Mapping Program Outcomes
Using Ripple Effect Mapping
Focus Group Agenda

Purpose of this focus group exercise: To better understand the ripple effects and relationships of the (extension program name) on individuals, groups, communities, and regions.

Time required: 45-90 minutes depending on the depth of the mapping process
Items needed: Large white paper posted on the wall, tape, markers, blank paper for participants to write on.

Focus Group Steps:

1. **Introductions and establishing ground rules (5 minutes)**
    i.e. everyone should feel free to share, avoid interrupting, etc.

2. **Brief overview of the session , the purpose of the map and objectives (2 minutes)**
    The (University name) Extension staff is leading an impact mapping evaluation project to (specifically describe the purpose of the map) better understand the ripple effect of the (name of extension program) on (individual participants, groups involved, communities involved, or regions involved). This mapping evaluation provides a method of illustrating to stakeholders the ripple effects of this program, validating the effects of the program, and creating stronger support and public value. The purpose of this study is to explore overall (individual, group, community, or regional) changes that have taken place since participating in the extension program (MAP PURPOSE SHOULD BE DESCRIBED HERE AND WRITTEN ON FLIP CHART PAPER OR ELSEWHERE FOR THE GROUP TO SEE).

3. **(If IRB forms have been filed and approved) Read consent form aloud and have participants sign if they agree to participate in the mapping. Gather signed consent forms.**

4. **Appreciative Inquiry interview (5 to 10 minutes)**
    a. Find a partner (not a good friend)
    b. Share a story briefly about the extension program being evaluated using one of these Appreciative Inquiry types of questions:
        *   Tell me a story about how you have used the information received at the extension program.
        *   Is there anything you are proud to share…? Cost savings?, new ways to work?, telling others about what you learned?
        *   List an achievement or a success you had based on your learning from the extension program – what made it possible?
    c. Have a few people report out to get examples

5. **Mapping (30 to 60 minutes) (see next page)**

6. **Reflection (5-15 minutes)**
    Focus group members are asked to reflect on how the mapping processes made them feel.
    Ask the group to identify the **most significant change** on the map.
    a. What is most interesting about the map?
    b. How might extension use the map to help us tell our story about how we are making a difference?
    c. What should we do next? Consider additional evaluation (talking to other people in the community), sharing this information with stakeholders, taking new action, etc.

7. **Have each of the participants write down the three concepts that were the most important.**

Mapping Process - **How to draw the map**

1. Post a large piece of white paper on the wall and write the extension program name or purpose in the middle of the map.

2. Draw out several branches from the list identified through Appreciative Inquiry conversations:

   Example concepts from a financial management training…
   -Budgeting
   -Insurance
   -Savings
   -Retirement planning
   -Started new 401 plan

   Example concepts from a community leadership training…
   -Leadership Plenty
   -Grant Writing training
   -New people running for office
   -Community garden development

   > *Tips for Successful Mapping…*
   >
   > *Individual learning and action items may be the easiest to start with.*
   >
   > *When mapping, get as detailed as possible. After collecting information for the "map" there will be opportunities for them to add and embellish. This provides ideas about how to dig deeper.*
   >
   > *People may be shy about sharing their own successes, but may be more willing to talk about how others have used the information.*

3. Begin brainstorming the immediate results of the program drawing lines to connect things. You may have to ask probing questions such as "How are things different as a result of the activities and events you planned?", "What are people doing differently?", and "What effect did participation have on attitudes, behaviors, knowledge and action?" Bold indicates possible main branches; the examples would be secondary branches. At this second level begin brainstorming the impact of those results. For example, "who benefits from the activity and how as a result of the things that people are doing differently?" Continue drawing lines to connect items.

4. A community leadership map might start out looking like the example below. Each map will look different based on the program area and concepts taught.

   When the hand-written map is completed, consider transferring it to a computer software program for ease of reading and understanding. There are multiple programs available including XMind (www.xmind.net), iMindMap (http://www.thinkbuzan.com), and Mind Genius (http://www.mindgenius.com/MindMapping).

Examples of things people might identify for maps under various program efforts:

Projects/Action items	Community gardens, youth councils, transportation assistance
Visioning	Demonstrated renewed community pride
Events	Extension Field Days, new crop varieties used
Youth Activities	Youth leadership councils, 4-H camps, newfound confidence
Partnerships	State agencies, campus departments
New Resources	Grants received
Job/Business Creation	Specific jobs and businesses
Policy/Advocacy	Testifying to legislature or city council
Workshops/Training	Specific action items from workshops/conferences