OBJECTIVE 1:

SELECTING AN EVIDENCE BASED CURRICULUM

&

CONTINUUM OF YOUTH PARTICIPATION

Alutiiq

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CAPABILITIES

- HUNDREDS of community projects and activities ready to implement
- Outcomes Measurement
- Environmental change
- Coalition Building Strategies
- Law Enforcement Involvement
- SPF Framework
- Adult, Parent and Youth training
- Social Marketing
- Advocacy
- Elementary, Middle, High School,, College Involvement
- Logic Models
- Competition
- Sustainability
- National Expert Technical Assistance

NREPP

Included in SAMHSA's National Registry of Evidence-based Programs and Practices

"LEAD & SEED"

LEADing Community Action

SEEDing Anti-Drug Efforts

Alutiiq has developed and offered to state and local agencies a training program known as "Lead & Seed" which is designed to change the environment of a community and bring about positive behavioral changes that relate to the betterment and well-being of society, such as a reduction in drug and alcohol use with minors, more connectivity among youth and adults, and changes in knowledge, attitude and skill levels.

Lead & Seed is an evidence based, research based and science based "Theory of Change" program. The Lead & Seed program is unique among prevention programs, in that many youth prevention strategies focus on changing the behavior of individuals though awareness events, school-based programs and family interventions. These approaches to substance abuse prevention typically define the problems as one of poor decision-making by individuals. Lead & Seed is based on research that indicates the most successful prevention efforts target ENVIRONMENTAL conditions, such as accessibility and availability of substances, changing community norms, consistent enforcement efforts, and policy changes. Moreover, the involvement of youth as key change agents is seen as critical to truly engaging youth as champions for change in the communities to advocate, promote and participate in various activities, such as the prevention of high risk behavior.

What is "Lead & Seed"?

Lead & Seed is a youth empowered, adult supported, ENVIRONMENTAL, balanced approached to initiating healthy choices and lifestyles, including reducing underage drinking and substance abuse. The Lead & Seed program is recognized as being evidence based, science based, and researched based training program through the Substance Abuse and Mental Health Services Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP). Youth leaders are selected and trained with their adult advisors who support the youth efforts, such as teachers, guidance counselors, parents, faith community individuals, civic organizations and prevention specialists, to change behavior by changing local practices, policies and procedures.

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Alutiiq Profession Training, LLC provides Two (2) Training options of "Lead & Seed":

Option 1 - "Train the Trainer" and Licensing Program

Alutiiq provides instruction and instructor certification to the clients/community's designated trainers. At the completion of 30 hour training, the client selected trainers are certified to conduct Lead & Seed classes at locations throughout their geographic region or state, as well as the ability to execute 20 copyrighted licenses per certified instructor annually. The benefits of this community licensing option include the ability of clients to use their own trainers, flexible scheduling, streamlined logistics, collaborative and collective power and impact, enhanced communication, and cost effective operations.

The licensing package includes an Alutiiq certified trainer who conducts certification classes at the client's location. The "Train the Trainer" option is a 30 hour training for 10 individuals. The newly certified instructors then receive one year of expert technical assistance and follow-up guidance with the Alutiiq trainer. Each instructor receives an Instructor's Kit which includes all training aids, curriculum manual, lesson plans and Power Point instructional slides.

Because communities and schools generally have more than one critical problem identified in their epidemiological reports, Alutiiq includes an extra bonus feature in the Train the Trainer program. Clients are also provided with additional "Focus Features" which include the following instruction packages: Underage Drinking, Driving Under the Influence (DUI), Prescription Drug Misuse, Tobacco Use, Marijuana, Illicit Drugs Use, and Bullying Prevention and Facilitation Tips.

The cost of the Train the Trainer program is $21,500 per class for up to ten students; however, the class may be expanded to twelve students for an additional cost of $250 per additional student to cover the cost of the added trainer's kits. The cost of training materials and license for Certified Trainers, who have completed the Train the Trainer course, and will conduct "Lead & Seed" throughout the customer/client geographic area or state, is $1,500 per class. This includes the License, all Student Workbooks and Handouts, all required Youth/Adult assessments and the CD with additional materials. Also included is instruction of a basic tracking mechanism to lead and track individual training programs and classes; as well as the client's ability to track every class taught in their particular community or state.

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Option 2 - Alutiiq Trained Course

The 2-day (12 hour) training is delivered at a local school or community site of the customer's choice by a certified Alutiiq Instructor, who will provide the two, sequential days of instruction, all course material; to include student workbooks, adult assessments and youth assessments, one full CD-based resource guide and one year of technical and mentor support. The Alutiiq Trained "Lead & Seed" Course is taught and executed in multiple phases. Lead & Seed offers training, (LEAD) whereby participants learn and apply best strategies through SAMHSA's 5-step strategic planning process. After the training, the trained leaders take action in their community (SEED), following their own logic model and action plans generated during the training. The Lead & Seed program was developed to adhere to the required deliverables for several grant opportunities such as those with SPF-SIG, Drug-Free Communities, along with other grantees, schools, communities and coalitions.

Phase 1:

Phase 1 is a two-day (12-hour core) training program which focuses on logic modeling, action plan development, program assessments and surveys. As part of this phase of training, primary assessments and surveys are administered to the attendees to establish baseline metrics for program measurements. This is a process model, designed to focus on the specific problem area(s) identified by the client through their own local, regional or state needs assessment, such as underage drinking, prescription drug misuse, marijuana use, illicit drugs, teen tobacco use, and drunk driving. The curriculum adheres strictly to the SAMHSA SPF planning process and empowers the attendees with the knowledge, skills and tools that address leadership, advocacy, social marketing, problem solving, mobilization, strategic planning and evaluation. Fidelity to the training model is closely tracked by Alutiiq for quality assurances and consistency.

Phase 2:

Phase 2 of the program is a yearlong implementation of action plans associated with the course-based logic model, developed during Phase 1. During Phase 2, community changes in the physical, economic, legal and socio-cultural environment occur and are tracked. Changes are also documented through the implementation of new or adapted policies, practices, and procedures. Process and outcome evaluations are completed with the assistance of the dedicated

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Alutiiq Instructor/Mentor at regular milestone intervals, via electronic and telephonic contacts throughout the period. A Fidelity Tool is utilized for quality assurance regarding best practices, adaptations and justification of actions connected to their logic model. Also during this phase of the program, Alutiiq Trainer/Mentors provide technical assistance and follow-up guidance as needed to support the community.

The Alutiiq Trained "Lead & Seed" 2-day course is offered at the cost of $6,500 per class, up to a maximum of 24 students. It is recommended that the student ratio for this 2-day training be sixteen youth leaders and 8 adult advisors.

VISION

The Lead & Seed vision is a community whereby adults enforce anti-drug policies, procedures and laws, support drug-free choices for minors and empower youth with the decision-making skills that enable them to lead healthy, drug-free lifestyles.

MISSION

The mission of Lead & Seed is to reduce and prevent underage alcohol consumption, teen tobacco use and illicit drug use at the individual and population level by empowering youth and adults with the knowledge and strategies they need to build human, technical and financial capabilities, build leadership skills and use print, broadcast and electronic media effectively.
The Lead & Seed Program Curriculum can address any and all of the following community concerns:

- Prescription Drug Misuse
- Underage Drinking
- Driving Under the Influence (DUI)
- Teen Tobacco Use
- Marijuana
- