your affiliation?								
Federal Gov. Agency	State Gov. Agency	County Gov. Agency	Local Gov. Agency	Business/ Consultant	Non-profit	Academic	Community Member/ Concerned Citizen	Other
5	17	8	5	2	1	12	0	3

Other: University agency; Regional government; Regional planning council

How did you hear about this training?			
Direct email	Word of mouth	Twitter	Other
33	10	0	9

Please rate how strongly you agree or disagree with the following statement: Participating in this training was a good use of my time.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer / N/A
38	13	1	0	0	0

How much did this training increase your knowledge about Gulf TREE?

A great deal	A lot	A moderate amount	A little	Not at all	Prefer not to answer / N/A
31	17	4	0	0	0

Did you learn something that you will apply in your future work or future decisions?

Yes	No	Unsure
47	0	5

(*If yes*) How do you think you will apply the information gained today?

Summarized: Identifying tools, technical assistance/capacity for communities, supporting adaptation or mitigation planning in communities, emergency preparedness, identifying gaps in available tools/information, speaking about Gulf TREE with potential users, in applied research, finding data, decision-making, to better-serve constituents or stakeholders, as well as other specific uses.

Do you intend to contact others about the information you learned as a result of this workshop?

Yes	No	Unsure
38	1	13

Please rank your access to climate resilience tools BEFORE this workshop.

No access	Little access	Some access	A good amount of access	High access	Unsure
2	6	22	15	5	2

Please rank your access to climate resilience tools AFTER this workshop.

No access	Little access	Some access	A good amount of access	High access	Unsure
0	0	1	14	37	0

Please note your feelings about the following aspects of today's workshop:					
	Very unsatisfied	Somewhat unsatisfied	Neutral	Somewhat satisfied	Very satisfied
Event content	0	0	0	6	46
Event format	0	0	0	5	47
Event pace	0	0	1	7	44
Event length	0	2	2	7	41
Level of detail	0	0	0	0	43
What did you find most helpful about today's workshop?					
Summarized: Helpful aspects noted included the small group breakouts, scenarios, and discussions as well as the introductory section with background and methodology in developing Gulf TREE. Participants liked having access to facilitators in breakout groups as well as the discussion on and awareness of multiples. General additional positive notes were related to the live demonstrations, search function, high level of transparency, and more.					
How could this workshop be improved?					
Summarized: Suggestions included pacing and length preferences, switching up breakout groups, video logistic concerns (e.g., it may help video lag issues to disable cameras when in full group), structural changes (e.g., broken into two parts or with a longer break in the middle) and additional activities that could be included. Also included were multiple positive aspects and a request to "stop Covid".					
Please provide any additional comments you have about today's workshop.					
Summarized: Many participants expressed their thanks for the training and appreciation for the content and moderators. There were requests for more time in scenarios as well as excitement to utilize what they learned and eagerness for case studies of Gulf TREE use. Additionally, there was a recommendation to further advertise to state and local agencies and encouragement to keep doing trainings like this.					

Conclusion

The Gulf TREE Train the Trainer evaluations suggest that the training series was a success. Participants felt the information provided was extremely useful and were eager to implement Gulf TREE in various ways as part of their work. The virtual format worked well, judging by the evaluations, and the beta-test of the format (and improvements made based on feedback from that test) was likely a significant reason for the virtual format success. The main constructive feedback received was interest in shortening or condensing the training; however, specific requests were also made concerning not shortening time in breakout groups and even increasing time to go through some of the scenarios. Given the handful of requests on either end of the spectrum for time, the Project Team believes the training was about the right length.

Based on the positive feedback and multiple specific requests, future Gulf TREE trainings would be positively received. The Project Team intends to consider this for future work and will consider potentially relevant funding sources as they come available. Another avenue for future trainings would be via the Project Team's partner organizations across the Gulf of Mexico (i.e., GOMA, CoP). Conversations with partners will continue and build as relevant to both parties' goals and capacities.

