

Parent Focus Group

Toolkit



Prepared by: Tenley Koehler, University of Wisconsin-Extension Door County Family Living Educator

Parent Focus Group Toolkit



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OVERVIEW DOCUMENTS

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General Information:

- This toolkit provides step by step information for hosting a parent focus group in your community. The focus group set-up is intended for groups smaller than 20 and is geared toward parents and caregivers of children under the age of five.
- You will need around 10 volunteers to help facilitate the focus group.
- The focus group takes approximately 2 hours to complete.
- The focus group is intended to identify community strengths and barriers for families associated with access and success of local parent education programs.
- This toolkit is designed for use by Extension educators.
- The focus group results can be shared with community partners, stakeholders, and family advocates.
- UW-Extension Educators should obtain appropriate approval from the Institutional Review Board prior to beginning the focus group.

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REFERENCES AND RESOURCES

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PLANNING GUIDE

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Materials Needed:

- ___ Sign in sheet (parents and volunteers)
- ___ Consent Form for researcher/facilitator (with copy for parents)
- ___ Photo Release Form
- ___ Demographics Card
- ___ Large envelope for form collection
- ___ Information on Just in Time Parenting Newsletters
- ___ Information on Parenting the Preschooler Newsletters
- ___ Pens
- ___ Scratch paper or blank note cards
- ___ Markers
- ___ Flipchart paper
- ___ Multiple copies of questions for volunteers
- ___ Name tents
- ___ Door Sign
- ___ Community Resource Table
- ___ Recording device
- ___ If able: Provided childcare onsite
- ___ If able: Provided family meal onsite
- ___ If needed: Portable Microphone and speakers
- ___ Other: _____
- ___ Other: _____
- ___ Other: _____
- ___ Other: _____

<p>Planning Schedule:</p>	<p style="text-align: center;"><u>1-2 Months before:</u></p> <p>___ Assess need for focus group by addressing the following questions with applicable community partners (ex. Human Services, 4H, School districts, etc.):</p> <ul style="list-style-type: none"> • Does my community currently address parenting needs as effectively as they could? • Are parents frequently and consistently utilizing parent education? • Are parents in my community aware of most/all of the parenting resources available to them? • Do I have a solid understanding of why (or why not) parents are utilizing services? • Do I have a full understanding of what parents hope to receive from parent education? <p><i>If you answered NO to most of these questions, your community may benefit from offering parent focus groups.</i></p> <p>Also consider:</p> <ul style="list-style-type: none"> • Do partners/stakeholders view parent education as priority in my community? If YES... <p>___ Apply for IRB approval http://www.uwex.edu/secretary/human-subjects.html</p> <p style="text-align: center;"><u>6 Weeks before:</u></p> <p>___ Determine location, dates/timing, and intended audience</p> <p>___ Find appropriate childcare (<i>if applicable</i>) for participants</p> <p>___ Create fliers or personal invitation for event</p> <p>___ Discuss flyer/invitation distribution plan with community partners</p> <p>___ Establish a list of potential volunteers and host a volunteer meeting</p> <p>___ Obtain needed funding for incentives, meals, childcare</p> <p style="text-align: center;"><i>Continued on following page.</i></p>
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Planning Schedule:	<p style="text-align: center;"><u>5 Weeks before session:</u></p> <p>___ Continue communication amongst partners and volunteers</p> <p>___ Begin flyer/invitation distribution</p> <p>___ Organize family meal (<i>if applicable</i>)</p> <p>___ Confirm childcare (<i>if applicable</i>)</p> <p>___ Identify needed incentives for parents</p> <p style="text-align: center;"><u>4 Weeks before:</u></p> <p>___ Meet with volunteers to go over responsibilities/discuss progress</p> <p>___ Continue distributing information</p> <p>___ Begin taking registrations</p> <p style="text-align: center;"><u>3 Weeks before:</u></p> <p>___ Begin putting together volunteer packets for review</p> <p>___ Confirm program logistics (transportation, meals, room-set up, etc.)</p> <p>___ Continue distributing information</p> <p>___ Begin taking registrations</p> <p style="text-align: center;"><u>2 Weeks before:</u></p> <p>___ Continue taking registrations and follow- up with registered participants via phone to give reminder and ask if they have questions</p> <p style="text-align: center;"><u>1 Week- 1 day before:</u></p> <p>___ Send out volunteer overview session (<i>Hold meeting if necessary</i>)</p> <p>___ Confirm attendance numbers with childcare staff (<i>if applicable</i>)</p> <p>___ Pre-order meals (<i>if applicable</i>)</p> <p>___ Review toolkit and gather needed supplies</p>
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Room set up and logistics:

