2011-2012
Community Mobilization Program
Evaluation Protocols
(Revised 07/11/2011)

Questions?

Darleen Muhly,
Commerce Research Unit
darleen.muhly@Commerce.wa.gov
Tel: (360) 725-5030  Fax: (360) 586-5880

Or

Ramona Leber, CM Program Manager
ramona.leber@commerce.wa.gov
Tel: (360) 725-3033  Fax: (360) 586-5880

Community Mobilization Program
Department of Commerce
1011 Plum Street SE
PO Box 42525
Olympia, WA 98504-2525
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I. 2011-2012 CM Program Evaluation Requirements

These protocols identify and explain the Department of Commerce CM evaluation requirements for 2011-2012. Evaluation requirements in general are described in Section IX (D) of the CM Policies and Procedures Manual. A checklist of evaluation requirements is provided in Appendix B.

Policy statement

The goals of Community Mobilization Program Evaluation are to:
1. Increase performance accountability across funded programs.
2. Improve program implementation and outcomes through more informed evaluation results.
3. Accommodate the evaluation needs of community programs with resource limitations via technical assistance and reasonable evaluation requirements.
4. Collect quantitative data that will contribute to a statewide picture of community mobilization effectiveness and highlight the importance of prevention.
5. Be a statewide resource for measurement in the community domain.

NOTE: The determination of what measurement tool to use for each “planned activity” is made during the planning process and is entered into that planned activity on the CM online data system when the workplan for the contract year is entered.

1. A Community Organizing measure – Not yet determined by Commerce.

2. A Core Commerce measure must be used on at least one program or activity – The purpose of the core measure is to accumulate data on a statewide basis to assist in portraying a statewide picture of CM.

   Core Commerce measures include:
   a. Selected Commerce Domain Surveys (pre/post bubble sheets)
      o Community Domain Survey
      o School Domain Survey
      o Family Domain Survey
      o Individual Peer Domain Survey
   b. WSU Strengthening Families 10-14 Evaluation

   Domain surveys
   Domain surveys are bubble sheets that you can request from Commerce in one of four domain areas: Community, Family, School, or Individual/Peer. They are given as a pre-test and post-test. The Family domain is available in Spanish.

   See more sections below for additional information about how to conduct domain surveys and the WSU Strengthening Families Evaluation.
WSU Strengthening Families Evaluation
If you are implementing Strengthening Families 10-14, you must evaluate it using the WSU Strengthening Families Evaluation, available at http://sfp.wsu.edu. This fulfills your Core Commerce measure requirement. You do not need to do a Family Domain Survey pre-post test; it is included in the WSU evaluation. The WSU evaluation is also available in Spanish.

3. All evaluation questions in the OSPI/Commerce Data System must be filled out for each activity reported. The purpose of the evaluation questions is to collect outcomes that are not collected on domain surveys, qualitative data, fidelity information, and process evaluation information.

As stated in the Data System Desk Reference Manual, when you report on your activities in the on-line OSPI/Commerce data system, answer the following questions in the open comment boxes labeled as follows:

**Comments on evaluation of activity** ♥ For CM Contractors please number your responses and answer the following questions:

1. Please describe any evidence of this activity’s effectiveness in meeting your program goals or impacting substance abuse or violence. For example, survey results, participant comments, attendance rates, etc.
2. What were your activity’s successes?
3. What were your activity’s shortcomings or areas of possible improvement?

**Comments on implementation of activity** ♥ For CM Contractors please number your responses and answer the following questions:

4. If you are planning to continue the activity, will you be making any changes to your activity in response to perceived shortcomings or ideas for improvement? Please explain.
5. Are there any specific components of this activity that the CM funding allowed you to do that would not otherwise have been done?
6. (optional) Any other comments?

There is no length requirement. Provide more detail for bigger programs, and less detail for smaller programs. In particular, use this space to record any success stories and/or good quotes received from program participants.

Note: The comment boxes may look different as we make improvements to the data system. In the future, you may see six boxes labeled for these questions. These instructions refer to the data system as of 2010.

The purpose of these questions is to collect stories about the effectiveness of your activities that might not be captured elsewhere in the evaluation process. If you have anecdotes to share, this would be a good place to identify them. The information you provide here might be used by Commerce in the annual report, and to illustrate examples of effective programming which could be shared with the legislature, the state, and your fellow CM coordinators. How you address shortcomings and plan improvements also
provides good information about the accountability of our contractors for responsible programming.

4. An evaluation is required for any program that receives a substantial amount of CM funds.

"Substantially-funded activities" that require evaluation reporting are defined as:

a. Any activity receiving greater than $5,000 in CM funds for counties with populations fewer than 300,000.
b. Any activity receiving greater than $10,000 in CM funds for counties with populations of 300,000 or greater.

NOTE: A community organizing activity, such as a community coalition or a blockwatch group, may be a substantially-funded activity if you allot “substantial funding” to that specific activity, including the cost of salaries and benefits spent on community organizing.

These evaluations can be any of the following:

a. **Core Commerce measures** (the selected domain surveys or the WSU Strengthening Families evaluation)
b. Commerce Individual/Peer Domain Ropes Course measure – domain survey pre-post (bubble sheets)
c. Focus Groups
d. Key Informant Interviews
e. Community Mobilization Scorecard
f. **Commerce Participant Survey** (a template adopted from King County that asks program participants to rate the effectiveness of the program; see Appendix A). Programs that have limited resources to analyze the data can contact the CM Program Evaluator for technical assistance.
g. **Other evaluation tool** (e.g., pre-packaged evaluation tools that come with the program; or a county’s self-developed participant surveys). The evaluation tool must provide an objective measure of the program’s success (i.e., a CM Coordinator’s self-report on program effectiveness would be insufficient as an evaluation for these programs). **Note:** If you are using a non-Commerce evaluation tool, please include a copy of the tool with your results, if possible.