The Project Team would like to acknowledge and thank the facilitators of the Train the Trainer workshop series, Sonia Vedral and Sara Martin, who were integral to the success of the trainings and much appreciated by the participants.

January 13, 2021

9:00 am – 12:30 pm CT

WebEx:
bit.ly/GulfTREE-LA

Gulf TREE Train the Trainer
AGENDA

OBJECTIVES:
- Gain advanced experience using Gulf TREE
- Have a working knowledge of the intricacies of Gulf TREE function ("under the hood")
- Be able to teach others the purpose of Gulf TREE as well as how to use it

8:30 am	**Welcome!** Log in to the WebEx and ensure that audio and video are working properly – we will begin promptly at 9am.
9:00 am	**Agenda Review** Participants meet the facilitators and have an understanding of what they will be up to during the workshop.
9:10 am	**Introduction to Gulf TREE** Reminder or introduction of the Gulf TREE web resource.
9:20 am	**Gulf TREE - Basics** Breakout groups and scenarios to get familiar with Gulf TREE.
10:15 am	**10-Minute Break**
10:25 am	**Gulf TREE – Advanced** Demonstration and breakout groups with advanced scenarios to practice using Gulf TREE and how to train others to use it.
12:10 pm	**Open Discussion** Bring your questions about Gulf TREE, its possible uses and applications, etc. We will also cover helpful Gulf TREE resources.
12:20 pm	**Wrap Up and Evaluations!** We will be looking for any feedback you have for how the training could be improved, both generally and specifically for virtual.

PROCESS AGENDA

Facilitators:
Mikaela Heming (MH) – presenter and lead
Renee Collini (RC) – presenter and facilitator
Carey Schafer (CS) – facilitator, note-taker as noted
Sara Martin (SM) – tech host
Sonia Vedral (SV) – facilitator
Melissa Daigle – participant and co-host

Objectives:
- Provide participants with advanced experience using Gulf TREE
- Participants understand how Gulf TREE functions ("look under the hood")
- Participants are able to teach others the purpose of Gulf TREE as well as how to use it

Meeting Materials:
- PowerPoint presentation
- Printed materials:
  - Process agenda (highly recommend each facilitator print out their own copy)
  - Participant folders (print copies sent 1 week in advance, digital sent 1 day prior to training)
    - Participant agendas
    - Scenarios
    - Rack cards – 10 per folder
    - Definitions Reference Sheet
    - Question Logic Cheat Sheet
    - Mikaela's business card
  - 'Facilitator Use': answers to scenarios & tips (on backs of scenarios)
  - Facilitators: Scenario Discussion Questions
- Workshop Evaluations (virtual, linked at the end)
- Spreadsheet of participants' registration questions ('Participation' Google spreadsheet)
  - Attendee list and intended breakout groups
- Back-up Mifi for Mikaela
- Google Hangouts (aka 'GChat'), team chat
- Word document prepped for notes during Advanced section

NOTE: We are utilizing a "floating five" situation; we have 5 extra minutes that Mikaela will tell facilitators if we need to use. Facilitators should keep this in mind and if they find that a certain situation is taking longer than we have time scheduled for, let Mikaela know.

