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**UNM Evaluation Lab ECHO Learning Community**

**August 20, 2019**

**Building an Interactive Focus Group Protocol**

**Steps:**

1. Articulate the evaluation **goals**
2. Assign **activities** to each goal
3. List **materials** needed to complete each activity
4. Assign **timeframe** to each activity

**Step 1: Articulate the evaluation goals.** What question(s) do you hope will be answered through your focus group?

**Step 2: Assign activities to each goal.** There are several activities that can work in an interactive focus group. You can find some examples in the Interactive Focus Group PowerPoint, or you can create your own! Use the space below to brainstorm what activities may help you answer your questions above.

Activity for Evaluation Goal #1:

Activity for Evaluation Goal #2:

Activity for Evaluation Goal #3:

Activity for Evaluation Goal #4:

Note: Some activities can hit on more than one evaluation goal. This is perfectly fine.

**Step 3: List materials needed to complete each activity.** Use the space below to brainstorm what you may need for participants to complete each activity.

Materials for Activity 1:

Materials for Activity 2:

Materials for Activity 3:

Materials for Activity 4:

**Step 4: Assign timeframe to each activity.** Remember to think about how much time you want to give participants and how much time you will allot for the activity in the protocol. Typically, your protocol will leave room for participants to spend more time on each activity than you tell them they have.

Time allotted for Activity 1:

Time allotted for Activity 2:

Time allotted for Activity 3:

Time allotted for Activity 4:

**Finishing Up: Assemble these pieces into a protocol.** Use the skeleton of a protocol below to create your final script. Your evaluation goals do not need to be addressed in order.

**[Insert Title of Focus Group ex. Focus Group with Albuquerque Youth]**

Date: [Insert Date and Time of Focus Group]

Location: [Insert Location]

**Evaluation Goals:**

1.
2.
3.
4.

**Protocol:**

**[Start Time]** **Welcome** – Thank everyone for joining the session.

**[Start Time + 5 minutes] Activity 1** **– [Replace this text with your activity and how you want to describe it] Gingerbread People: How did you feel about evaluation before the institute, and how does it make you feel now at the summation of this week?** I am going to pass around gingerbread people that are divided in two halves. On this gingerbread person, I would like you to illustrate how you felt about evaluation before the summer institute, and how it makes you feel now. You will have 10 minutes to complete the activity and then I may ask one or two volunteers to share. Note: Please describe your illustrations with words or short phrases on the side or back of the page, so I can appropriately interpret them. Example: I may draw a shoe on either foot of my gingerbread person, but before the institute, I felt like running away from evaluation and now, I feel like running towards it. [**Goal: Indicate which goal this activity pertains to**.]

[Materials: Replace this text with materials needed for your activity - PowerPoint Slide with question, Gingerbread people, markers, pens]

**[Activity 1 Time + 20 minutes] Activity 2 – [Replace this text with your activity and how you want to describe it] Speed Dating: A. What evaluation techniques did you learn this week?** **B.** **What does mission time mean to you?** In this activity, I will ask you to partner with the person sitting next to you. For this activity to work, I ask that partners identify a Partner A and a Partner B. Partner A’s will speak first, while Partner B’s write their partners’ responses down on the index cards I am passing out now. I will give Partner A’s 1 [actually give 2] minute to complete their responses. When I call “time,” the roles will reverse and Partner B’s will get 1 [actually give 2] minute to speak while Partner A’s write the response on the index card. Any questions before we begin? Take a moment to decide who is Partner A and who is Partner B. Ready?

Okay, our first question is “What evaluation techniques did you learn this week?” Let’s hear from the A Partners – Partner B’s remember to write their responses!

And switch! [**Goal:** **Indicate which goal this activity pertains to**.]

Please pass your index cards forward and we will move into the next question. Before we move on, does anyone what to share any of the techniques they are excited to take back to their organization?

Okay, now let’s have all the B Partners stand and find a new A Partner to sit with. It can be someone else at the same table or a new table entirely.

Has everyone found a new partner? Okay so this time the B Partners will speak first, while A Partners listen and record. Does anyone have any questions?

Our next question is “What does mission time mean to you? B Partners have the floor. A Partners – remember to write their responses!

And switch! [**Goal: Indicate which goal this activity pertains to**.]

[Materials: Replace this text with materials needed for your activity - PowerPoint Slide with the questions, two different colored index cards, pens]

**[Time] Activity 3 – [Replace this text with your activity and how you want to describe it] Individual Answers:** **Ideally, how will you incorporate mission time into your organization? What kind of support might you need, if any? Use this time to think individually.** I’d like you to jot down your own answer to this question on the white index card in front of you. I’m going to give you about 5 minutes. The question is “Ideally, how will you incorporate mission time into your organization? What kind of support might you need, if any?” [**Goal: Indicate which goal this activity pertains to**.]

Okay now that everyone has some ideas jotted down, take a few minutes to **debrief with other members from your organization.** What ideas did you share? What differed? Did you come up with anything new together? If so, please note the new ideas on one of your index cards.

[Materials: Replace this text with materials needed for your activity - PowerPoint Slide with the question, white index cards, pens]

**[Time] Activity 4 – [Replace this text with your activity and how you want to describe it] Group Lists: A. What matters to your organization? What are some of the different options that you have for evaluation when you return to your organization? B. How did Summer Institute go?** There are easels dispersed throughout the room. I’d like you to come together to brainstorm amongst the group about the week. First, “What matters to your organization? What are some of the different options that you have for evaluation when you return to your organization?” We’ll take 5 minutes on this question since you are probably already teeming with ideas. [**Goal:** **Indicate which goal this activity pertains to**.]

Next, flip over to a new piece of flipchart paper and tell us “What did you love about the Summer Institute and what would you change?” I will give you 5 minutes to brainstorm with your group and write your lists on the easel. Please find your organization members. Everyone ready? Okay – go.

[Materials: Replace this text with materials needed for your activity - PowerPoint Slide with the question, Flip charts, markers]

**[End Time] Conclusion of focus group** – Thank participants for their time and let them know if they can expect to receive a copy of the results/findings/report.