**Example #1:**
County #1, a small county, only reported one activity receiving greater than $5,000 in CM funds. The county conducted a core Commerce pre/post-test for that activity. This counts for both the requirement that one activity be measured with a core Commerce tool, and the requirement that any activity over $5,000 requires an evaluation of some kind.

**Example #2:**
County #2, a large metropolitan county, reported two activities receiving greater than $10,000 in CM funds. The county conducted a core Commerce pre/post-test for one activity. For the other activity, they were already conducting an evaluation using a pre-packaged survey that came with the program. They turned in the Commerce domain
survey for the first activity, and the results of the pre-packaged evaluation survey for the second activity, as well as a copy of the pre-packaged survey questions.

5. Copies of all “other” evaluations - Not required for 2011-2012, unless specifically requested by Commerce.


7. CM Success Story (add verbiage about template, add template to appendices)
II. Choosing the Right Tool

A. When to use Commerce domain surveys

A domain survey is appropriate if:
- The risk factors that you are trying to reduce in your program participants are measured by one of the domain surveys.
- The same program participants meet at least four or five times. These are pretest/posttest surveys. The surveys are not designed to evaluate one-time events.

If you are not sure the domain survey is right for your program, please contact me for a conversation.

Commerce encourages the use of domain surveys when possible because they are easy to administer, easy to analyze, and most importantly they contribute to a statewide picture of risk factors in our communities. Participating counties receive individualized reports of their bubble sheet results at the end of the fiscal year.

<table>
<thead>
<tr>
<th>Use this tool:</th>
<th>If you are targeting one of these risk factors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Domain Survey (core measure)</td>
<td>Family tension*, family conflict</td>
</tr>
<tr>
<td>Community Domain (core measure)</td>
<td>Low Neighborhood Attachment, Laws &amp; Norms Favorable to Drug Use, Community involvement*</td>
</tr>
<tr>
<td>School Domain (core measure)</td>
<td>Low school commitment</td>
</tr>
<tr>
<td>Individual/Peer Domain Survey (core measure)</td>
<td>Rebelliousness, Depression, Attitudes Toward Alcohol, Tobacco, &amp; Other Drugs</td>
</tr>
<tr>
<td>Individual/Peer Domain/Ropes Course Survey (NOT a core measure)</td>
<td>Rebelliousness, socialization, etc.</td>
</tr>
</tbody>
</table>

*Commerce asks a global question on this topic that is not one of the Communities That Care risk factor scales.

The questions asked on each of the domain surveys are as follows:

Family Domain Survey questions

*Family Tension*
- How would you rate the tension among your family members, as a group, today?

*Family Conflict*
- People in my family often insult or yell at each other.
- People in my family have serious arguments.
- We argue about the same things in my family over and over.

Community Domain

*Low Neighborhood Attachment*
- I’d like to get out of my neighborhood/community.
- I like my neighborhood/community.
If I had to move, I would miss the neighborhood/community I now live in.

Laws & Norms Favorable to Drug Use
- How wrong would most adults in your neighborhood think it was for kids your age to:
  - Use marijuana?
  - Drink alcohol?
  - Smoke cigarettes?

Community Involvement
- How much do you feel a part of your community?

School Domain

Low School Commitment
- How often do you feel that the schoolwork you are assigned is meaningful and important?
- How interesting are most of your courses to you?
- How important do you think the things you are learning in school are going to be for you later in life?
- Now, thinking back over the past year in school, how often did you:
  - Enjoy being in school?
  - Hate being in school?
  - Try to do your best work in school?
- During the LAST FOUR WEEKS how many whole days have you missed:
  - Because of illness?
  - Because you skipped or “cut”?
  - For other reasons?

Individual/Peer Domain Survey questions

Rebelliousness
- I do the opposite of what people tell me, just to get them mad.
- I ignore rules that get in my way.
- I like to see how much I can get away with.

Depression (from Healthy Youth Survey)
- Sometimes I think that life is not worth it.
- At times I think I am no good at all.
- All in all, I am inclined to think that I’m a failure.
- In the past year I have felt depressed or sad MOST days, even if I feel OK sometimes.

Favorable attitudes towards Alcohol, Tobacco, & Other Drugs use
- How wrong do you think it is for kids to drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?
- How wrong do you think it is for kids to:
  - Smoke cigarettes?
  - Smoke marijuana?
  - Use LSD, cocaine, meth, amphetamines or another illegal drug?

Individual/Peer Domain Ropes Course (NOT a core measure)
Specifically tailored to Ropes Courses, but usable in other settings, the Individual Domain/Ropes Course tool asks about rebelliousness, trust, self-esteem, respect, and
interactions with friends. Even though it is titled “Ropes Course,” it can be used in other settings where these items can be measured.

Questions

Rebelliousness
- I do the opposite of what people tell me, just to get them mad.
- I ignore rules that get in my way.
- I like to see how much I can get away with.

Self Esteem
- I have high self esteem.

Respect and Social Interaction with Others
- I have respect for others who are different from me.
- I know how to handle a stressful situation.
- I try to stop a friend from doing something that is bad for them.
- My friends come to me to seek advice on how to solve a problem.
- Trust is:
  1. Easy to earn, hard to lose
  2. Easy to earn, easy to lose
  3. Hard to earn, hard to lose
  4. Hard to earn, easy to lose

Favorable attitudes towards Alcohol, Tobacco & Other Drug Use
- What would your best friends think if you got drunk once in a while?
  o They would be angry with me
  o They would be a little upset
  o They wouldn’t care one way or another
  o They would accept me
  o They would be glad

B. When to use focus groups (NOT a core measure)

A focus group is appropriate if:
- Commerce domain surveys are not applicable to your activity
- You have at least four program participants who can get together for a focus group session
- You have a person to facilitate the focus group, and a separate person to take notes (or else you will need to audiotape or videotape it)

You are not precluded from using both Commerce domain surveys and focus groups. In fact, having both a quantitative measure and qualitative comments about your activity is a stronger evaluation than either one alone.