TIME	ACTIVITIES & OBJECTIVES	MATERIALS
8:30am MH – 1, 2, 4 RC – 1, 5c SM – 1, 5 CS – 1, 3 SV – 1	**Welcome!** *[Mikaela sharing screen]* 1. All facilitators present a. Mikaela make all facilitators co-host 2. Make sure attendees are joining the meeting and connecting to audio and video without issue. a. Have PowerPoint prepped and up, with the slide showing to help with common join-meeting issues. b. Make each facilitator a co-host 3. Carey will write down each person joining for our 'sign in sheet'. 4. Mikaela will ensure participants are turning on video, muting for now, and encouraging them to grab their print materials if they have not done so already. a. Note that we would like participants to have their video on as long as they can but that, if they are noticing the WebEx lagging, they can turn it off – especially once presentations begin. b. "We will make specific notes of when we would like you to turn your video stream on and off – for now, please keep it on so we can see everyone for introductions." 5. Ensure that all group members are present, a. Prep the breakout groups b. Adjust groups as necessary to ensure roughly equally-sized groups c. Work together for any adjustments SM is unsure of; remember to aim for diversity in GT expertise	- PPT with common connection issues explained (audio, video) - Folder of print materials (previously sent to attendees) - Attendee list and intended breakout groups (SM & RC)
9:00 am 10 mins MH – 1, 2 RC – 1, 3c SM – 1, 3 [all, 1]	**Training Agenda Review** Goal: Participants understand the structure for the training and are prepared for the process. Objective(s): 1) Participants note their folder and its contents; 2) Participants feel prepared for the training. *[Mikaela sharing screen, PPT]*	

	1. MH mention the availability of closed captions for those who may be interested
	Introduce each facilitator – who they are, affiliation, and what their role here is [5 min]
	    a. Very short! Less than a minute each.
	2. Review agenda for the training [5 min]
	    a. Note that participants will be going into small groups and will meet their group members shortly
	    b. Highlight the folder of materials that will be used throughout
	    c. Remind about videos (on for now but off if WebEx begins lagging; try to switch them on when in breakout groups)
	3. Ensure that all group members are present,
	    a. Prep the breakout groups
	    b. Adjust groups as necessary to ensure roughly equally-sized groups
	    c. Work together for any adjustments SM is unsure of; remember to aim for diversity in GT expertise
		- Folder of materials
		
		- PowerPoint presentation
		
		- Attendee list and intended breakout groups (SM & RC)

9:10 am
15 mins
 	
MH – 1
 	
RC – 2
 	
Time: SM
	Introduction to Gulf TREE
	Goal/Objective(s): Participants are introduced to or reminded of Gulf TREE and when it should be used; this reminder will put participants into the right mindset and encourage robust application of the resource.
	
	[Renee sharing screen]
	
	1. MH transition to RC
	2. RC will cover a quick introduction to Gulf TREE – what it is (make sure to cover the WHY of GT – some participants may not be experienced with tools), what it should be used for, where it belongs on the roadway to resilience, etc.
	    a. Slight adjustments depending on participants' history with Gulf TREE (noted during registration) how much information/detail to give
	    b. Include additional Gulf TREE resources (glossary, data, resource, and case study libraries, FAQs, and retired tools), and the Contact button (mention that people can either email Mikaela or submit a question to the info@GulfTREE.org email address with tool suggestions.)
		- PowerPoint presentation
		
		- RC screen share of Gulf TREE

	i. Be sure to highlight the tutorial video & the video on the background of the project. ii. Explain, in short, the Gulf TREE tool discovery & vetting process c. Take a moment for questions, transition back to MH	

9:25 am
50 min
 	
MH – 1ab,d,6
 	
SM – 1c,d, 2d,3i,4di,5d,
 	
RC – 2-5
 	
CS – 2-5
 	
SV – 2-5
 	
Time: SM
	Gulf TREE – Basics
	Goal: Participants are reminded of (if already familiar with the resource) or learn more about how to actually use (if less familiar) Gulf TREE.
	Objective(s):
	1) Participants participate in their breakout room's Basics – Group Run;
	2) Participants successfully do the Basics – Individual Run
	
	[Mikaela sharing screen]
	