- Strive to keep everyone comfortable
- Round tables may help facilitate small group discussion
- Keep conversation going by removing any artificial “power positions” (ex. Facilitator standing/speaking lecture style may hinder comfort level)
- Participants should feel welcome upon attendance (have name tags, let them know where restrooms are located, etc.)
- Refer to yourself and the participants by first name
- Have water/snacks available if possible
- Provide notecards/scratch paper for participants in case they would like to keep track of their thoughts while another person is speaking
- If discussing a sensitive topic such as death or abuse, a trained counselor should be available during the focus group
- Offer a table with community resources/parenting education opportunities
- Provide an interest sheet for any upcoming parenting programs in which parents may be interested in participating

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Identify a specific goal for your focus group:

EXAMPLE: The goal of this study is to expand upon the Family Wellbeing Survey that was implemented in 2016, to address gaps in the previous survey responses, and to assess the effectiveness and accessibility of parenting resources and education in Door County.

Our Goal:

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Identify Participant Recruitment and Enrollment Methods:

EXAMPLE: Participants (*parents with at least one child under the age of 5 who permanently reside in Door County*) will be recruited using flyers/invitations posted at various sites throughout the county, as well as by targeted recruitment, through speaking engagements with already established parenting groups. If interested, parents will contact the Door County Extension Family Living Educator to enroll. Participants will be notified upon enrollment of the requirement to provide informed consent prior to participation in the focus group.

Our Plan:

Goal number of participants: _____

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Focus Group Outline to aid in Institutional Review Board (IRB) approval:

A. Post-enrollment, participants will review and complete the informed consent form.

C. During the Focus Group, parents will be randomly assigned to 2-3 different groups of parents (containing 4-6 parents in each group) at a round table

D. A small group leader and a note taker will also be positioned with each table of participants, along with flip chart paper and a device for audio recording.

E. The facilitator will begin the focus group with an introductory statement and by leading the full group through several discussion questions (*see introduction (page 14) and questions (page 15)*).

F. The small group leaders will then facilitate and moderate a discussion at each table (*see questions on page 15*).

- 1. Small group leaders will create a “safe space” for conversation, keep discussion on topic, and prevent (to the best of his/her ability) any one parent from dominating the discussion.**
- 2. The note taker will be responsible for recording all participant responses (on flip chart paper) throughout the focus group, as well as monitoring the recording device. Note takers will also aid in creating a safe space and will ask parents to clarify any misunderstood responses.**
- 3. Note takers and small group leaders will take special care as to not react (whether it be positively or negatively) to any parent response. Parents will be regarded as the expert during the focus group. A simple “thanks for sharing” or “let’s move on” will be used to redirect conversation if needed.**

G. The facilitator will lead the group through a final discussion and wrap-up (*see page 15*)

H. After the debriefing, participants will be thanked for their participation

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FOCUS GROUP INTRODUCTION

Welcome, we are so glad to have you here! My name is _____ and I am the Family Living Educator for UW-Extension in ____ County. I am excited that you are interested in helping us better understand the availability and convenience of parent resources and education in ____ County. Your voice is truly unique and valuable and we look forward to learning more about your experiences of parenting in ____ County through group discussions. There is no right or wrong answer and you are our expert parents today.

Before we get started let's go over some guidelines for a respectful discussion. First of all, please speak up so everyone can hear, but also be mindful that you are not talking out of turn or over someone else. This is especially important because we want to be sure we can hear everyone and we do not want our recordings to be distorted either. While we will be on a first name basis, rest-assured that your name will not be attached in any report we create. All of your responses will be kept confidential and the audio recordings will be deleted once the data is entered. Again, remember that what is said during the Focus Group session, remains in this room. *Of course, if I were to learn that somebody was hurting you or your child, I might need to talk to others to ensure that everyone stays safe.

Our discussion will last about an hour and a half to two hours, and while we will not be taking any formal breaks, you are more than welcome to take care of your needs as necessary. Bathrooms and drinking fountains are located _____. Does anyone have any questions before we begin?

Let's begin!

**Statement for Mandated Reporters*

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FOCUS GROUP QUESTIONS- Part 1

Full Group Introduction (30-45 minutes) - Family Living Educator

1. Please tell us your name and a little bit about your children. (Facilitators included)
2. What has been the most memorable/important parenting moment you have experienced?
3. What has been the most challenging parenting moment you have experienced?
4. What makes parenting in _____ County unique?
5. Have you heard about parenting education before? (Show of hands)
 - How did you learn about it?
 - What (if any) value did you receive from parenting education?
 - If you haven't participated in parenting education, why not?