C. When to use key informant interviews (Not a core measure)

Key informant interviews are appropriate if:
- Commerce domain surveys are not applicable to your activity
- You are unable to assemble at least four program participants for a focus group session (i.e., reaching them individually is easier)
- You have multiple levels of people such as facilitators and participants that you want to interview (i.e., it would not make sense to have them all brainstorm in a room together)
Key informant interviews are appropriate in situations where a focus group discussion will not work, for example, if privacy issues will prevent honest and open conversation. They are also appropriate when a program relies on key players and you need to assess their performance as part of evaluating the program’s effectiveness (e.g., where you want to evaluate the facilitator as well as the participants).

If you are not sure whether a focus group or key informant interviews are right for your program, please contact me for a conversation.

### Comparison of Measures

<table>
<thead>
<tr>
<th></th>
<th>Domain surveys</th>
<th>Focus groups</th>
<th>Key informant interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative with room for open-ended comments</td>
<td>Qualitative</td>
<td>Qualitative</td>
<td></td>
</tr>
<tr>
<td>Contributes to statewide picture</td>
<td>Provides specific feedback about your activity</td>
<td>Provides specific feedback about your activity</td>
<td></td>
</tr>
<tr>
<td>+ Reach large number of participants</td>
<td>- Small sample may not be representative</td>
<td>- Small sample may not be representative</td>
<td></td>
</tr>
<tr>
<td>+ Easy to administer</td>
<td>- Requires skilled moderator</td>
<td>- Requires skilled interviewer</td>
<td></td>
</tr>
<tr>
<td>- Time interval may not be long enough to see change</td>
<td>+ Good for activity of any duration</td>
<td>+ Good for activity of any duration</td>
<td></td>
</tr>
<tr>
<td>- Survey questions aren’t a good fit for all activities</td>
<td>+ Good for youth, adult, people with reading difficulty</td>
<td>+ Good for youth, adult, people with reading difficulty</td>
<td></td>
</tr>
</tbody>
</table>
III. Submitting Evaluation Results to Commerce

All evaluation results are due at Commerce by **June 15**. You are welcome to send any results in as soon as they are ready. You are encouraged to submit results from completed activities at least quarterly.

A. Domain surveys
   a. Make a **photocopy** for your records for safekeeping in case it gets lost in the mail
   b. Send the **originals by mail** to:
      Ramona Leber
      Community Mobilization Program
      CSHD/PSU/CM
      Department of Commerce
      P.O. Box 42525
      Olympia, Washington  98504-2525
   c. Include a **cover letter** (see Appendix B for sample) that
      i. Describes the activity or activities being measured
      ii. Identifies which activities go with which bubble sheets
   d. Include **all pre- and post-tests**, even if they are incomplete or do not have a matching pre/post-test. This gives us a general idea of non-completion rates. You do not need to return blank copies to us. They are stamped with your county code and can be used only by you. It will help with processing of surveys if you can submit your pre and post test surveys together.
      Note: Please do not use paper clips or staples on the survey forms. The data scanner will read the indentations these leave as data, confusing the results.

B. Focus groups and Key informant interviews
   Send electronically – cmeval@commerce.wa.gov

C. WSU Evaluation for Strengthening Families 10-14
   a. Mail completed forms to the address indicated on the forms (or as listed on http://sfp.wsu.edu).
   b. Send an email to cmeval@commerce.wa.gov that states you have mailed the materials to WSU.

D. Other evaluation tools for substantially-funded activities
   a. Send electronically if possible – cmeval@commerce.wa.gov.
   b. Include a copy of the evaluation tool if it is not a Commerce tool.
   c. Include a copy of the results, not the raw data.

E. A courtesy copy of all other evaluations you are doing for all CM activities
   a. Send electronically if possible – cmeval@commerce.wa.gov.
   b. Include a copy of the evaluation tool if it is not a Commerce tool.
   c. Include a copy of the results, not the raw data.
   d. If the results are too bulky or unwieldy to send electronically, please just send a brief description (and the tool itself, if possible) by email.
IV. How To: Domain Surveys

This section goes over the basics of administering Commerce pre/post-test domain surveys. Additional tools to assist you with domain surveys are contained in Appendix B, including the following:

- **Sample Cover Sheet** to include when sending completed surveys to Commerce
- **Sample Respondent ID Log** for assigning ID#s to participants.
- **2008-2009 County numbering systems**
- A two-sided sheet, *Instructions for Administering Commerce Domain Surveys*, summarizing the content covered in this section. The one-sheet can be given to your subcontractors to assist them in administering the surveys.

A. Here are some important points:

- **Participants should meet multiple times** – You should not use a domain survey if the program participants do not meet at least four or five times. These are pretest/posttest surveys. The surveys are not designed to evaluate one-time events.
- **Do not use photocopied bubble sheets** – The surveys are printed on special paper. Photocopies cannot be scanned. Use only forms you have requested and received from Commerce. Contact Ramona Leber at ramona.leber@commerce.wa.gov (360) 725-3033 to request bubble sheet forms.
- **A participant must have the same respondent number for pre- and post-tests** – If a participant does not fill in his or her respondent number, the pre and post test for that individual cannot be matched up. It can be helpful if you fill in the respondent number and related bubbles before handing surveys out to respondents, to ensure that the respondent number is entered correctly.

B. Requesting Surveys from Commerce

Email ramona.leber@commerce.wa.gov for copies of the domain survey. Please allow at least two weeks for processing and mailing time. Include the following information with your request:

- Name and address to send surveys to
- Which domain survey
- How many copies

C. Administering the Survey

1. The same survey should be administered at the beginning and at the end of the targeted program. You can give the pre-test over the span of a couple early sessions in order to maximize the number of participants, and the same with the end sessions, depending on the length of your program.
2. Please carefully explain the instructions to the participants (see instructions below, as well as sample script provided in Appendix B, “Instructions for Administering Commerce Domain Surveys.”). This may mean rephrasing in age-appropriate language.

