

UW Extension Stakeholder Input

Focus Group Process

Acknowledgements

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Purpose and Background

Since the early beginnings of Extension in 1914, advisory input from clientele was part of the program development process. The methods for seeking input from stakeholders may have changed over time but the fundamental philosophy and importance of stakeholder input remains a solid, guiding force in Extension. The purpose of UW Extension focus groups is to actively engage stakeholders in assessing needs and identifying issues of importance to Wyoming residents. Input from stakeholders improves existing Extension programming, directs new programming efforts, provides rationale for the outreach component on grant applications and meets federal requirements under the 1998 Agricultural Research, Extension and Education Reform Act. This important process in Extension keeps educational programs fresh and relevant in the ever-changing world we live in.

Two methods to assess needs among Wyoming clientele were recommended by the 2010 Stakeholder Input Task Force – a comprehensive survey conducted every five years and focus groups in select counties done annually using a consistent process across the state. This document outlines the focus group process. The process is a modified version of true focus group technique to accommodate the time and effort involved for Extension professionals.

The focus group process is different from processes used for decision-making, evaluating a program or planning. The intent of focus groups is to listen and gather information to understand how people think and feel about an issue or product or service. Focus group technique gathers opinions in a non-threatening, respectful environment that encourages the sharing of participants' perceptions and points of view. There is no pressure to reach consensus or vote, no clues on the answers expected and no judgments. Focus groups have five distinct characteristics:

- 1) Small groups of people (5-8),
- 2) With certain characteristics similar in ways that are important to the initiative team focus,
- 3) Who provide qualitative data,
- 4) In a focused dialogue with sequential questions and used by all initiative team members,
- 5) To better understand the most important issues.



Careful, systematic analysis of focus group input will provide clues and insights on the needs of clientele and guide the initiative team's educational efforts. The value of everyone on the initiative team using the same process and questions is the identification of trends and patterns in common across the state. This consistency is critical to the success of the entire process.

The Extension Educators act as the focus group moderators and assistant moderators. It is recommended that the moderator be an educator from a different initiative or different county especially when the focus group is held in the home county. This addresses the temptation to insert information that can sway or bias the participant responses. The moderator and assistant roles are neutral positions with no influence or power. Moderators encourage both positive and negative comments without judgment using neutral body language that does not communicate approval or disapproval. The moderator role is to ask questions, keep the dialogue on track and allow everyone the opportunity to share ideas. When there are several educators in the same initiative in an area, all are expected to attend the focus group and the extra educators act as additional observers and listeners.

Plan of Action: Responsibilities and Timelines

The 2011 Stakeholder Input Task Force recommended the following responsibilities for Extension professionals. Additional information has been added for clarification. Stakeholder input will be communicated to all levels of UW Extension professionals.

Chart A: RESPONSIBILITIES

Extension Professionals:	Responsibilities:
Educator	<ul style="list-style-type: none"> • Organize and conduct focus groups to collect stakeholder input within their initiative in each county in their area. Educators will hold one focus group annually in their region and rotating through each county (see Chart B). All focus groups in each initiative will meet in the same county in the rotation. • Educators collaborate to conduct focus groups if there is more than one educator from an initiative in an area. • Collect and communicate informal, ongoing input from clientele to appropriate professionals. For example, the educator may report a comment of interest to the county coordinator, another educator or initiative team who can provide the service. • Write an annual report that summarizes focus group input and submit the report to the county coordinator, area team, and initiative team. • Evaluate programming based on identified needs.
County Coordinator	<ul style="list-style-type: none"> • Assist with the logistics of organizing focus groups. For example, a coordinator may help identify those to be invited or suggest facilities and caterers. • Legitimize the focus groups in the community as part of the overall Extension system and educational programming process. • Receive and circulate informal, ongoing stakeholder input. • Review stakeholders input and integrate it with county programming. • Invite county commissioners to participate in all stakeholder input events.
Area Team	<ul style="list-style-type: none"> • Collaboratively schedule focus groups in the counties (see Chart C). • Develop a method to share informal, ongoing stakeholder input. • Receive educators' annual summary reports on stakeholder input. • Share focus group results within the area. Area teams will implement programming that can be done quickly. • Share initiative team response to input and program plan.
Initiative Team	<ul style="list-style-type: none"> • <u>Team Chairs:</u> Gather input and aggregate the information on emerging issues from the focus groups, UW Extension statewide survey results, secondary sources (other agencies, databanks), and UW Extension specialists and organize for spring initiative team meeting. • Carry out long-range planning based upon stakeholder input. • Create programming based upon stakeholder input. • Schedule programming and resource allocation. • <u>Team Chairs:</u> Write a summary of the results from initiative team decisions based on stakeholder input (annually if needed) and submit the summary to UW Extension administration. • Consider including initiative-oriented questions on the UW Extension statewide survey.
Stakeholder Input Administrator	<ul style="list-style-type: none"> • Coordinate the formal, statewide survey every five years of random Wyoming citizens looking for emerging issues. • Provide training to UW Extension professionals on the stakeholder input process (focus groups, surveys, reports, program development, and evaluation). • Communicate the stakeholder input process to the departmental and college committees for Extended Term and Promotion evaluation process via Associate Directors. • Work with The Associate Directors to more fully integrate accountability for the stakeholder input process in the annual performance appraisal process. This includes <u>educator</u> responsibilities in this process, <u>co. coordinator</u> responsibilities, <u>area team chair</u> and <u>initiative team chair responsibilities</u>. (Clientele input can and should guide some of the educator's work. This isn't really a change but will be more valued.) • Provide UW Extension specialists or other faculty with valid, written "statements of need" as part of the outreach component in grant requests.

Chart B: SUGGESTED COUNTY ROTATIONS

Year	CNN	SE	West	NW	NE
1	Natrona	Goshen	Teton	Fremont	Crook
2	Converse	Platte	Sublette	Hot Springs	Weston
3	Niobrara	Laramie	Lincoln	Washakie	Campbell
4	Continue as above	Albany	Uinta	Big Horn	Johnson
5		Carbon	Sweetwater	Park	Sheridan
6				Wind River Res.	
etc.		Continue as above	Continue as above	Continue as above	Continue as above

This rotation schedule may be modified or altered by the area team in cooperation with the associate director.