	1. <u>Breakout Rooms – 5 mins for initial explanation and transition</u>
	    a. Explain that we're about to switch into breakout rooms for the next activity (Gulf TREE Basic run & scenario)
	        i. Remind to turn on video if not already
	        ii. Call out who will be leading the groups
	    b. Note MH will not be in a room but will switch between throughout and be available for any group with questions
	    c. SM sends everyone to their breakout rooms
	    d. MH and SM stay behind in main room; MH is available for any facilitators needing extra assistance and will pop in randomly throughout, warning facilitators via GChat in advance
	9:30
	2. <u>Breakout Group Introductions – 5 mins</u>
	    a. Remind participants to turn on video
	    b. Facilitator introduces themselves
	    c. Call on each participant in the group to introduce themselves – tell them to try and do it in less than a minute!
	        i. Name
	        ii. Position/Affiliation
		- PPT, slide explaining breakouts & next activity

		iii. Any history with Gulf TREE (note that it's perfectly fine if none) d. Sara will G-Chat facilitators when they need to begin "Basics – Group Run"	
	9:35	3. Basics – Group Run – 15 mins	
		[Facilitator sharing screen]	- Basics – Group (Scenario 1)
		a. Facilitator leads group through the Basics – Group (Scenario 1) b. Have one volunteer read the first section (before selecting options in Guided Search) c. Go through decisions on what filters to select as a group – facilitator push at group for input, you want to let them direct you and just go through selecting them on your screen d. Facilitators, be sure to direct the group towards the answers (on the back side of your facilitator use paper)	- 'Facilitator Use' answers to scenario & tips
		e. Facilitator highlight and explain Relevant Matches on the Tool Landing Page f. Have another volunteer read the next section g. Again select filters as a group h. Check for any questions i. Sara will call time via GChat at end of Basics - Group Run	- GChat to whatever capacity facilitator can use it while also screensharing and facilitating
	9:50	4. Basics – Individual Run – 10 mins	
		[Facilitator ends screen share]	
		a. Facilitator directs their group to the next scenario (Basics – Individual (Scenario 2)), which participants will run through on their own b. Tell participants to turn off video and only turn it on if they have a question or are finished. c. Encourage participants to ask questions if they run into any issues i. Feel free to share your screen if something needs demonstrating d. Give participants halfway, 2 minute, and 1 minute warnings	- Basics – Individual (Scenario 2) - 'Facilitator Use' answers to scenario & tips - Stay in contact via GChat!

	i. Sara will be Google-chatting these to facilitators
	
	10:00
	5. <u>Basics – Individual Run Discussion – 5 mins</u>
	*you have more time here if you went quicker earlier!
	    a. Facilitator leads group in discussion
	    b. Have participants identify a spokesperson for the group for when we go back to the main room (they will summarize their discussion and the group's responses to questions)
	    c. Facilitators take notes as may be relevant
	    d. Sara will give 2-minute warning via GChat when it is almost time to end discussions and she is about to close the rooms
	        i. Sara will close the breakout rooms; the rooms are given one minute (automatically) as the meetings close before it pushes them back to the main room.
	
	10:05
	
	<u>*[Mikaela screen share reminder; end screen share]*</u>
	
	6. <u>Full Group Discussion (Basics) – 10 min</u>
	    a. Mikaela welcomes everyone back to the main group
	    b. Have spokesperson from each group speak up about their group's discussion, especially highlighting any issues they ran into and how they got around them
	    c. Mikaela announces break
		- Scenario Discussion Questions
		
		- Facilitator notes
		
		- GChat
		
		- PPT presentation w/ reminders about scenario and the q's

10:15 am 10 mins MH RC	**Break** <u>*[Mikaela sharing screen]*</u> • Mikaela announce at 2 mins left of break, 1 min, and end of break. • RC add filters for the next Multiples exercise (Scenario 3)	- BREAK PPT presentation (highlighting random tool pages on Gulf TREE)
10:25 am 1hr 45 min	**Gulf TREE – Advanced** Goal: Participants obtain a more complex understanding of Gulf TREE and where users can run	

MH – 7, throughout, 11
 	
RC – 1,4,5,6,7,8,9,11
 	
SM – 3,4g, 5d,6e,7f
 	
CS – 2,4,5,7,8,9
 	
SV – 2,4,5,7,8,9
 	
Time: Sara
	into issues, and are thus better able to help users utilize the resource;
	Objective(s):
	1) Participants participate in their breakout room's Multiples – Group Run and No Matches – Group Run
	2) Participants successfully do the Multiples – Individual Run and work on the No Matches – Individual Run
	