3. For post-tests, your goal is to assign participants the same respondent number that they had for the pretest.

Pre-fill sections of the survey

Some of the bubbles should be filled in ahead of time. This saves time during testing, and shows participants an example of what the filled in bubbles should look like.

**Tip:** If you take a fine- or medium-tipped permanent marker, you can quickly and easily pre-fill bubbles with one dot of your pen. You have to be careful not to make mistakes when doing this, or else have spare blank sheets available.

Areas that you can and should fill in advance include:
- Whether it is a pre- or post-test
- Today’s date
- Possibly the respondent ID number if you are pre-assigning numbers to individuals

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**INDIVIDUAL SURVEY**

Thank you for filling out this survey. It is voluntary, meaning you can skip any question you don't want to answer. Your answers will be kept confidential, meaning no one will know who filled it out. Please help keep your answers secret by not writing your name on this paper.

Are you:

Pick one: ① Male ② Female

Mark all that fit: ① African American/Black ② American Indian/Alaska Native ③ Asian American/Asian ④ Hispanic/Latino/Chicano ⑤ Native Hawaiian/Pacific Islander ⑥ White/Caucasian/European American ⑦ Other (write in: ____________________________)

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REQUIRED: ① Pre-test ② Post-test
Respondent ID numbers

It is important that an individual receive the same unique 3-digit ID number on the pre-test as he or she does on the post-test. This allows us to compare that person’s pre- and post-test scores. Failure to do so greatly reduces our ability to detect a significant difference from pre-test to post-test.

Make sure each respondent has a unique three-digit number. That person should be the only survey respondent for a particular activity with that respondent number for the pre- and post-tests. You can choose a numbering convention such as using 100-, 200-, and 300-series digits to reflect different programs.

How you manage the ID numbers is up to you and what you think will work best for your situation. Here are a couple ways it can be done.

Technique #1, Using a respondent ID log:

If there are a small number of people and you know their names, you can pre-assign ID numbers.
- Create a roster with participant names and the ID number you are assigning to each of them.
- Pre-fill the ID numbers on the bubble sheets.
- Hand out the surveys with the ID numbers to the people they are assigned to.

If there are a large number of people or you don’t know who will be showing up, you can pass around a blank respondent ID log.
- For the pre-test, first pass out blank bubble sheets.
- Then pass around a blank ID log.
- A person gets an ID number by writing their name down next to that number. Tell them to put that number down on their bubble sheet.
- You keep the ID log until the time of the post-test.
- For the post-test, first pass out blank bubble sheets.
- Then pass around the original filled-out ID log. Ask participants to look to see what their ID number was, and write that number down on their bubble sheet.

You should reassure people that their responses are anonymous, and that the respondent log is only used to match their pre-test with the right post-test and is not used to identify who filled out what.

Technique #2, Post-session birthdate matching

You can use birthdates to match up and assign respondent numbers after the fact. One limitation of this approach is that sometimes lots of people will not report their birthdate. If people are reluctant to report their birthdate, then you can’t use this technique to assign respondent numbers.
- Have people fill in their birthdate and leave the ID number blank.
When both pre-test and post-test are over, find matching pre- and post-tests by looking at the birthdates.

Retroactively assign a respondent number to each matching pre- and post-test and fill in the bubbles yourself.

Filling in the Survey Properly

*Pencil or Pen?* Participants should use pencils so that they can erase any mistakes; however, the scanner will read pen as well.

Some actions will destroy the readability of the bubble sheet:

- Do not fold the forms.
- Do not staple the forms (this tears holes right where the scanner needs to read the ID of the form).
- Only use tape white-out, not liquid white-out (the scanner is very sensitive to thickness).
- Do not write notes on the forms, particularly close to any bar coding or bubbles.

If anyone makes a complete mess (doodling, crossing out numbers, tearing holes in the paper, etc.), please redo their form.

Your Instructions to Respondents

A *sample script* is provided in Appendix B, “Instructions for Administering Commerce Domain Surveys.” Your actual instructions will vary depending on which bubbles you pre-fill, how you choose to assign respondent numbers, age and English reading comprehension of your participants.

Information you need to convey to respondents includes the following:

- Fill in bubbles cleanly and completely.
- Do not doodle or write on the sheets except in designated areas.
- Responses are anonymous.
- You would like them to fill out all questions, but answering the questions is voluntary.

If the English reading level or age of your participants is low, you may need to read each question one-by-one and fill it out as a group.

For additional confidentiality, you could provide a sealable manila envelope in which to place their responses.

**There is an optional, open-ended comment box on the survey.** Commerce will not analyze this information, although we might make use of good quotes if you get any. This space is provided for you to ask any question you want about your activity, such as things participants liked or didn’t like about your activity. You should photocopy any written responses for your own records prior to mailing the completed surveys to Commerce.
C. Mailing Completed Surveys

The surveys are the responsibility of the CM County Coordinator/Contractor. If you have subcontractors working with you, ask that they return the completed surveys to you!

1. **Clean up bubble sheets.**
   Please carefully examine each individual survey to make sure that each item is completed and the data bubbles are filled in. Make necessary corrections, including full erasures of errors partly erased by respondents. The scanner is very sensitive!

2. **Make a backup photocopy.**
   After you have carefully examined the surveys and made necessary corrections, please make a copy for yourself for safekeeping, and then mail the originals to me – you are responsible for lost or misdirected mail!

3. **Send in surveys in batches as you complete them.**
   You can send me your completed surveys at any time – this will speed up processing of your surveys so that I can get results back to you for use in your Program Summary Reports. Never use a staple on the form and please avoid clipping batches of surveys together. The scanner picks up the indentation and may reject the form. If you must use clips, please use them only on the side of the forms - not the top.

4. **Send in all completed surveys, even pre-tests that are missing their post-test counterpart.**
   Please send in all data you obtain. Even if a pre-test is missing its corresponding post-test, we may still use the data as a measure of how many tests were administered and how much attrition occurred.