Chart C: TIMELINE

When?	What?
Early Fall Area Team Meeting	See "Area Team" section in Chart A above
Fall	<p>Recruit:</p> <p><u>One month before</u> focus group date:</p> <ul style="list-style-type: none"> • Generate pool of names • Determine incentive <p><u>3-4 weeks before:</u></p> <ul style="list-style-type: none"> • Contact people by phone or in person • Follow-up with a letter of confirmation <p><u>The week of:</u></p> <ul style="list-style-type: none"> • Gather supplies • Review and practice the script so it flows easily • Make sure the interview team and sponsoring educators coordinate preparations and details • If using recording equipment, check to make sure it is in working order; get extra batteries if needed <p>(see Participant Selection and Recruitment section)</p>
December-February	Conduct focus groups and write annual report
March Area Team Meeting	Share results and implement programming that can be done quickly
April Initiative Team Meeting	Utilize results to determine impact on educational programs, future focus areas and budget request
May Leadership Team Meeting	Initiative team budget requests

Participant Selection and Recruitment

Recruiting takes time and effort and should be done thoughtfully and carefully. Focus groups are different from public meetings and go beyond sending out a general invitation. Getting people to commit to a focus group session and then to attend it is challenging. Most people have many interests and responsibilities competing for their time. It will take diligence on the part of the educator to pull it together.

WHO: Selection of Participants

The selection of participants is based on certain characteristics that the participants have in common and that relate to the topic of the focus group.

- Recruit eight individuals with a goal of at least 6-8 who attend.
- When identifying individuals, consider the purpose of your focus group: to identify issues that will determine the educational needs in your initiative area.
- Identify information-rich people: those you can learn a great deal from, people who can talk about issues and educational needs and are interested in the subject. Ask yourself: "Who can provide the greatest insight about needs related to my initiative area?"
Remember, non-adopters often offer more important information than adopters.
- If youth are recruited, a parental consent form is required (available on the web under Employee Resources, Focus Groups.)
- Recruiting outside your home county may be challenging. Brainstorm names with the county coordinator and other educators located in the county. You may also need to ask other neutral individuals in the county for names of potential recruits.
- While the focus group is generally a homogeneous group, look for some diversity of thought among participants about the subject.
- According to the *Focus Groups* resource book, ideally the participants are strangers who won't see each other again so people will be more open and not worry about what others think of their answers. This may be more difficult in rural Wyoming counties but is worth considering.



Generate names using the specifications or criteria outlined in Chart D which was developed to assist you with the selection of participants. Look for individuals who have a passion for the "common characteristic" listed. Please consider the diversity requirements for Extension: race, color, religion, sex, national origin, disability, age, political belief, veteran status, sexual orientation, and marital or familial status.

Chart D: Participant Specifications

Focus groups must represent diversity of clientele. In addition to the chart below, please look for diversity in *race, color, religion, sex, national origin, disability, age, political belief, veteran status, sexual orientation, and marital or familial status*.

Note: These specifications may be modified at the initiative team level in cooperation with the associate directors.

	4-H*	CDE*	NFS*	PSAS*	SMRR*
Common interest:	Youth development	Community systems and interactions	Food and nutrition -- relationship to health	Plant and animal production	Range Resources
Who to invite:	School administrator or representative	Government official	Food service director or worker	Livestock producer, i.e., Wool Growers, Stock Growers	Government representative (i.e., BLM, FS, G&F, NRCS)
	4-H leader or after-school representative	Service org. representative (Lions, Rotary, Kiwanis)	Dietitian or nutritionist	Crop producer, i.e., WY Wheat Growers, WY Crop Impr. Ass.	Interest Group (i.e., Nature Conservancy)
	Rep from another youth organization, i.e., Boy or Girl Scouts, Boys & Girls Club	Board member of a non-profit organization	School nurse or public health	Conservation district representative	Small acreage representative
	Younger 4-H youth	Rep. from local Chamber, museum or cultural center	Food producer (gardener, farmer)	Government representative (i.e., FS, BLM, W&P)	Weed & Pest or other regulatory agency representative
	Older 4-H youth	Informal community leader	Senior Center director or adm. staff	Someone who markets agricultural products	Rancher who uses public lands
	Youth not in 4-H	Institution representative (hospital, college, school)	Department of Health Food Inspectors	Small acreage representative	Conservation District Representative
	Rep from law enf. or judicial system with an interest in youth	Economic development representative or major employer	Local food store manager (i.e., grocery, health foods)	Ag business owner, (i.e. equipment dealer, ranch or farm supply)	Rancher with no public lands
	4-H parent	Banker	Youth interested in health and/or nutrition	Home gardener, master gardener or Garden Club	Sportsman
Courtesy invitation:	County Commissioner	County Commissioner	County Commissioner	County Commissioner	County Commissioner

***Please remember to look for diversity in *race, color, religion, sex, national origin, disability, age, political belief, veteran status, sexual orientation, and marital or familial status* in the participants you choose.**

WHEN and WHERE: Date and Location

Before the initial contact, know the details: (NOTE: This is done by the area team at their fall meeting)

- Date of focus group – select a day of the week that will be easier for participants to attend. This is done at the area team meeting and the date needs to work for all initiatives to the best of your ability.
- Time of day – think about other competition for their time.
- Location – think convenience, easy to find, viewed as comfortable, inviting and neutral to remove any barriers that might keep someone from participating.
- Incentives – something they receive for attending (usually provided by state office). While there are the obvious benefits of learning from each other and networking, think of something concrete to present them.

RECRUITMENT PROCESS

Once you have a list of names, the next step is contact. Plan to prepare a short 3-minute explanation about the purpose of your focus group session and why you want the information. There are four parts to recruitment – personal contact initially (in-person or phone call), follow-up letter, reminder phone call just prior to the meeting and thank-you note or letter afterward.

1. Personal contact – your first contact is usually made 3-4 weeks prior to the meeting. Use your own judgment on how soon to call people initially. Many people have a full calendar, months in advance.
 - a. Practice your introductory explanation ahead of time. Try it out on your colleagues. Make it warm and sincere and in your own words. (See an example at the end of this section.) In brief:
 - i. Explain the purpose of the study and why it is important to UW Extension and your initiative team
 - ii. Explain what will be done with the results
 - iii. Tell how you got their name and why they were chosen – personalize the invitation so they feel important with special insights or experience
 - iv. Tell how they will benefit (the incentive) from attending(See example in the Appendix.)
2. Follow-up letter – once the individual agrees to participate, send a personalized, follow-up letter soon afterward. A hard copy letter is usually preferred over email in this case. Emails are less personal and may be overlooked. (See example in the Appendix.)
3. Reminder phone call – call 1-2 days before to remind your participants about the session and confirm their attendance. Ask if they have any questions about the details, i.e., location or time. This reinforces the importance of their attendance.
4. Thank-you letter – as soon as possible after the session, write a personal thank-you note or letter. Express your appreciation for the ideas they provided. Mention that the results will be used to help your initiative team improve existing Extension programming and direct new programming efforts. (See example in the Appendix.)