FOCUS GROUP QUESTIONS- Part 2

Small Group Discussion (45-60 minutes) - Small Group Leader

1. If you have attended a parent education program before, what was most valuable/helpful in your program?
2. If you have NOT attended a parent education program, what would you find most valuable/helpful in a program?
3. If you have attended a parent education program before, what more did you want to get out of the program?
4. What beliefs/opinions of parent education do you have?
5. (If time allows) What community resources are you aware of? What kind of parenting resources would you like to see more of in our community?

FOCUS GROUP QUESTIONS- Part 3

Full Group Report out and Debriefing (30 minutes)-Family Living Educator

1. Would anyone like to share something they discussed during your smaller group discussion?
 - Any other thoughts from the small group discussion?
2. We have one final question: What could be done differently or kept the same to encourage you to participate in a parent education program?

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Evaluation Plan:

The responses can be coded into a variety of categories, based upon the frequency of parent responses. The University of Kentucky Cooperative Extension (Rennekamp & Nall, n.d.), succinctly lays out a data analysis plan for Focus Group evaluation:

1. **Indexing** – “Reading a transcript or notes and assigning codes to each piece of relevant information. The codes (will) link together pieces of text that represent a common view point or perspective related to the purpose of the study (Rennekamp & Nall, n.d., pg.7).”
2. **Management** – “Collecting together all of the extracts of text which have been allocated the same code (Rennekamp & Nall, n.d., pg.7).” Two management methods will be considered. “One method is to cut apart individual responses and use piles to cluster similar extracts. Another method is to use a word processor to ‘cut’ and ‘paste’ extracts.
3. **Interpretation** – Analytic induction-this technique involves development of a summary statement which is true of each extract or piece of text in the pile or group. These statements (will) become key themes which are communicated in reports of the ‘study’ (Rennekamp & Nall, n.d., pg.7).”

Data Entry and Management:

Participant comments should be entered electronically into a database that will be stored on a secure, password protected server accessed only via password secured computers. Recorded data should be also destroyed post analysis. All identifying information (consent forms, contact information, etc.) should be stored separately from the data provided by the participants. Consent forms and contact information should be kept in locked file cabinets, in locked offices.

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VOLUNTEER PACKET

Materials included:

- ___ Overview document
- ___ Setting Ground Rules Tip Sheet
- ___ Listening/Note taking Tip Sheet
- ___ List of questions
- ___ Copy of flyer/promotional materials
- ___ Duty assignment

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Volunteer Overview Document:

Participant Arrival:

- 1) Upon arrival participants will be greeted by “greeters”, who will review the consent form and collect signed copies. The greeters can also make sure participants know where to access the childcare room/food/bathrooms as well as hand out any materials/name tents. Greeters please return all consent forms to_____.

 - a. Greeters: _____

- 2) Each name tent will be in a color that corresponds with the table to which they will be assigned (ex. blue name tents will be seated at the blue table). These may change depending on #'s.

 - a. Blue Table leaders: _____
 - b. Purple Table leaders: _____
 - c. Green Table leaders: _____
 - d. Volunteer to take notes on the flip chart during the large group discussions: _____

- 3) All table leaders will serve as table hosts when parents arrive.

Focus Group Begin:

- 1) _____ (*facilitator*) will welcome the group and begin facilitating large group discussion, with _____'s (*volunteer*) note-taking help.
- 2) All table writers are encouraged to take notes throughout the evening once the discussion begins.

Continued on following page.

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Small Group Discussion Begin:

- 1) The small group leaders will then facilitate and moderate a discussion at each table.
 - a. Small group leaders will create a “safe space” for conversation, keep discussion on topic, and prevent (to the best of his/her ability) any one parent from dominating the discussion.
 - b. The writer will be responsible for recording all participant responses (can use flipchart paper if group prefers). Writers will also aid in creating a safe space and will ask parents to clarify any misunderstood responses.
 - c. All leaders will take special care as to not react (whether it be positively or negatively) to any parent response. Parents will be regarded as the expert during the focus group. A simple “thanks for sharing” or “let’s move on” will be used to redirect conversation if needed.

Closing:

- 1) _____ (*facilitator*) will lead the group through a final discussion and wrap-up
- 2) Writers, please continue to document participant comments
- 3) After the debriefing, participants will be thanked for their participation

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Setting Ground Rules Tip Sheet:

Here are suggestions for ground rules that can be especially helpful for public meetings:

- **This is a public discussion, not a debate.** The purpose is not to win an argument, but to hear many points of view and explore many options and solutions.
- **Everyone is encouraged to participate.** You may be asked to share what you think, or we may ask for comments from those who haven't spoken. It is always OK to "pass" when you are asked to share a comment.
- **No one or two individuals should dominate discussion.** If you have already voiced your ideas, let others have an opportunity. When you speak, be brief and to the point.
- **When you speak, state your name and where you live.** In a public meeting, it is helpful to know who is speaking as well as where they live in the community.
- **One person speaks at a time.** Refrain from side conversations. Pay attention to the person speaking. If you think you will forget an idea that comes to mind, write it down.
- **Listen to and respect other points of view.** All of us bring information and ideas to contribute. People are more likely to contribute if they know they are respected.
- **Do your best to understand the pros and cons of every option, not just those you prefer.** Be as objective and fair-minded as you can be.
- **Seek first to understand, not to be understood.** Ask questions to seek clarification when you don't understand the meaning of someone's comments.