5. **Return completed surveys by mail to Commerce no later than June 30.**
   All surveys are due to Commerce by June 30.
A. Strengthening Families 10-14

If you are doing Strengthening Families 10-14 using Community Mobilization funds, you must evaluate it using the WSU Strengthening Families Evaluation.

1. Download new forms
   The evaluation forms are available for downloading at http://sfp.wsu.edu -- click on the Evaluation link. If you have participated in the WSU study in previous years, you must download new forms as of July 1, 2007. The new forms include Commerce’s family tension question.

2. Email CM Evaluation to let me know that you have submitted your completed evaluation forms to WSU.
   Follow the instructions in the WSU packet for sending the results to WSU. You do not need to send a separate copy to Commerce. WSU will forward your data to Commerce.

3. This fulfills your Core Commerce measure requirement.
   You do not need to do a family tension measure pre-post test; it is included in the WSU evaluation. The WSU evaluation is also available in Spanish.

You will get better data and reporting options back if you send each separate Strengthening Families Program that you conducted in a separate envelope to WSU, identifying which site/location the data is for. Upon request, WSU can generate site-specific evaluation reports for you, and we would like to be able to track this information as well.

If you have questions about Commerce’s evaluation requirements, contact the Darleen Muhly, Commerce Research Unit, at darleen.muhly@commerce.wa.gov, (360) 725-5030

If you have questions about how to administer the evaluation packet from WSU, contact Dr. Laura Hill at WSU at laurahill@wsu.edu (509-335-8478).
V. How To: Focus Groups

A. Write-up

Focus group evaluation reports should have at least six elements to them.

1. **Introduction:** Who was in the focus group, and what type of format did you use for the focus group? This does not mean you name the people, but describe what kinds of folks participated in the group and how it went. (1 page)

2. **Background:** Provide some background information about the program you are evaluating. (1 page)

3. **Successes:** What CM program successes do the people in the focus group describe? The focus of your report should be on outcomes. (2-3 pages)

4. **Shortcomings or failures:** What program shortcomings were discussed? (2-3 pages)

5. **Future Challenges or Goals:** What future program challenges or goals were discussed? (1/2 page)

6. **Conclusion:** How is the focus group evaluation report going to be used? How will the evaluation results lead to better programming and outcomes? (1/2 page)

Although the length will vary, a comprehensive focus group write-up should be no fewer than six pages.

The focus group should be audiotaped or videotaped. In writing the focus group report, study the recording of the focus group discussion for good quotes. Make abstract observations based on listening and analyzing the tape, and then make liberal and verbatim use of the particular sections of the tape that support your observations. This doesn't mean that you need to transcribe the whole tape, just transcribe those portions you want to quote from. You will also want to use any notes that you or your co-facilitator wrote while observing the group.

B. Moderating Focus Groups

Usually it’s impossible to conduct a focus group and take notes at the same time. It is best to have two people do the focus group evaluation, one working as moderator, the other working the tape recorder and taking notes.

Moderating is more of an art than a skill. It is less about techniques and more about ways of being with people. Moderating takes place before, during, and after an interview. It is the relationship that is created with people during the course of organizing and conducting a focus group.
Be yourself. The moderator should be herself or himself when conducting the focus group interview. Style is not as important as the confidence and comfort level of the moderator. Moderators are responsible for getting informants to produce information during an interview. This is done through speech, body language, focusing the attention of the informants, and all the other things that people do to influence human interaction. Let your unique personality work together with the people in the focus group.

Try to be neutral. A moderator should try to be neutral and not impose his or her biases on the informants. Avoid giving the impression that some responses are correct and others are incorrect.

- Divest yourself of personal involvement in the topic or program under study.

- Do not reinforce ideas or feedback with “good” or other judgmental terms. That is, you don’t want the informants to think that they have answered the “correct” answer, or even that there is a correct answer.

- Give serious attention to all comments.

- Avoid having favorites in the group. For example, “Ellen, I know that you’ll give me a good answer for this one.”

- Introduce questions about Community Mobilization’s substance abuse and violence prevention programs in a neutral manner. Try not to say things like, “We have poured our blood, sweat, and tears into this substance abuse program for the past ten years. What do you think of our program?”

- Expect transference and be willing to use it. Informants may say, “Some people won’t like this” or “You’ve probably heard this before, no doubt.” Probe to learn why they think that is true, and what they feel about it.

- Be careful with self-disclosures. Self-disclosures, while helping to create bonding with the informants, may influence the data.

A moderator is a facilitator. A moderator facilitates the discussion and follows the discussion. The moderator enables informants to fully express themselves. Facilitation includes:

- Creating safety
- Active listening
- Keeping the discussion on track
- Making sure all the informants are heard
- Neutrality and openness
The Moderator’s Facilitation Toolkit

There are a variety of skills and techniques that may be used to facilitate focus groups.

- Projective techniques may be used to get at emotional issues.

- Eye contact may be used to either encourage (by maintaining) or discourage (by breaking) responses.

- Where the moderator sits or stands can influence the group. Sitting among the informants creates a sense of camaraderie; sitting outside the group circle encourages discussion among the participants themselves; standing next to a talkative respondent can get them to quiet down; moving during the group can raise the group’s energy level.

- Silence or pausing can be used to get answers to difficult and sensitive questions.

- Card sorts may be used to foster group activity.

- Writing on a board or easel reinforces detachment and listening.

- Visualizations may help encourage creativity, as does working with art, writing or telling stories or encouraging respondents to think in alternative ways.

- Sometimes leaving the room may help the group bond together more tightly.

- Use the group fully. Avoid too many individual or written tasks. Let the group work as a group.

- Splitting the groups into pairs (dyads) can be used to flesh out an idea.

- In fact, if you are planning on working with youthful informants, you may want to use dyads instead of groups. It is especially useful to pair two friends together.