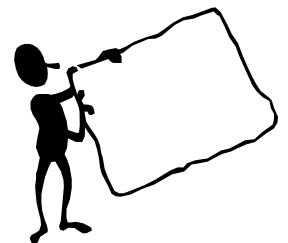
A Skilled Moderator

Moderating and interviewing focus groups requires unique skills and abilities. Educators who moderate are encouraged to review chapter 5 of the *Focus Groups* book before conducting their focus group sessions. A moderating team will consist of a moderator and assistant moderator for the UW Extension focus groups. It is recommended that the moderator be an educator from a different initiative or different county especially when the focus group is held in the home county. This addresses the human temptation to insert information that can sway or bias the participant responses. A script and questions have been developed for each initiative team. The moderator is responsible for the quality of the content and information received during the session. The assistant moderator is responsible for the quality of the notes and content captured.

Moderator Skills

The moderator creates an environment conducive to information gathering in a small group format. A good moderator:

- Understands the purpose of the study
- Has adequate background knowledge and familiarity with the topic
- Respects the participants and shows it
- Believes in the wisdom of the participants regardless of their education, experience and background
- Possesses excellent listening skills and can listen and think at the same time
- Projects open, friendly verbal and nonverbal communication skills without defensiveness or judgment
- Understands group dynamics
- Possesses skill in questioning and has the ability to get useful and relevant information
- Expects leaps in the conversation and can decide how far to go with the flow before refocusing back on the established questioning sequence
- Reminds participants of the value of differing points of view, i.e., "*Does anyone else see it differently; are there other points of view or different experiences?*"
- Anticipates running out of time during the focus group session and has a plan for completion
- Mentally alert, clear minded, fully present and free from pressures, distractions, anxieties
- Appears well rested, upbeat, relaxed and interested



Assistant Moderator Skills

An assistant moderator is essential as part of the focus group. This role is extremely important and requires someone who can condense the group's discussion into relevant and useful information.

- Works together with the moderator ahead of time to clarify the various roles in the focus group process.
- Takes care of logistics such as the room arrangement, putting out refreshments, setting up and testing recording equipment so that the moderator can focus on mentally preparing for the session, directing the session and keeping the conversation flowing.
- Sits outside of the circle and away from the group, opposite of the flipchart stand, does not participate in the discussion and is usually the note taker who captures the content including well-said quotes and nonverbal activity.
- Usually provides a brief summary towards the end of the focus group session.

A checklist of other possible assistant moderator duties is available on pages 94-95 in the *Focus Groups* book.

To-Do List

Ahead of time

_____ Ensure that the roles of the moderator and assistant moderator are clearly understood by both.

_____ Request or locate a room with a table and enough space around the table for up to nine people to sit comfortably (8 participants + 1 moderator). If a large round or square table is not available, participants can be seated in a U- or O-shape. Also, make sure there is a wall available near the table to post flip charts. Otherwise, have two flipchart stands handy.

_____ Gather equipment and supplies needed:

- Name tags/tents
- Paper and pens
- Flipcharts/stands and markers,
- Script
- Laptop or paper/pen for note taker

_____ Review and practice the script and questions ahead of time.

_____ Arrive early to arrange chairs around the table and several chairs outside of the circle for the assistant moderator and other educators attending.

_____ Create a comfortable environment; place refreshments at a side table.

_____ Reduce or eliminate background noises.

_____ Greet and welcome each participant as they arrive; introduce yourself and inquire about their name; introduce the others.

_____ Offer them refreshments.

_____ Show interest in all individuals in the group, make small talk and make everyone feel comfortable.

_____ Provide name tags or tents with their first name. Place paper/pens on the table.



Moderator: During the Focus Group Session

- Guide the conversation; make sure everyone has an opportunity to speak; determine when more information is needed and when to move on.
- Work to gain understanding and clarity of unclear responses, know when and how to request more information using probing questions, i.e., "*explain further, can you give me an example, say more, anything else, please describe what you mean*". Remember that excessive probing can be time consuming, annoying and unnecessary.
- Listen with sensitivity.
- Make eye contact with each participant when listening to their answers.
- Use the 5-sec pause appropriately after asking a question and between questions when asking for anything else to add.
- Manage the time.
- Think about what was said, what is currently being said and what still needs to be said.
- Refocus digressions and mental detours of participants.
- Control personal reactions and refrain from defending or explaining during the interview; stay emotionally detached.

- Avoid nonverbal body language such as head nods that may indicate a judgment; use neutral acknowledgements such as "okay" or "uh huh".
- Ask the assistant moderator to summarize the main points gleaned from the interview and double-check with the group to make sure the points are accurate.
- Conclude by asking, "Have I missed anything?"

What Ifs

Expect people to ask questions. Below is some guidance on handling questions:

- *Questions before starting:* provide just enough information to make them comfortable.
- *Questions just after the group introductions:* do not invite these. Move directly into the second question after the introductions in the script. If someone asks a question, decide if it should be answered immediately or postponed to the end. For example, if it won't bias the conversation, answer it briefly. If it could cause a biased response, explain that you will answer it at the end.
- *Questions during the session:* the most common question is about the results. Suggest that a final report and findings from the initiative team will be available at a set time in the future and that you are willing to distribute them to anyone interested.
- *Questions at the end:* encourage and welcome questions at the end.

Sometimes someone may share incorrect or harmful information during the session. If the comments are incorrect but not harmful, take no action. If the comment is harmful, wait until the end. Tactfully bring up the topic again and present the facts.

NOTE: Please read the **TIP box** on page 103 of the *Focus Groups* book for helpful information regarding questions.

Assistant Moderator: During the Focus Group Session

- Sit outside of the circle in an unobtrusive place opposite of the flipchart for notetaking.
- Do not participate in the conversation.
- If there are additional Extension educators present, provide seating for them outside of the circle. Explain that they may observe and listen but not participate.
- Ask any extra observers to participate in the debriefing session immediately following the focus group session to help identify patterns and themes.
- Take copious notes, include well-said quotes and nonverbal activity and try to be "invisible" to the participants so they don't observe the note-taking.
- Be prepared to give a 2-3 minute recap to summarize the key points at the end of the session.
- Have the incentives ready to pass out at the door as they leave.
- Plan to transcribe your notes soon after the session (see Content Capture Section).

After the Session

- Shake hands with each individual as they leave and thank them again for attending.
- Immediately debrief with the moderator, assistant moderator and educators attending.
- Rearrange the room back to its original design and clean up any mess.
- Begin the transcription process of information by reviewing notes, adding the debriefing session comments and get started on the final report.