Source: <http://www.extension.umn.edu/community/civic-engagement/tip-sheets/support-productive-discussions/>

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Did you know... 80% of what you know, you learned by listening?

Listening Tips:

- Review the questions before the focus group
- Try to find the “main idea” of the statement
- Maintain appropriate eye contact
- Try not to judge what the speaker the speaker is saying OR how the speaker is saying it
- Resist distractions
- Let the speaker know you care about what they are thinking and sharing, by:
 - a. Pausing
 - b. Giving examples
 - c. Repeating what has been said
 - d. Repeating the questions
 - e. Increasing volume or changing pitch of voice
 - h. Using body language (facial expression, gestures, posture, pace)
 - i. Writing on the provided flipchart paper
- Ask yourself:
 - a. Do I understand what the speaker is saying?
 - b. Is this helpful to the discussion?
 - c. Should I ask for clarification?
 - d. Is there a missing piece? Am I getting the whole story?

Note-Taking Tips:

- Leave wide margins and write as legibly as possible
- Use shorthand if needed, but clarify later
 - Use abbreviations
 - Use initials or symbols
 - Do not create full sentences
- Underline the main statement
- Reread your notes to make sure they make sense
- During focus group, non-verbal messages should also be written down (*ex. seemed uncomfortable, smiled, etc.*)

Adapted from: https://www.northshore.edu/support_center/pdf/listen_notes.pdf

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Key Active Listening Techniques			
TECHNIQUES	Purpose	Approach	Language
Encouraging	To convey interest	Don't agree or disagree with speaker.	I see... Uh-huh...
	To keep the person talking	Use noncommittal words with positive tone of voice.	That's interesting... Tell me more about...
Restating	To show that you are listening and understanding.	Restate the speakers' basic ideas.	If I understand, your situation is...
	To help speaker grasp the facts	Put in your own words.	In other words, your decision is...
Reflecting <i>The power of silence should not be underestimated.</i>	To show you are listening and understanding	Reflect the speakers' basic feelings.	You feel that...
	To let speaker know you understand how he/she feels.	Put in your own words.	You were pretty disturbed about that... You believe that...
Summarizing	To pull important ideas, facts, etc. together.	Restate, reflect, and summarize major ideas and feelings.	These seem to be the key ideas you expressed...
	To establish a basis for further discussion		If I understand you, you feel this way about this situation.

Source:

<http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf>

Prepared by: Tenley Koehler, UW Extension Door County Family Living Educator

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FOCUS GROUP QUESTIONS- Part 1

*Full Group Introduction (30-45 minutes) – **Facilitator***

1. Please tell us your name and a little bit about your children. (Leaders included- **Writers, please do not include names on any notes.**)

2. What has been the most memorable/important parenting moment you have experienced?

3. What has been the most challenging parenting moment you have experienced?

4. What makes parenting in _____ County unique?

5. Have you heard about parenting education before? (Show of hands- **Document total**)
 - How did you learn about it?
 - What (if any) value did you receive from parenting education?
 - If you haven't participated in parenting education, why not?

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FOCUS GROUP QUESTIONS-Part 2

*Small Group Discussion (45-60 minutes) - **Small Group Leader***

1. If you have attended a parent education program before, what was most valuable/helpful in your program?

2. If you have NOT attended a parent education program, what would you find most valuable/helpful in a program?

3. If you have attended a parent education program before, what more did you want to get out of the program?

4. What beliefs/opinions about parent education do you have?

5. (*If time allows*) What kind of parenting resources would you like to see more of in our community?

6. (*If time allows*) What community resources are you aware of?

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FOCUS GROUP QUESTIONS-Part 3

Report out and Debriefing (30 minutes)-Facilitator

1. Would anyone like to share something they discussed during your smaller group discussion?

- Any other thoughts from the small group discussion?

2. We have one final question: What could be done differently or kept the same to encourage you to participate in a parent education program?

Thank the small group leaders, note takers, and parents for participating.

Let them know that a table with community resources/parenting opportunities is available in the room. Send around an interest sheet for any upcoming parenting programs in the county.