Focus groups are a form of group interviewing but it is important to distinguish between the two. Group interviewing involves interviewing a number of people at the same time, the emphasis being on questions and responses between the researcher and participants. Focus groups however rely on interaction within the group based on topics that are supplied by the researcher (Gibbs, 1997, Social Research Update).
VI. How To: Key Informant Interviews

The key informant interview process resembles the focus group in many ways. The main differences are that:

- Instead of having a conversation with all participants at one time, you have a separate dialogue with each of them.
- You are able to customize questions to address implementation issues (interviews with facilitators) as well as outcome experiences (interviews with program participants).

One-on-one interviewing allows you to probe interviewees in depth and in a setting that is freer of peer pressures. However, you will sacrifice the group dynamics of a focus group discussion where the participants can expand on or refute each others’ comments.

As explained in Section II above, key informant interviews are an appropriate evaluation choice when soliciting feedback in a focus group setting is not feasible.

A. Write-up

Key informant evaluation reports should have at least six elements to them.

1. **Introduction:** Whom did you interview and how did you do the interviews? This does not mean you name the people, but please describe the kinds of people you interviewed and how the interviews went. (1 page)

2. **Background:** Provide some background information about the program you are evaluating. (1 page)

3. **Successes:** What program successes do the people you interviewed describe? The focus of your report should be on outcomes. (2-3 pages)

4. **Shortcomings or failures:** What program shortcomings are identified by your interviewees? (2-3 pages)

5. **Future Challenges or Goals:** What future program challenges or goals were discussed? (1/2 page)

6. **Conclusion:** How is the key informant evaluation report going to be used? How will the evaluation results lead to better programming and outcomes? (1/2 page)

Although the length will vary, a comprehensive key informant write-up should be no fewer than six pages.
B. Selecting Participants

Select at least five people who have a connection to the program you want to evaluate. Your interviewees should include, at a minimum, a representative sample of program participants to interview. Depending on the nature of your program, you may also wish to interview facilitators or other decision-makers.

In the interviews you should focus your discussions on three areas:

- The positive contributions of the program
- Some of the difficulties related to the program
- The challenges and future goals for the program

The interviewer should have a natural conversation with the informants, and not read off a list of questions from a questionnaire. Good types of interview questions to bring up are "how" and "what" questions.

Sample questions when interviewing facilitators:

- "What are some of the activities of the program?"
- "What are some of the difficulties faced by the program?"
- "How does the program affect the lives of students?"
- "Please discuss how the program will be developed in the future." These kinds of questions promote conversation.

Sample questions when interviewing program participants:

- “What have you gotten out of the program?”
- “What changes have you seen in your life as a result of this program?”
- “What could have been done differently to make the program better?”

Tape-record the interviews with informants. Select the sentences and paragraphs to quote word by word, but do not transcribe the whole interview. Use this information to add data and quotes to your report.
VI. How To: CM Scorecard

The Community Mobilization Scorecard was originally developed for the Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention to evaluate community mobilization and prevention efforts in 1997. Commerce started using the Scorecard, including two additional questions on conflict resolution and community engagement, in September, 2002.

Why should I use the Scorecard?

The Scorecard serves three functions. First, it forces qualitative decisions to be made regarding how well a particular criterion is being addressed by the mobilization effort. Second, the scores act as a psychological stimulus. People want to score high and see improvements in their performance over time. Third, the scoring process can be turned into a community-building exercise. Rating and discussing the indicators one-by-one encourages open and critical dialogue, stimulates reflection and creative ideas, and catalyzes joint action to improve conditions, relationships, procedures, and activities.

What do the scores mean?

Assigning scores to each indicator involves a subjective assessment of the extent to which the indicator is present in the effort being evaluated. Thus the Scorecard is not a precise measurement technique, but is a useful tool for gauging whether a community is mobilized for action and identifying specific areas in need of improvement.

The Scorecard yields three sets of scores:
1. Individual scores for 19 indicators
2. Subtotals for four subscales
   a. Sense of Community (items 1–5)
   b. Mobilization Capacity (items 6–11)
   c. Readiness for Focused Action (items 12–17)
   d. Conflict Resolution (items 18–19)
3. A grand total summing across all items

A maximum total score of 76 (20 Sense of Community, 24 for Community Mobilization, 24 for Readiness for Focused Action, and 8 for Conflict Resolution) suggests a community effort that is maximally mobilized for action.

How do I use the Scorecard to improve my coalition?

The Scorecard can be used as an effective planning tool to identify potential strengths and weaknesses in a community mobilization effort and can help suggest appropriate adjustments before a new effort is undertaken.

For indicators not scoring the maximum 4 points, those involved in the effort are encouraged to develop a reasonably attainable strategy to improve the score. The specific action to take will be dictated by local factors. The intention is to keep pushing the scores upward toward the ideal. A blank box is provided below each question so that raters can explain why they scored the question the way they did and suggest a course of action to improve the score appropriate for
their community. More detailed descriptions of suggested actions including direct quotes and specific steps to achieve program objectives should be provided in the narrative section of the Scorecard.

**How do I give the Scorecard?**

There are two options for giving the Scorecard. In Option A, choose an evaluator and have the evaluator individually interview core board members and others active in prevention in your community. In Option B, use the Scorecard as part of a group process during a board meeting and collectively fill out the Scorecard and narrative sections together. Both options are discussed below.

**Tip:**
For the scorecard, “active members (of the community)” refers to members of the board and other community stakeholders who are actively engaged in the mobilization effort.

**Option A: Individual Interviews (Preferred option)**

1. Pick an evaluator. The Scorecard should only be filled out by the evaluator.
2. The evaluator should fill out only one Scorecard for each county.
3. The evaluator will interview members of the core board and other members of the community who are active in substance abuse and violence prevention.
4. If you do not have a core board, choose a board that serves a similar function.
5. The evaluator should conduct at least six interviews in total.
6. The interviews may be taped, but they do not have to be transcribed. If necessary, listen to the tapes and transcribe only those sections of the interviews that you want to directly quote in the narrative section of the Scorecard.
7. Each interview will cover the four areas of effective community mobilization including Sense of Community, Mobilization Capacity, Readiness for Focused Action, and Conflict Resolution.
8. The Scorecard should not be used as a questionnaire. The nineteen questions are a guide for discussion during the interviews.
9. Every item on the Scorecard may not be appropriate for every person that you interview.