Script

Preparation Ahead of Time

Visualize yourself as a neutral, unbiased, nonjudgmental moderator who guides the focus group conversation through prescribed questions. Your role is to get the highest quality answers possible in a relatively short time. High quality answers provide depth of insights and perceptions and can be either qualitative or quantitative.

Script

Practice the script ahead of time so it flows smoothly. Memorize the first paragraph so you can make immediate eye contact with all participants in the group while speaking. Please do not make any changes in the wording of the questions. Other focus groups in your initiative are using the same script to ensure consistency and continuity among all groups in your initiative. This makes it easier for the results across areas to be compiled and compared in useful ways.

Introduction: (7-10 minutes)

"Hello and welcome. Thank you for taking time to participate in the UW Extension focus group session. My name is [name] and I'm the Extension Educator in the [region or county (4-H)] area of Wyoming for the [team name] initiative team. The assistant moderator is [name, title, region, initiative team name] and will be taking notes today.

UW Extension is gathering stakeholder input in all five initiatives and in all five regions in Wyoming this month. The purpose of the focus group today is to learn about issues in the [initiative] area. The information you provide will help us identify needs for educational programming by UW Extension in the future. You were invited to this session because you have an interest in [common interest]. We are anxious to hear your ideas and opinions and learn from your experiences.

Before we get started on the questions, we have a few ground rules that will make the dialogue go more smoothly.

- *There are no right or wrong answers. We expect differing points of view and encourage you to share all perspectives even if the ideas are different from others.*
- *You do not have to respond every time. You may pass. If you want to agree, disagree or give an example, feel free to jump in. Remember that you are having a conversation with each other, not me. My role is to guide you through the questions and to listen. I may request more information if clarification is needed.*
- *I want to emphasize the importance of hearing from each person. Everyone's input is important to us. In other words, please "share the air". If I interrupt you, please do not be offended. We have a lot to cover in our short time frame!*
- *We are taking notes (and recording the information, if relevant) today. No names are used in the final report shared with the public and your participation is voluntary and confidential. You may quit at any time.*
- *If you have anything electronic that makes noise, please put it in quiet mode or turn it off. If you need to answer it, please step outside the room before doing so.*
- *Confidentiality – we do not want to stifle the conversation in any way so we ask that all comments made during today's focus group be confidential and not leave this room.*

We thank you for your attention to these points and expect a very interesting conversation today!

Questions: (100 minutes. Please note that the majority of this time is spent on questions 2-5.)

[Please insert the appropriate initiative questions for your focus group located in the Appendix. There is often a tendency for groups to focus more on the challenges. Be sure to spend adequate time on the positives because much can be learned from that conversation as well.]



Conclusion: (3 minutes)

"There are four other UW Extension focus groups scheduled in the state in this initiative. The input received is captured in a written report. Then the information is merged among the five areas and we will look for patterns and themes occurring in all of the focus group sessions. We'll identify which themes Extension can focus on in an educational manner. A final report will be prepared naming the themes we found. If you are interested in receiving a copy of the final report, let me know. It should be available by [time frame]."

Thank you again for attending and sharing your ideas and opinions. Your answers are extremely important and useful to us. We appreciate your time, your thoughtfulness and your deliberation with the answers. To show our gratitude, we have a [incentive] for each of you. Please take one on your way out. Again thanks and have a good evening!"

Debriefing Session

The moderator, assistant moderator, additional educators and anyone else who observed the session meet immediately following the focus group. This is a short debriefing session to answer the following questions:

- What patterns or themes did you identify related to the issues or needs of our clientele?
- What other key points were learned from this group?
- What was surprising or unexpected?
- What quotes were memorable?

Consensus is needed during the debriefing session for the final report.

Content Capture and Final Report

Using multiple methods to capture the content of focus group sessions ensures the most accurate interpretations and understanding of the responses. For the best results, the note taker must focus on the purpose of the session – to assess needs and identify issues. This guides the note taking. It is important to capture the most useful and relevant content for the initiative team. This includes well-said quotes and enlightening phrases. [A template has been developed to ease the note taking responsibilities.]

Content Capture during UW Extension Focus Groups

Three methods are recommended for capturing the content from the UW Extension focus group process:

1. Memory – your memories of the session are helpful during the debriefing session immediately following the focus group. The moderator, assistant moderator and educators attending highlight the key points and provide additional summaries and helpful content from memories and notes.
2. Laptop computer notes – the note taker must be able to type quickly and should try to type the interview word-for-word as much as possible. Some may find it easier to take minutes by hand. While the assistant moderator has the ultimate responsibility for the transcription process, laptop/handwritten notes may be taken by an office assistant who attends.
3. Paper capture – done by the moderator on the flip sheets. Also done by others attending as observers/listeners to capture key points during the session. These notes may be used during the debriefing session and added to the final report.



Transcript and Final Report

NOTE: Please use the template located at the UW Extension website under Employee Resources. (Template examples are located in the Appendix.)

The *Transcript and Final Report* are combined into one document. An abridged transcript of the participants' comments is acceptable for the UW Extension focus group session. The abridged edition omits the moderator's introduction, ground rules and the introductions of participants at the beginning. It also does not include comments that do not relate to the purpose and information desired. The final report summarizes the results and presents interpretations and conclusions from the session. The *Transcript and Final Report* template includes the name of the initiative area and following sections:

- a. Location of the Focus Group
- b. Date
- c. Name of moderator, assistant moderator and other educators attending
- d. Names and types of participants attending
- e. Questions – please identify the responders by first and last initials instead of full names
- f. Debriefing comments
- g. Results
- h. Interpretation and conclusion
- i. Acknowledgements and thank you's

TIPS to the note taker: the purpose of the focus group drives the content that should be captured. All relevant comments are included even if they become redundant. This establishes patterns. Comments are recorded word for word as much as possible. Please keep the following tips in mind:

- Single-space all comments and double-space between speakers. Don't worry about punctuation or incomplete sentences. Add periods when it sounds like the end of the sentence. Remove "ums" and "ers". Spell-check at the end.
- Type comments word for word even when it repeats something said earlier. Do not change words or correct grammar. If a word is unintelligible, type three periods ... to indicate the missing word.
- Note special or unusual sounds in parentheses such as laughing, shouting, interruptions by others or long silences.

After the focus group session, a debriefing session is held with the moderator, assistant moderator and other educators attending to capture additional patterns, themes or key points that were not part of the assistant moderator's summary, anything surprising or unexpected and memorable quotes. This is done to capture subtle content that was not obvious but was observed by those sitting on the periphery. The template includes a place to capture the comments made during the debriefing session.