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ADDITIONAL MATERIALS

Materials included:

- ___ Flyer/Invite
- ___ Consent Form for Participants
- ___ Photo Release Form
- ___ Civil Rights Reporting Form

Parent Focus Group

EXAMPLE FLYER/INVITE



YOU'RE INVITED! Parent Focus Group

Whether you are an expecting parent or an experienced caregiver of a 0-5 year old, you are welcome to join us for a special event.

What: Parent Focus Group

Why: Every parent has a unique point of view and we want to hear yours!

When: DATE

Time: TIME

Where: LOCATION

ADDRESS
ADDRESS



Call **NAME** to Save your Spot!

(AREA) PHONE

NAME@CES.UWEX.EDU

An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.



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Consent Form

Research Participant Information and Consent Form

Study Title: _____ County Parent Focus Group

Investigators: _____

1. PURPOSE OF RESEARCH: You have been asked to participate in a focus group for parents of children under the age of five. The purpose of the focus group is to assess the effectiveness and accessibility of parenting resources and education in _____ County. Information from this study will help child and family service providers in the county better serve the needs of young _____ County parents.

2. WHAT YOU WILL DO: Parents will be asked to participate in roundtable discussions, facilitated by a moderator, with small groups of 4-6 people. Full group discussions may also take place. You will be asked to provide information about you, your family, and your experiences of parenting in Door County.

3. POTENTIAL BENEFITS AND RISKS: You may experience indirect benefits through discussion with other parents and directly benefit from increasing service providers' knowledge of your parenting needs and wishes. There is potential for an accidental disclosure of information, loss of privacy, and emotional triggers. However, the overall potential risks of participating in this study are minimal beyond that of average discussion.

4. PRIVACY AND CONFIDENTIALITY: All participants will be asked to respect the privacy of others by not sharing any content of the discussion outside of the focus group. Results of this focus group may be published or presented at professional meetings, but all names and identifying information will not be included in any report.

5. YOUR RIGHTS TO PARTICIPATE, SAY NO, OR WITHDRAW: Participation in the focus group is completely voluntary. You may choose whether or not to participate or to stop participating at any time.

6. COSTS AND COMPENSATION FOR BEING IN THE STUDY: There will be no cost to parents for participating in the focus group. During the focus group, a family meal and free childcare will also be provided. You will also be entered to win a variety of free prizes, as well as a larger door prize. **CHANGE TO SUIT YOUR COUNTY.**

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Consent Form Continued

7. CONTACT INFORMATION FOR QUESTIONS AND CONCERNS

If you have any questions about this study, such as scientific issues, how to do any part of it, or to report an injury, please contact the researcher (**Researcher contact information**).

If you have any questions about your role and rights as a research participant, or would like to register a complaint about this study, you may contact, anonymously if you wish, The UW-Extension Human Research Protection Programs, at 608-262-4387, or e-mail, judy.ballweg@uwex.edu or regular mail at: 432 N. Lake St. Room 405, Madison, WI 53706

8. DOCUMENTATION OF INFORMED CONSENT.

Your signature below means that you voluntarily agree to participate in this study.

Signature

Date

9. NON-DISCLOSURE STATEMENT:

_____ I agree to maintain the confidentiality of the information discussed by all participants and researchers during the focus group session.

If you cannot agree to the above stipulation please see the researcher(s) as you may be ineligible to participate in this study.

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Photo Consent

PHOTO RELEASE FORM

Parent Focus Group

Date _____

Location _____

I give my consent to the _____ County UW-Extension Office to record or photograph my image or that of my child to be used for educational and promotional programs and websites, including the UW-Extension website, brochures or reports or local newspapers. I understand that no personal information about me or my family, other than my name, will be used with any photo or video. I give permission to UW-Extension to use such images without any expectation of compensation.

Name of Event: _____

Subject's Name (Adult or youth): _____

Name of Parent/Guardian: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____


Signature: _____ Date: _____

(Parent or guardian must sign here if subject under the age of 18)

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Civil Rights Reporting Form

		<u>Demographics</u>	
Program Name: _____		Date: _____	
Please assist us in meeting our reporting obligations by completing the following: Check the one that applies.			
Gender	Race	Ethnicity	Age
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian and other Pacific Islander <input type="checkbox"/> Some other race <input type="checkbox"/> Two or more races	<input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino	<input type="checkbox"/> Under 18 years <input type="checkbox"/> 18 years and older
<p><i>An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming Including Title IX requirements. Please make request for reasonable accommodations to ensure equal access to educational programs as early as possible preceding the scheduled program, service or activity.</i></p>			

Print on index card.