**Option B: Group Process**

1. Schedule a board meeting to complete the Scorecard – consider inviting other active members of your prevention community to participate in the discussion.
2. It is highly recommended that you distribute copies of the Scorecard ahead of time so participants can prepare for the evaluation.
3. During the board meeting, discuss how well you are mobilizing people in your county who are active in substance abuse and violence prevention by reviewing each of the 19 indicators on the Scorecard and collectively decide your score for each of the 19 indicators.
Write-Up
In the four narrative sections of the Scorecard, write at least one page each about: Sense of Community, Mobilization Capacity, Readiness for Focused Action, and Conflict Resolution. Use this space to provide detailed and thoughtful analysis about your community mobilization effort including any combination of the following elements:
   a. Direct quotes and comments from board members
   b. Analysis of highest and lowest scores
   c. Strategies to improve areas for next biennium or year
   d. Trended analysis for your county
4. Completed Scorecards should have:
   a. A score on a scale of 0 to 4 for each of the nineteen items on the Scorecard
   b. Computed scores for each subscale on the Scorecard:
      i. Sense of Community (items 1 - 5)
      ii. Mobilization Capacity (items 6 - 11)
      iii. Readiness for Focused Action (items 12 - 17)
      iv. Conflict Resolution (items 18 – 19)
      v. A Grand Score (items 1 – 19)
   c. Detailed descriptions for each of the four narrative sections of the Scorecard, including strategies for improvement.
   d. A description of who participated in the evaluation. Please do not identify the people interviewed by name, but describe their backgrounds.
APPENDIX A
Commerce Core Measure Domain Survey Tools

- Sample Cover Sheet
- Sample Respondent ID Log
- Handout: Instructions for Administering Commerce Domain Surveys
- Sample Selected Commerce Core Measure Domain Surveys
  A. Community Domain
  B. School Domain
  C. Family Domain
  D. Individual/Peer Domain
COMMERCE EVALUATION COVER SHEET

Please include the following information with each evaluation report or set of domain surveys that you mail to Commerce, either using this form or your own cover letter. Enclose one cover sheet for each separate activity that you measured as well as a separate coversheet for each site where the activity occurred, if applicable.

Your name: ____________________________________________________________
County/Organization: ___________________________________________________
Date: ________________

Activity: _____________________________________________________________
Location/School: _______________________________________________________

Brief description of activity:

Evaluation requirement met:

Core Measure (check one):
__ Commerce Domain Survey (bubble sheets)
__ WSU/SFP report

Substantially Funded Activity Requirement (check one):
__ Commerce Domain Survey (bubble sheets)
__ WSU/SFP report
__ Other evaluation report (describe)

Other evaluation (not required)
__ Commerce Domain Survey (bubble sheets)
__ WSU/SFP report
__ Other evaluation report (describe)

Number of Commerce Domain surveys enclosed: ____________

Mail completed domain surveys to:

Darleen Muhly
Department of Commerce
CSHD/PSU/CM
P.O. Box 42525
1011 Plum Street SE
Olympia, Washington  98504-2525
ID Number Assignments

Program activity: ________________________________
Location/site: ________________________________

Month & Year: __________

Instructions to Participant: Please write your name in the first available slot. The number to the left is your ID number. Write that number on your bubble sheet.

The only purpose of this ID number is so that we can match your pre-test and post-test without your name being written on your survey. Your survey answers are completely anonymous. They will not be linked in any way to the name you provide here.

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Month & Year: ____________

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Instructions for Administering Commerce Domain Surveys

Steps to be Completed by Person Administering the Survey

1. **Choose a Commerce domain survey to use for your program evaluation.** (Please consult the full Evaluation Protocols or contact Commerce directly if you need help choosing an evaluation method for your program.)

2. **Pre-fill the following information on each evaluation form before giving them to program participants.** This will help speed up the evaluation process, ensure that data entered for key fields is consistent and accurate, and provide an example for participants who may be unfamiliar filling out bubble sheets.
   - **Pre-test/Post-test**—on each form, record if the evaluation is a pre-test or post-test survey.
   - **Today's date**—on each form, record the date that the survey is being given.

3. **Assign ID numbers for each participant so that we can match pre-tests with post-tests and maintain confidentiality.** For pre-tests, create a respondent log to assign ID numbers for each participant (i.e., 001, 002, etc.); for post-tests, remember to bring your respondent log so that you can give participants the same ID number that they used for their pre-test survey. If you do not have a respondent log, you can use birthdates to match pre-tests with post-tests. *(See the full Evaluation Protocols for more information on matching pre-tests with post-tests.)*

**Helpful Tips:**

1) If the English reading level or age of your participants is low, you should read each question one-by-one and fill it out as a group.

2) For additional confidentiality, you can have participants place their responses in a sealable manila envelope after completing the survey.

Sample Script for Survey Participants

Subcontractors who are using Commerce domain surveys can read the directions below or you can make up your own directions making sure that you cover the same key points. Instructions for subcontractors are in **bold type.** Instructions for survey participants are in “quotation marks.”

**Distribute the pre-filled evaluation forms.** “As part of your participation in this program, please take a few minutes and fill out this brief survey. The form you have in front of you will be used to improve the quality of our prevention programs.”

   - “Fill in the bubbles on the form cleanly and completely.”
   - “Do not doodle or write on the sheets except in designated areas.”
   - “All responses are anonymous. Please do not write your name on the survey.”
   - “Answer each question honestly and to the best of your ability. The survey has no right or wrong answers.”
   - “Finally, all of the survey questions are voluntary and confidential. We encourage you to fill out all of the questions on the evaluation form but you do not have to answer any questions that you are uncomfortable answering.”