The last part of the template captures the results in summary form, includes interpretations and conclusions (so what; what do the results mean for the team; now what) and ends with acknowledgements. Your goal is to provide enlightenment, understanding and clarity for the readers. Remember that you may have a broad reading audience including your initiative team, administrators, specialists, educators, participants in the focus group session and county commissioners.

Please submit the final report to the educators involved, Associate Director, county coordinator, area team chair, initiative team chair and staff development coordinator by March 1.

Area Team Work

Note to area team chairs: You will receive copies of all focus group final reports in your area of the state. This information can be useful in a variety of ways. Each team can report their results during an area team meeting. The area team may determine which issues can be addressed immediately with current resources, issues that include a cross-team effort and issues that the area believes deserve very serious consideration by the initiative teams. This is not to say that all issues identified aren't important. However, some may be so critical that the area wants to weigh in on their importance.

Another way the area team can be involved is to have educators report back about how their initiative teams used the results and how the results will affect future emphases and programming in each initiative.

Initiative Team Work

Important note to team chairs: Team chairs have several responsibilities in the stakeholder input process. One is to gather the input on emerging issues from the focus group sessions across the state and aggregate the information, utilize the results from the UW Extension statewide survey that are applicable to the initiative team, secondary sources (other agencies, databanks) of data, and UW Extension specialists' ideas and organize this information for the spring initiative team meeting.

The patterns and themes identified by the focus groups in the "Results" and the comments in "Interpretation and Conclusion" from the five final reports can be merged. This may make it easier for the initiative team to sift through the information and identify statewide issues, patterns and themes. The merged reports deserve a timely review and should be carefully considered, discussed and prioritized. When combined with the five-year survey data, the information determines the team's future direction, focus areas and educational programs. Since focus groups are conducted every year and carry great weight as stakeholder input, the team will want to dedicate time at the annual Spring meetings to ponder the results.

Once the initiative team has determined the future direction based on the stakeholder input, the team chair writes a summary of the results from initiative team decisions based on stakeholder input and submits the summary to the UW Extension Stakeholder Input Administrator.

Conclusion

The purpose of UW Extension focus groups is to actively engage stakeholders in assessing needs and identifying issues of importance to Wyoming residents. Input from stakeholders improves existing Extension programming and directs new programming efforts in the future. This handbook explains the process for conducting focus groups in the initiative areas throughout the state. It is designed to guide Extension educators through the process of gathering quality input from clientele in Wyoming.

Questions?

Please contact the Staff Development and Federal Relations Coordinator (who is also the stakeholder input administrator) at 766-3562 if you have any questions.



Good Luck!!!

Appendix

Recruitment Examples

Personal Contact

(This is an example only. Please use your own words to sound more conversational.)

Hello, my name is [your name]. I'm with UW Extension and I am part of the [initiative] team. I was given your name by [contact's name if you do not know the recruit] who thought you would be an excellent addition to an upcoming focus group that I am organizing. Do you know about UW Extension? [If they say yes, respond positively; if they say no, respond positively😊.]

You are an [fill in with screening details such as agriculturist, active community member, etc.], right? I want to personally invite you to a 2-hour conversation to identify issues important to the [initiative]. If you accept, you will be part of a small group of individuals who are asked a series of questions related to this area and you will simply provide your ideas and opinions. The focus group is scheduled for [date, time, location]. We will provide a meal and a gift from UW Extension. Would you be interested in participating and accept our invitation to attend?

If not able to attend: Okay, I'm sorry it won't work for you. Thanks anyway and I hope to meet/see you soon. Is there someone you could recommend to help us with this focus group?

If able to attend: Great, I'm looking forward to the input you will provide. I want to follow-up with a letter of confirmation. What is your mailing address? In the event that we had to cancel for some reason, what is the best way to get in touch with you quickly? [Gather contact info and repeat it to ensure accuracy.]

Again thanks and I look forward to seeing you soon.

Goodbye.

Follow-Up Letter

(Use letterhead for credibility)

Dear [name]:

Thank you for accepting my invitation to talk about the issues and educational needs in the [name of initiative]. The focus group study is part of UW Extension's desire for stakeholder information to help improve existing Extension programming and direct new programming efforts. We want advice from you on what issues are important in [identify county]. Your input is significant and valuable to us. The session will be:

Date:

Time:

Location and address:

(Include any other directions or parking instructions)

You will join a group of eight people for this conversation. The group will answer several key questions related to the purpose of this session. A meal will be served and you will receive a gift from UW Extension for attending.

If you are unable to attend for any reason, I would appreciate knowing as soon as possible. Please call me at [office phone], text to [cell number] or email me at [email address].

I am looking forward to your attendance at this important session. See you then!

Sincerely,

[Your name]

[Your title]

Thank You Letter after the focus group session

(Use letterhead for credibility)

Dear [name]:

Your participation in the recent focus group session is appreciated by myself and my colleagues. The needs and issues identified during the session will be merged with those identified by groups in the other four areas of the state. Then the initiative team will consider the merged results and determine ways to improve existing programs and guide new program directions in the future. The entire list we created along with the top three choices will be forwarded to the initiative team for planning. You may recall that the top three issues identified in our focus group were:

- [1st choice]
- [2nd choice]
- [3rd choice]

The focus groups are part of UW Extension's desire for stakeholder information. Your input is significant and valuable to us and important to keep Extension programs fresh and relevant for today. Thank you again.

Sincerely,

[Your name]

[Your title]

Prioritization Process during Focus Group Questions (#6):

If the group is comfortable sharing (and they usually are by the end of the questions), use the chart process below to identify the top three choices. Or use sticky dots if you prefer more anonymity. Note: in small groups, even sticky dots are not very anonymous.

Instructions:

1. Create the following chart on a flip sheet before the focus group begins. (You may need more rows than shown)

TOPIC:	1 st Choice (3 points)	2 nd Choice (2 points)	3 rd Choice (1 point)	TOTAL:

2. In question #5, you placed stars/checkmarks by the topics named and underlined a key word. During the prioritization process described here, you can simply list the key words on the chart. Go around the group and ask each person to share their top three choices. List the topic named and place a checkmark in the appropriate choice box. As you continue around the group, some topics will be repeated. Instead of listing them again, simply check the appropriate choice box next to the already listed topic.

Example:

TOPIC:	1 st Choice (3 points)	2 nd Choice (2 points)	3 rd Choice (1 point)	TOTAL:
Blue	√√	√√	√	
Red	√	√√√	√	
Yellow	√	√	√√√	
White	√	√		
Green	√√√	√	√√√	
If you have 8 people in the group, you should have 8 checkmarks in each column.	8 people	8 people	8 people	

3. Once everyone in the group has shared, go across the row and multiply the number of checkmarks by the designated points for each choice, add them together and place the total in the right-hand column.