Be sure to let participants know the purpose of collecting demographic data.

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DEBRIEFING AND GROUP GOAL-SETTING

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Suggested Group Debriefing- PART 1

1. Using the evaluation methods listed on page 16 gather all relevant data and compile in organized format (*see sample document on pages 38-41*).
2. Send to coalition/committee/interested members prior to scheduling a group meeting, in order that members have sufficient time to process the responses.
3. Gather members together for a debriefing session.
4. Spend 10-15 minutes allowing members to further process their thoughts on the parent responses and have them write down 2-3 major ideas that stood out to them based on the responses.
5. Have members “pair and share” their thoughts with the group.
6. Allow time for feedback and discussion
7. Divide the members into two groups and have them work through the Interactive Logic Model Activity (outlined on page 34)
8. Following the Interactive Logic Model Activity, bring group back together as large group
9. Allow for 10-15 minutes of discussion, then implement the “rest and rise” principal* allowing all members time to complete their thoughts
10. Bring group back together in a few weeks to continue part 2 of the debriefing/future planning session

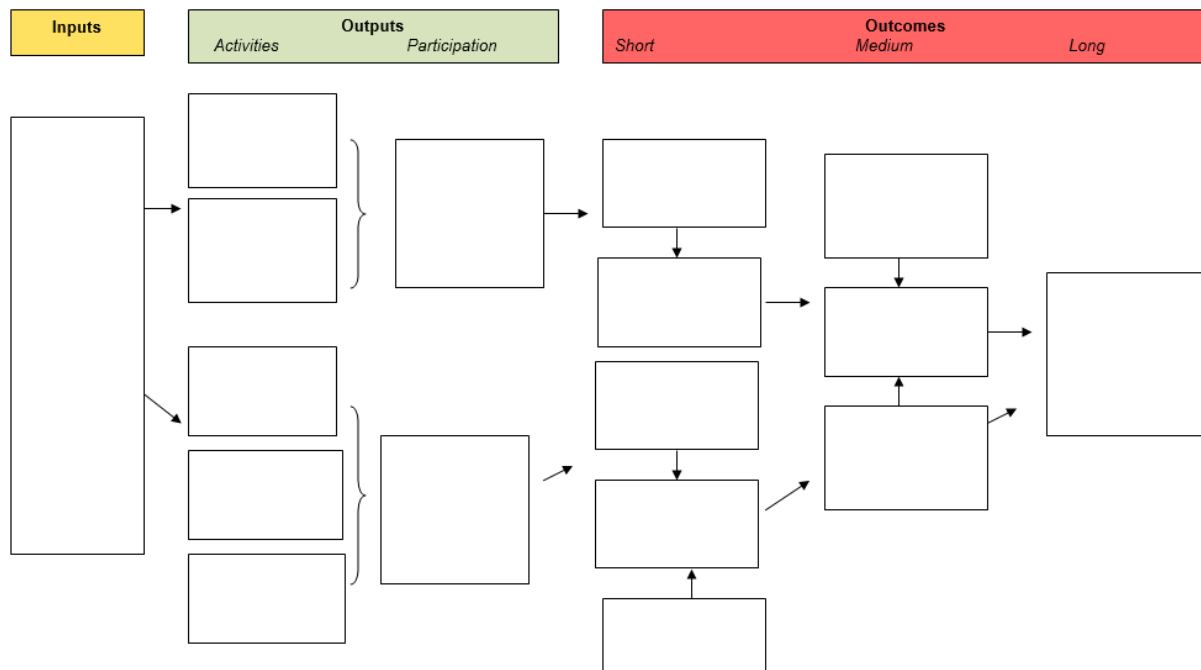
**Allowing ideas to “rest and rise”, aids in inclusive decision-making by not hastening individuals who may need more time to process and rushing them into a decision before they are ready to fully commit.*

Inclusive Actions in the 3 Zones of Decision-Making, Kathy Germann Consulting LLC, 2015

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Interactive Logic Model Activity



Source for logic model template: <http://fyi.uwex.edu/programdevelopment/logic-models/bibliography/>

1. After dividing members into 2 groups, guide them to think through the logic model process (Note: *some groups may need a more in-depth introduction to logic models*)
2. Have one group brainstorm ideas and/or suggestions for the “inputs” and “outputs” of the logic model (*in other words- working forwards through the model*), while the other group brainstorms the “outcomes” portion of the logic model (*in other words- working backwards through the model*).
 - a. Can use pre-titled flipchart paper or dry-erase board for brainstorming
3. Allow 15 minutes for each group to brainstorm, then groups can either switch places or continue working forward/backward through their logic model
4. After another 10-15 minutes, have groups share out to the larger group
 - a. One member of the listening group should use a red marker to circle similar responses between both groups