	[Mikaela sharing screen]
	*MH announces transition to Renee; reminds participants to turn on videos
	
	[Renee sharing screen]
	
	  1. <u>Advanced Example Run – 10 mins</u>
	     Renee goes through an advanced demo, highlighting plummeting numbers, constricting filters (e.g., Facilitating Recovery and Rebuilding), and multiple versions of what appears to be the same filter.
	      a. Explain the difference between and/or filters
	      b. Highlight the existence of the Q Logic Quick Reference Sheet
	
	  2. <u>Facilitators add filters for Scenario 3</u>
	
	10:35
	
	Mikaela announces breakout groups
	
	  3. <u>Breakout Groups</u>
	      a. Sara moves all facilitators and participants into their breakout rooms – Mikaela and Sara stay behind again.
	      b. Facilitators keep in contact with GChat; MH is available for any facilitators needing extra assistance and will pop in randomly throughout, warning facilitators via GChat in advance
	
	[Facilitator sharing screen]
	
	  4. <u>Advanced – Multiples – Group Run – 10 mins</u>
	      a. Facilitator ask group to define what 'multiples' means (just explained in Renee's presentation)
	      b. Facilitator leads group through Multiples – Group (Scenario 3)
		- RC screen share of Gulf TREE
		
		- RC PPT
		
		- Question Logic Quick Reference Sheet
		
		- GChat

	c. Have a volunteer read the scenario
	d. Go through decisions on what filters to select as a group – facilitator push at group for input, you want to let them direct you and just go through selecting them on your screen
	e. Facilitators, though you should let the group direct you, be sure to also direct the group towards the answers (on the back side of your facilitator use paper)
	f. Check for any questions
	g. Sara will call time at end of Basics - Group Run
	    i. If a facilitators' group finishes early, feel free to encourage them to move on to the individual run.
	
	10:45
	
	[Facilitator stop screen sharing]
	
	5. <u>Advanced – Multiples – Individual Run – 10 min</u>
	    a. Facilitator directs their group to the next scenario (Multiples – Individual (Scenario 4)), which participants will run through on their own
	    b. Tell participants to turn off video and only turn it on if they have a question or are finished.
	    c. Encourage participants to ask questions if they run into any issues
	        i. Feel free to share your screen if something needs demonstrating
	    d. Give participants halfway, 2 minute, and 1 minute warnings
	        i. Sara will be Google-chatting these to facilitators
	10:55
	6. <u>Multiples Group Discussion – 10 mins</u>
	    a. Facilitator lead group through a discussion about how their individual runs went
	    b. Identify a spokesperson for the Multiples discussion
	    c. Have participants list what tool(s) they got and how
	    d. Facilitator, take any relevant notes on potential future adjustments for Mikaela
		- Multiples – Group (Scenario 3)
		
		- 'Facilitator Use' answers to scenario & tips
		
		- GChat
		
		- Multiples – Individual (Scenario 4)
		
		- 'Facilitator Use' answers to scenario & tips
		
		- GChat
		
		- Scenarios Discussion Questions
		
		- Facilitator Notes
		
		- GChat

	e. Sara will give 2-minute warning via GChat when it is almost time to end discussions
	
	11:05
	[Facilitator sharing screen]
	
	7. <u>Adv. – No Matches – Group Run – 20 mins</u>
	    a. Facilitator leads group through No Matches – Group (Scenario 5)
	        i. Make sure to add filters with the group so they can watch things drop
	    b. Have a volunteer read the scenario
	    c. Go through decisions on what filters to select as a group – facilitator push at group for input, you want to let them direct you and just go through selecting them on your screen
	    d. Facilitators, though you should let the group direct you, be sure to also direct the group towards the answers (on the back side of your facilitator use paper)
	    e. Check for any questions
	        i. Remind that if they were following along on their computer, don't forget to reset their filter!
	    f. Sara will call time at end of Basics - Group Run
	        i. If a facilitators' group finishes early, feel free to encourage them to move on to the individual run.
	11:25
	[Facilitator stop screen sharing]
	