Example:

TOPIC:	1 st Choice (3 points)	2 nd Choice (2 points)	3 rd Choice (1 point)	TOTAL:
Blue	√√ (6 points)	√√ (4 points)	√ (1 point)	11
Red	√ (3)	√√√ (6)	√ (1)	10
Yellow	√ (3)	√ (2)	√√√ (3)	8
White	√ (3)	√ (2)		5
Green	√√√ (9)	√ (2)	√√√ (3)	15

4. Identify the top three based on the totals:

- 1st choice: Green
- 2nd choice: Blue
- 3rd choice: Red

Initiative Questions

4-H and Youth Development Questions

1. *Let's begin with introductions. Please go around the table, tell us your name and one thing that you enjoy about the young people in your community or enjoy about being a young person. [Go around the table.]*

From now on, we won't go around the table each time. Instead, please feel free to join the conversation at any time.

It is often said that youth are the future, our state's most valuable resource. Most youth hope to grow into contributing citizens with productive, healthy lifestyles. We want to better understand the issues that affect you as a young person or if you are an adult, the issues you think affect the young people you know.

2. *What are the most positive things you see happening among young people in y/our community today? Please provide an example when possible.*

Moderator: create a T-chart on a flip sheet (#1). List the positives on the left side. Probe for answers; ask: "what else; anything else to add"?

3. *What are the challenges that you see young people facing in their everyday lives? When possible or appropriate, please give an example.*

Moderator: add the challenges to the right side of the T-chart. Probe for answers. When complete, post the chart on a nearby wall.

4. *Let's take a closer look at these two lists. We've talked about _____ [summarize the two lists on the T-chart]. What themes or patterns do you see emerging? What do the two lists have in common?*

Moderator: create a simple list on a new flip sheet (#2). Probe for answers.

5. *Now look at the list of themes you created. Extension's mission is providing educational programs, resources and information. The 4-H and Youth Development initiative team wants to identify the greatest needs in _____ County. If we were to address 1-2 of these themes, which would make the greatest impact or biggest difference in this county and why?*

Moderator: place a star or check by each one named.

6. *Next we'll prioritize. Individually on a slip of paper, jot down what you consider to be the top three themes in priority order from #1 to #3 (wait 30 seconds until everyone is done writing). Now, we would like each of you to share your list starting with your top choice. Who would like to begin?*

Moderator: assign 3 points to their top choice, 2 points to their second choice and 1 point to their last choice and write 3, 2, or 1 next to the choices for each individual. In other words, if someone said that "boundaries" was their biggest issue, write 3 next to "boundaries", etc. After

everyone has shared their top three choices, write the total of the numbers received next to each issue.

Looking at the results, what are your reactions to the totals?

7. *The 4-H/Youth Development team will combine the results of this focus group with the results of other focus groups around the state to see what emerges statewide. As we work on statewide needs in 4-H and youth development in the future, is there any advice that you can give us about educational programming? This might include methods, audiences or how we evaluate our programs.*

I would like to ask our assistant moderator to take 2-3 minutes to summarize the key points s/he heard in today's session, specifically the issues and educational needs identified by the group.

[Assistant Moderator gives a short report.]

8. *"Is this an accurate summary? What have we missed?"*
9. *Do you have any final questions?*

Community Development Education Questions

1. *Let's begin with introductions. Please go around the table and tell us your name, the community you live in and one thing you are most proud of in your community. [Go around the table.]*

From now on, we won't go around the table each time. Instead, please feel free to join the conversation at any time.

Most of us are committed to the communities in which we live, work and play. We want Wyoming communities to be sustainable well into the future while honoring the heritage that enriches our community fabric. We want to better understand the issues that affect y/our communities and the opportunities available for educational programming.

2. *What are the most positive things you see happening in y/our community today? Please provide an example when possible.*

Moderator: create a T-chart on a flip sheet (#1). List the positives on the left side. Probe for answers; ask: "what else; anything else to add"?

3. *What are the challenges that you see our communities facing today and in the future? When possible or appropriate, please give an example.*

Moderator: add the challenges to the right side of the T-chart. Probe for answers. When complete, post the chart on a nearby wall.

4. *Let's take a closer look at these two lists. We've talked about _____ [summarize the two lists on the T-chart]. What themes or patterns do you see emerging? What do the two lists have in common?*

Moderator: create a simple list on a new flip sheet (#2). Probe for answers.

5. *Now look at the list of themes you created. Extension's mission is providing educational programs, resources and information. The Community Develop Education initiative team wants to identify the greatest needs in _____ County. If we were to address 1-2 of these themes, which would make the greatest impact or biggest difference in this county and why?*

Moderator: place a star or check by each one named.

6. *Now let's prioritize. Individually on a slip of paper, jot down what you consider to be the top three themes in priority order from #1 to #3 (wait 30 seconds until everyone is done writing). Now, we would like each of you to share your list starting with your top choice. Who would like to begin?*

Moderator: assign 3 points to their top choice, 2 points to their second choice and 1 point to their last choice and write 3, 2, or 1 next to the choices for each individual. In other words, if someone said that "apathy" was their biggest issue, write 3 next to "apathy", etc. After everyone has shared their top three choices, write the total of the numbers received next to each issue.

Looking at the results, what are your reactions to the totals?

7. *The CDE team will combine the results of this focus group with the results of other focus groups around the state to see what emerges statewide. As we work on statewide needs in community*

development in the future, is there any advice that you can give us about educational programming? This might include methods, audiences or how we evaluate our programs.

I would like to ask our assistant moderator to take 2-3 minutes to summarize the key points s/he heard in today's session, specifically the issues and educational needs identified by the group.

[Assistant Moderator gives a short report.]

8. *"Is this an accurate summary? What have we missed?"*
9. *Do you have any final questions?"*

Nutrition and Food Safety Questions

1. *Let's begin with introductions. Please go around the table and tell us your name, where you live and what you think about the eating habits of our nation these days. [Go around the table.]*

From now on, we won't go around the table each time. Instead, please feel free to join the conversation at any time.

Nutrition and food safety affects every single person in this community and county. It is essential to our good health throughout the life span. We want to better understand the issues that affect you in nutrition and food safety and the opportunities available for educational programming.

2. *I want to start today by having you think about the food choices you make for yourself and your family. What motivates you to make these choices?*

What about your friends and family – what do you think motivates them?

Moderator: create a T-chart on a flip sheet (#1). List the motivators on the left side. Probe for answers; ask: "what else; anything else to add"?