Parent Focus Group Toolkit



Suggested Group Debriefing- PART 2

1. Facilitator can compile both logic models from the previous meeting
2. Arrange for another meeting with the group
3. Using flipchart paper, draw out the logic model and place on the walls of the meeting room for participants to look over as they arrive
4. Read through the logic model from beginning to end and allow for discussion
5. Pass out 5 colored notecards to each present member. Each notecard will represent a different degree of agreement.
 - a. **Green**-Yes!
 - b. **Yellow**-Agree with Reservations
 - c. **White**-Abstain/Neutral
 - d. **Blue**- Formal Disagreement
 - e. **Red**- No!
6. Going through each section of the logic model, have members use the notecards to share their level of agreement
7. If the facilitator notices a variety of degrees of agreement, pose this question: “what would you need to be different to be in stronger agreement?” and allow for group discussion. Revote.
8. Once all members agree to the logic model/future plan, recompile results and share out with members, stakeholders, and community.

Inclusive Decision-Making Workshop with Kathy Germann (2017) Adapted from: Facilitator’s Guide to Participatory Decision-Making. Sam Kaner, with Lenny Lind, Catherine Toldi, Sarah Fisk, and Duane Berger. Community at Work 2014. Published by Jossery-Bass.

Parent Focus Group Toolkit



Sample Logic Model post Focus-Group

• Resources & Participation:

1. Location
2. Funding (food, transportation, materials)
3. Food
4. Staff for marketing and coordination
5. Child care
6. Materials/Bilingual materials
7. Collaborating partners & partners
8. Parent Volunteers



• Activities:

1. Standing quarterly activities for families– create a plan for the year, so we can market.
2. Fun! For families
3. Marketing with pediatricians/medical providers, schools (including teachers), and service providers
4. Increase parent trust through networking/networking with parents
5. Focus on parents, with elements of child/parent fun



• Short Term Outcomes

1. Increased family awareness and connection to community services/resources
2. Increased parent engagement in programming/activities
3. Increased community awareness of parent needs
4. Parents gain new ways to meet other parents and learn from one another

Parent Focus Group Toolkit



Sample Logic Model post Focus-Group Continued



• Medium Term Outcomes

1. Parents learn new ways of interacting/communicating with children... leading to increased confidence in parenting skills as shown through evaluations
2. Families continue to practice healthy communication and relationship skills
3. Family bonds continue to be strengthened
4. Parents report better understanding of community resources/services
5. Reduced stigma around Parent Education as demonstrated by increased attendance at Parent Education activities



• Long Term Outcomes

1. Parents feel equal, respected, and supported
2. Children achieve social, emotional, and academic success
3. Safe/Welcoming environment/activities maintained for families
4. Continued/increased collaboration with community partners
5. Parents feel connected to the community

Parent Focus Group Toolkit



SAMPLE SUMMARY REPORT

Displayed on the Following Pages (39-42)

This can be used as a template. Add your community's individual outcomes in the boxes.

The Door County Partnership for Children and Families

Parent Focus Group

On February 27th 2017, The Door County Partnership for Children and Families in partnership with UW Extension held a focus group for parents and caregivers of children ages 0-5 at the YMCA.



14 parents were in attendance



6 Male Parents
9 Female Parents



6 Hispanic/Latino Parents
1 American Native Parent
1 Parent of more than 2 races

What has been the most memorable parenting moment you've experienced?

- Child's birthday
- Home Birth
- Vacation/Family Trips
- Potty Training
- Parent education/classes
- School experiences/graduations
- Open adoption
- Children learning new skills-new language
- Children adjusting to new school



What has been the most challenging parenting moment you've experienced?

- Dealing with child's health problems
- Potty Training
- Child's death
- Dealing with child's mental health
- Moving/adjusting to new area
- Traveling/moving to a new country
- Finding resources
- Communication with children (toddlers)
- Year round access to healthy/organic foods
- Autism
- Open adoption – guiding child to know his/her own story
- Pollution/technology
- Having healthy school food options
- Communication with school and teachers
- Environmental concerns
- Child with mental health concerns

What makes parenting in DOOR COUNTY unique?