	8. <u>Adv. – No Matches – Individual Run – 20 mins</u>
	    a. Facilitator directs their group to the next scenario (No Matches – Individual (Scenario 6)), which participants will run through on their own
	    b. Tell participants to turn off video and only turn it on if they have a question or are finished.
	    c. Note that because these are more free-form and don't necessarily have exact answers, it is okay if participants don't feel like they've completely finished
		- No Matches – Group (Scenario 5)
		
		- 'Facilitator Use' answers to scenario & tips
		
		- GChat
		
		- Best practices PDF
		
		**floating 5 – possible area participants may want more time. Gauge and GChat Mikaela
		
		- No Matches – Individual (Scenario 6)
		
		- 'Facilitator Use' answers to scenario & tips
		
		- GChat

	i. Tell participants that these are free-form scenarios and may not have exact answers d. Encourage participants to ask questions if they run into any issues i. Feel free to share your screen if something needs demonstrating e. Give participants halfway, 2 minute, and 1 minute warnings i. Sara will G-chat these to facilitators *11:45* 9. <u>No Matches Group Discussion – 10 mins</u> a. Facilitator lead group through a discussion about how their individual runs went b. Identify a spokesperson (can be same as Multiples or different, they will be asked for separately in the full group) c. Have participants list what tool(s) they got and how d. Facilitator, take any relevant notes on potential future adjustments for Mikaela e. Sara will give 2-minute warning via GChat when it is almost time to end discussions and she is about to close the rooms i. Sara will close the breakout rooms; the rooms are given one minute (automatically) as the meetings close before it pushes them back to the main room. *11:55* 10. <u>Transition back to full group…</u> 11. <u>Full Group Discussion – 10 mins</u> a. All participants are back *[Mikaela screen shares to remind participants of the two scenarios, ends screen share]* *[Renee screen shares to a Word document to take notes]* b. Mikaela encourages discussion around the previous two individual scenarios. i. Encourage thoughts about why it's important to think of context.	- Scenario Discussion Questions - Facilitator Notes - GChat - PPT presentation - Advanced Notes Word doc

	ii. Think of those tips and tricks and others participants found useful c. Renee takes notes and engages with discussion as appropriate d. Renee summarize notes she's taken/recap the discussion	
12:05 pm 10 mins *Note that this time is different than Part. Agenda due to 'floating 5'* MH – all RC – chime in as appropriate **Time: SM** **Notes: CS**	**Open Discussion** *[No screen sharing]* 1. Mikaela switches the discussion gears to be focused more generally a. Note that this is not the evaluation they will do shortly 2. Ask for any other questions about Gulf TREE, its possible uses and applications, etc. 3. Check on any issues that participants had with Gulf TREE so that we can be aware of them. E.g., any glitches, other issues they experienced, or things that could enhance its usability and usefulness 4. Highlight available PPT 1-slider (will be emailed out in a future email) 5. Highlight Best Practices PDF they viewed earlier (will be emailed out) 6. Ask attendees for what kind of materials they might want to better enhance their ability to use Gulf TREE and help others find appropriate tools. We can email them a suite of resources after the training.	

12:15pm
Max 10 mins
Same note as above; floating 5.
 	
MH – 1a,b
 	
SM - 1
 	
Notes: CS
	Wrap-Up and Evaluations!
	
	1. SM sends link to the online evaluation in Chat
	    a. MH notes that it is time to fill out the short evaluation so that we can know how the training helped and what improvements to make
	    b. "We will stay online so that if you have any questions as you go through it, you are welcome to ask!
	THANK YOU!
		- Evaluation link, sent via WebEx Chat