3. *Making positive food choices can be challenging for us. Again, thinking about yourself, family and friends, why don't we always make positive food choices? What challenges us?*

Moderator: add the challenges to the right side of the T-chart. Probe for answers. When complete, post the chart on a nearby wall.

4. *Let's take a closer look at these two lists. We've talked about _____ [summarize the two lists on the T-chart]. What themes or patterns do you see emerging? What do the two lists have in common?*

Moderator: create a simple list on a new flip sheet (#2). Probe for answers.

5. *Now look at the list of themes you created. Extension's mission is providing educational programs, resources and information. The Nutrition and Food Safety initiative team wants to identify the greatest needs in _____ County. If we were to address 1-2 of these themes, which would make the greatest impact or biggest difference in this county and why?*

Moderator: place a star or check by each one named.

6. *Next we'll prioritize. Individually on a slip of paper, jot down what you consider to be the top three themes in priority order from #1 to #3 (wait 30 seconds until everyone is done writing). Now we would like each of you to share your list starting with your top choice. Who would like to begin?*

Moderator: assign 3 points to their top choice, 2 points to their second choice and 1 point to their last choice and write 3, 2, or 1 next to the choices for each individual. In other words, if someone said that "time" was their biggest issue, write 3 next to "time", etc. After everyone has shared their top three choices, write the total of the numbers received next to each issue.

Looking at the results, what are your reactions to the totals?

7. *The NFS team will combine the results of this focus group with the results of other focus groups around the state to see what emerges statewide. As we work on statewide needs in nutrition and food safety in the future, is there any advice that you can give us about educational programming? This might include methods, audiences or how we evaluate our programs.*

I would like to ask our assistant moderator to take 2-3 minutes to summarize the key points s/he heard in today's session, specifically the issues and educational needs identified by the group.

[Assistant Moderator gives a short report.]

8. *"Is this an accurate summary? What have we missed?"*
9. *Do you have any final questions?"*

Profitable and Sustainable Agriculture Systems Questions

1. *Let's begin with introductions. Please go around the table, tell us your name and one thing that you believe agriculture contributes to Wyoming communities. [Go around the table.]*

From now on, we won't go around the table each time. Instead, please feel free to join the conversation at any time.

Being involved in agriculture as a producer, gardener or resource provider has many rewards. Agriculture contributes to Wyoming's lifestyle, economy and helps maintain the pastoral landscapes we all enjoy. We want to better understand the issues that affect you in agriculture and the opportunities available for educational programming.

2. *What are the most positive things you see happening in agriculture today? Please provide an example when possible.*

Moderator: create a T-chart on a flip sheet (#1). List the positives on the left side. Probe for answers; ask "what else; anything else to add"?

3. *What are the challenges you see agriculturalists of all types facing in their everyday business? This includes everyone from the small gardener to the large producer. When possible or appropriate, please give an example.*

Moderator: add the challenges to the right side of the T-chart. Probe for answers. When complete, post the chart on a nearby wall.

4. *Let's take a closer look at these two lists. We've talked about _____ [summarize the two lists on the T-chart]. What themes or patterns do you see emerging? What do the two lists have in common?*

Moderator: create a simple list on a new flip sheet (#2). Probe for answers.

5. *Now look at the list of themes you created. Extension's mission is providing educational programs, resources and information. The Profitable and Sustainable Agriculture Systems initiative team wants to identify the greatest needs in _____ County. If we were to address 1-2 of these themes, which would make the greatest impact or biggest difference in this county and why?*

Moderator: place a star or check by each one named.

6. *Now we'll prioritize. Individually on a slip of paper, jot down what you consider to be the top three themes in priority order from #1 to #3 (wait 30 seconds until everyone is done writing). Now, we would like each of you to share your list starting with your top choice. Who would like to begin?*

Moderator: assign 3 points to their top choice, 2 points to their second choice and 1 point to their last choice and write 3, 2, or 1 next to the choices for each individual. In other words, if someone said that "marketing" was their biggest issue, write 3 next to "marketing", etc. After everyone has shared their top three choices, write the total of the numbers received next to each issue.

Looking at the results, what are your reactions to the totals?

7. *The PSAS team will combine the results of this focus group with the results of other focus groups around the state to see what emerges statewide. As we work on statewide needs in agriculture in the future, is there any advice that you can give us about educational programming? This might include methods, audiences or how we evaluate our programs.*

I would like to ask our assistant moderator to take 2-3 minutes to summarize the key points s/he heard in today's session, specifically the issues and educational needs identified by the group.

[Assistant Moderator gives a short report.]

8. *"Is this an accurate summary? What have we missed?"*
9. *Do you have any final questions?"*

Sustainable Management of Rangeland Resources Questions

1. *Let's begin with introductions. Please go around the table, tell us your name and one thing you enjoy doing when you are out of doors. [Go around the table.]*

From now on, we won't go around the table each time. Instead, please feel free to join the conversation at any time.

Wyoming's rangelands and other natural resources are part of the landscapes and viewscapes in Wyoming. The ways we use and manage the range and natural resources can have profound impacts on our rural economic viability, quality of life and culture in Wyoming communities. What happens with range and natural resources today affects future generations of users. We want to better understand the issues that affect range and natural resources and the opportunities available for educational programming.

2. *I want to start by identifying the different groups of people who have an interest in range and natural resources. Who are the different groups in our population affected by these resources or that might have an interest in resource issues?*

Moderator: create a T-chart with the audiences named by participants on the left side of the flip sheets (#1). Please leave plenty of space between each audience listed.

3. *Using the list we've created, take each group one at a time and talk about their needs and issues related to range and natural resources. The first audience on the list is _____. What issues are they experiencing? What is a challenge for them?*

Moderator: On the right side, next to each audience, capture the various needs for each audience. Probe for answers; ask: "what else; anything else to add"?

4. *Let's take a closer look at these two lists. We've talked about _____ [summarize the two lists on the T-chart]. What themes or patterns do you see emerging?*

Moderator: create another list on a new flip sheet (#2) with themes. Probe for answers.

5. *Extension's mission is providing educational programs, resources and information. The Sustainable Management of Rangeland Resources team wants to identify the greatest needs in _____ County. If we were to address 1-2 needs from these two lists, which would make the greatest impact or biggest difference in this county and why?*

Moderator: put a star or checkmark by all of those identified.

6. *Next let's prioritize. Individually on a slip of paper, jot down what you personally believe are the top three needs in priority order from #1 to #3 (wait 30 seconds until everyone is done writing). Now, I would like each of you to share your list starting with your top choice. Who would like to begin?*

Moderator: assign 3 points to their top choice, 2 points to their second choice and 1 point to their last choice and write 3, 2, or 1 next to the choices for each individual. In other words, if someone said that "access" was their biggest issue, write 3 next to "access", etc. After everyone has shared their top three choices, write the total of the numbers received next to each issue.