**Read aloud the instructions below to ensure that participants accurately record key information on their forms.** “To the best of your ability, please answer the following questions on the evaluation form provided:”

   1. **Today’s date**—This field should already be filled out by your coordinator.”
   2. **Date of birth**—Indicate the month, day, and year that you were born.”
3. “Your evaluation ID number.”
   a. For pre-tests: “Your coordinator will assign an ID number for you. Record this number on the form in the space provided.”
   b. For post-tests: “Use the same ID number that you were given for your pre-test evaluation—this number will be provided by your coordinator.”
4. “Gender”—Mark ‘male’ or ‘female’ as appropriate.
5. “Race/Ethnicity”—Mark all categories that apply.
6. Ask participants to answer the rest of the survey. The number and types of questions will vary depending on the domain survey that was selected for the program evaluation. “Please fill out the rest of the survey to the best of your ability.”
7. OPTIONAL - Use the comment box at the bottom of the form to collect any additional information important for your program evaluation. Record any pre-test or post-test questions that you ask on the coversheet of the evaluation forms. “Use the comment box at the bottom of the form to answer the following questions provided by your coordinator. You may also use this space to write any comments or suggestions that you want to tell us about experience in this program.”
8. Collect evaluation forms from participants—“When you are finished filling out your form, please place it in the envelope provided by your coordinator.”

Submit Pre-test/Post-test Surveys to Commerce for Analysis

We recommend that subcontractors send all evaluation forms to their community mobilization coordinator so they can process the surveys before sending them to Commerce. Coordinators should follow the steps below to ensure that their evaluation materials are processed in a timely manner.

1. **Clean up bubble sheets.** Carefully examine each individual survey to make sure that each item is completed and the data bubbles are filled in. Make necessary corrections, including full erasures of errors partly erased by respondents. Never use staples on the survey forms! It’s better to avoid clipping batches of surveys together, but if you must – please clip them on the side of the forms. Scanner often rejects forms with clip indentations in the top of the form.
2. **Make a backup photocopy.** After you have carefully examined the surveys and made necessary corrections, please make a copy for yourself for safekeeping and then mail the originals to Commerce—you are responsible for lost or misdirected mail!
3. **Return all completed surveys, even pre-tests that are missing their post-test counterpart.** Send in all data you obtain. Even if a pre-test is missing its corresponding post-test, we may still use the data as a measure of how many tests were administered and how much attrition occurred. Send surveys in batches as you complete them. You can send your completed surveys to Commerce at any time—this will speed up processing of your surveys so that we can get results back to you for use in your Program Summary Reports.
4. **Include a coversheet with each pre-test/post-test evaluation.** The coversheet should describe which community mobilization program was evaluated and any additional questions that participants were asked to complete on their evaluation form.
5. **Return all completed surveys to Commerce by no later than June 30, 2008.** Again, you are encouraged to send sets of completed bubble sheets as you get them, so that we can begin analysis of your data as soon as possible.
Attach Samples:

- Domain Surveys
APPENDIX B
Evaluation Requirements Checklist

For your own personal use, not to be turned in to Commerce.
(Commerce also uses this when reviewing workplans.)
2011-2012 CM Evaluation Requirements Checklist

County __________________________________________

Prepared by __________________ Date ___________

The purpose of this document is to aid you in meeting CM evaluation requirements. Please use it during: 1) your planning process and to guide your online workplan entry; 2) your application process to document your evaluation requirements; and 3) the year to track your progress on meeting the requirements. Submit this form to Commerce as your Evaluation Plan portion of your application for funding and at other times when requested by Commerce.

**Core Evaluation Requirement**

Check at least one:
- Domain survey – Family Domain, Community Domain, School Domain, Individual/Peer Domain
  - Name of Planned Activity:
  - Location of Planned Activity:
  - Commerce Domain Survey to be used:
  - Planned pre-test delivery date:
  - Planned post-test delivery date (must be prior to June 15)

OR

- WSU evaluation (required for all Strengthening Families 10-14 programs).
  - Location of SFP 10-14 Program:
  - Planned pre-test delivery date:
  - Planned post-test deliver date (must be prior to June 15):

**Substantially-Funded Activities (including community organizing) Requirement**

Check one:
- Counties over 300,000 population: Evaluation of some kind turned in for every program receiving >$10,000 in CM funding.*
- Counties under 300,000 population: Evaluation of some kind turned in for every program receiving >$5,000 in CM funding.*
  * Note: Core evaluations that you conducted can count towards this requirement.

Name of Planned Substantially Funded Activity:
- Location of Activity:
- Planned funding level:
- Evaluation Tool to be used:
- Planned date for evaluation (must be prior to June 15)
  (Repeat this section for each planned substantially funded activity.)
APPENDIX D
King County Participant Survey

One option for evaluating “substantially-funded activities”
PARTICIPANT SURVEY
Courtesy of King County Community Mobilization

Increased perception of harm; for use in all youth activities/projects

1. Because of this event/activity, do you know more about the harmful effects of drinking, drugging and/or violence?
   YES   NO

2. Because of this event/activity, did your attitude about using drugs, alcohol and/or violence change?
   YES   NO

2a. If yes, would you say you are more or less likely to use drugs, drink alcohol and/or participate in violence?
   MORE LIKELY   LESS LIKELY

Increased family management skills; for use in all family involved activities

1. Because of this event/activity, I know more about the issues of drugs, alcohol and/or violence and how they might affect my family.
   YES   NO

2. Because of this event/activity, I know better how to solve problems of substance abuse and/or violence in my family.
   YES   NO

Increased attachment to community to reduce substance abuse and/or violence; for use in all community events/activities

1. Because of this event/activity, do you see your community as a resource (i.e. a program, person or agency) to help you prevent substance abuse and/or violence?
   YES   NO

2. Because of this event/activity, I have more knowledge to help my family/friends deal with issues of drugs, alcohol and/or violence.
   YES   NO

You can use one or all three of these sections depending on the intended audience of the activity/event.
APPENDIX D
Optional Evaluation Measures Available from Commerce

- Ropes Course Domain Survey
- Community Mobilization Scorecard
Insert Ropes Course Domain Survey
And
CM Scorecard
Here