New parents, in Door County, enjoy:

- + Outdoor activities/options
- + Sense of community
- + Opportunities in the arts/performing arts
- + Able to know local farmers/farmer's market
- + Sports programs at schools
- + YMCA
- + Grant programs available
- + Can buy local

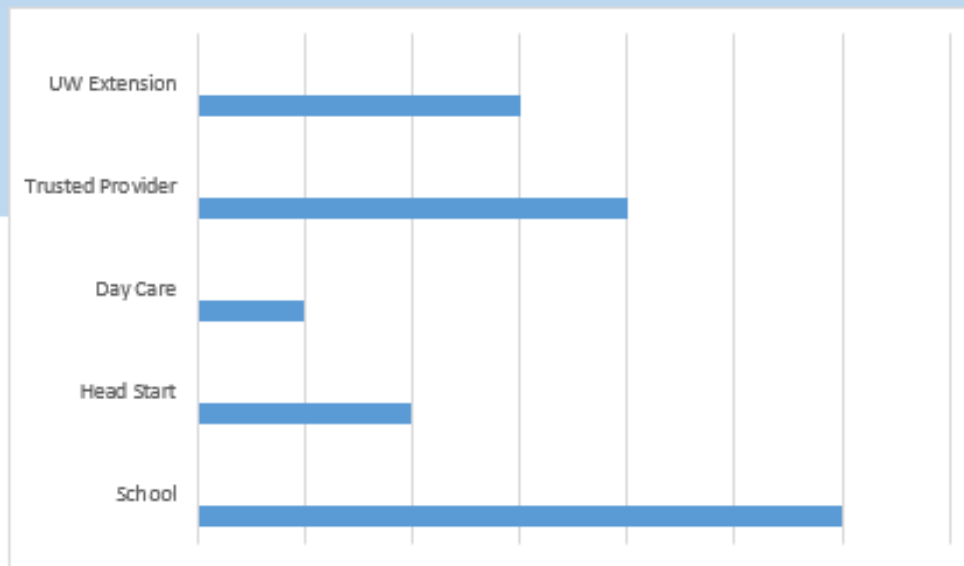


Challenges of parenting in Door County:

- Difficult to find inclusive parent groups
- Lack of healthcare providers
- Lack of mental health providers
- Lack of information on birthing options and parent resources
- Lack of support for new mom/new parents
- Need post-partum/post-partum depression support
- Need breastfeeding support
- Need support for grieving parents
- Isolated region
- Lack of affordable/accessible childcare
- Need translation support
- Resources for parents with children who have special needs

12 of the 14 parents had heard of parenting education, although only 5 had attended a program.

Parents saw value in parent education and often heard about upcoming programs through:



I have attended a parenting program!

What value did you receive from Parenting Education?

What was most helpful/valuable?

- Increased time with children
- Increased patience with children
- Program taught me how to use open ended questions instead of punishment
- Had to attend prior to child's adoption, but glad I did attend
- The activities and small groups
- It applied to the age-level of my child

- New ways to communicate with my children
- New skills for discipline
- Gained patience as a parent
- Learned to help my child explain his/her choices
- Heard personal stories from other parents
- Face to face interaction/in person groups
- Hearing from an expert/other parents
- New parenting tips/tricks hadn't heard before
- Sense of community/learned from community
- Empowered me to help my child



I wanted more...

Did not speak English well, so had to get information from others

More knowledge

Both parents together on same page

Stories from other parents

Research based information

Need to know it will be worthwhile



I have not attended a parenting program, because...

- I didn't know they were happening
- The ones that were offered did not apply to my situation
- I needed childcare
- I needed transportation
- I didn't need parent education

I would find a program valuable, if...

- It taught me how to control my child's behavior
- The class was specific for Latinas with gradual transition into classes with everyone
- It had good resources for young moms
- It had resources for low income parents
- Classes were for new parents
- My pediatrician offered advice on attending classes
- It appealed to a broader audience
- There was a discipline issue or a health issue

Take-away thoughts from Door County parents

Some parenting classes are geared toward a specific type of parent (new parent, etc.) and that tends to limit some people

Pediatrician referrals would be nice, especially if doctors provided information on available classes

Parenting programs are important because a child's education starts at home

Misinformation is everywhere; having a qualified teacher is important

We gained a stronger couple relationship from attending parenting classes

We were on same page after attending parenting classes

There was a change in attitude after attending parenting classes

Would like to have more home visiting programs

There is great concern about the lack of pediatric mental health resources and concern about knowing all the option around children's mental health



Parent approved!

- Use social media for advertising
- Offer classes with parents and children together
- Provide childcare
- Provide meals
- Keep locations neutral. Try places like the YMCA, schools, and libraries instead of churches.

Our Next Steps!

Standing quarterly fun activities for families!

Provide opportunities for parents to network with one another.

Continue to focus on parents, but offer elements of fun for all family members

Connect with pediatricians/medical providers, schools/teachers, and service providers to reach out to more families.



Questions?

Contact:

Tenley Koehler

Family Living Educator

UW-Extension, Door County

Phone (920) 746-2264

Fax (920) 746-2531

Tenley.koehler@ces.uwex.edu