Looking at the results, what are your reactions to the totals?

7. *The SMRR team will combine the results of this focus group with the results of other focus groups around the state to see what emerges statewide. As we work on statewide needs in range and natural resources in the future, is there any advice that you can give us regarding educational programming? This might include the methods or how we evaluate our programs.*

I would like to ask our assistant moderator to take 2-3 minutes to summarize the key points s/he heard in today's session.

[Assistant Moderator gives a short report.]

8. *"Is this an accurate summary? What have we missed?"*
9. *Do you have any final questions?"*

Transcript and Final Report Templates

4-H and Youth Development

Note: A-G is completed by the assistant moderator. H and I is completed by the Educator who will submit the report.

A. Location of Focus Group: _____

B. Date: _____

C. Extension Educators/Staff:

Moderator:	
Assistant Moderator:	
Notetaker (if not asst. mod.):	
Other Educators Present:	

D. Focus Group Participants: (for civil rights purposes)

Name	Address	Occupation	Gender	Race/Ethnicity

E. Question #4: Please provide a bullet list of the patterns and themes that emerged in question #4, the prioritized list from #6a and other relevant comments from the debriefing session.

F. Question #6 The top three choices from the themes/patterns were:

1. 1st Choice:
2. 2nd Choice:
3. 3rd Choice:

G. Debriefing comments of note:

- What patterns or themes did you identify related to issues or needs of our clientele?
- What other key points were learned from this group?
- What was surprising or unexpected?
- What quotes were memorable?

H. Interpretation and Conclusion: Present your interpretations of the findings. What do the results mean for the initiative team? What now?

I. Acknowledgements and thank yous

Please submit the final report to the Associate Director, county coordinator, area team chair, initiative team chair and staff development coordinator by March 1.

Community Development Education

Note: A-G is completed by the assistant moderator. H and I is completed by the Educator who will submit the report.

A. Location of Focus Group: _____

B. Date: _____

C. Extension Educators/Staff:

Moderator:	
Assistant Moderator:	
Notetaker (if not asst. mod.)	
Other Educators Present:	

D. Focus Group Participants: (for civil rights purposes)

Name	Address	Occupation	Gender	Race/Ethnicity

E. Question #4: Please provide a bullet list of the patterns and themes that emerged in questions #4, the prioritized list from # 6a and other relevant comments from the debriefing session.

F. Question #6: The top three choices from the themes/patterns were:

1. 1st Choice
2. 2nd Choice
3. 3rd Choice

G. Debriefing comments after the focus group session:

- What patterns or themes did you identify related to issues or needs of our clientele?
- What other key points were learned from this group?
- What was surprising or unexpected?
- What quotes were memorable?

H. Interpretation and Conclusion: Present your interpretations of the findings. What do the results mean for the initiative team? What now?

I. Acknowledgements and thank yous

Please submit the final report to the Associate Director, county coordinator, area team chair, initiative team chair and staff development coordinator by March 1.

Nutrition and Food Safety

Note: A-G is completed by the assistant moderator. H and I is completed by the Educator who will submit the report.

A. Location of Focus Group: _____

B. Date: _____

C. Extension Educators/Staff:

Moderator:	
Assistant Moderator:	
Notetaker (if not asst. mod.)	
Other Educators Present:	

D. Focus Group Participants: (for civil rights purposes)

Name	Address	Occupation	Gender	Race/Ethnicity

E. Question #4: Please provide a bullet list of the patterns and themes that emerged in question #4, the prioritized list from #6a and other relevant comments from the debriefing session.

F. Question #6: The top Three choices from the themes/patterns were:

1. 1st Choice
2. 2nd Choice
3. 3rd Choice

G. Debriefing comments after the focus group session:

- What patterns or themes did you identify related to issues or needs of our clientele?
- What other key points were learned from this group?
- What was surprising or unexpected?
- What quotes were memorable?

H. Interpretation and Conclusion: Present your interpretations of the findings. What do the results mean for the initiative team? What now?

I. Acknowledgements and thank yous

Please submit the final report to the Associate Director, county coordinator, area team chair, initiative team chair and staff development coordinator by March 1.

Profitable and Sustainable Agriculture Systems

Note: A-G is completed by the assistant moderator. H and I is completed by the Educator who will submit the report.

A. Location of Focus Group: _____

B. Date: _____

C. Extension Educators/Staff:

Moderator:	
Assistant Moderator:	
Notetaker (if not asst. mod.)	
Other Educators Present:	

D. Focus Group Participants: (for civil rights purposes)

Name	Address	Occupation	Gender	Race/Ethnicity

E. Question #4: Please provide a bullet list of the patterns and themes that emerged in question #4, the prioritized list from #6a and other relevant comments from the debriefing session.

F. Question # 6: The top three choices form the themes/patterns were:

1. 1st Choice
2. 2nd Choice
3. 3rd Choice

G. Debriefing comments after the focus group session:

- What patterns or themes did you identify related to issues or needs of our clientele?
- What other key points were learned from this group?
- What was surprising or unexpected?
- What quotes were memorable?

H. Interpretation and Conclusion: Present your interpretations of the findings. What do the results mean for the initiative team? What now?

I. Acknowledgements and thank yous

Please submit the final report to the Associate Director, county coordinator, area team chair, initiative team chair and staff development coordinator by March 1.

Sustainable Management of Rangeland Resources

Note: A-G is completed by the assistant moderator. H and I is completed by the Educator who will submit the report.

A. Location of Focus Group: _____

B. Date: _____

C. Extension Educators/Staff:

Moderator:	
Assistant Moderator:	
Notetaker (if not asst. mod.)	
Other Educators Present:	

D. Focus Group Participants: (for civil rights purposes)

Name	Address	Occupation	Gender	Race/Ethnicity

E. Question #4: Please provide a bullet list of the patterns and themes that emerged in question #4, the prioritized list from #6a and other relevant comments from the debriefing session.

F. Question #6: The top three choices from the themes/patterns were:

1. 1st Choice
2. 2nd Choice
3. 3rd Choice

G. Debriefing comments after the focus group session:

- What patterns or themes did you identify related to issues or needs of our clientele?
- What other key points were learned from this group?
- What was surprising or unexpected?
- What quotes were memorable?

H. Interpretation and Conclusion: Present your interpretations of the findings. What do the results mean for the initiative team? What now?

I. Acknowledgements and thank yous

Please submit the final report to the Associate Director, county coordinator, area team chair, initiative team chair and staff development coordinator by March 1.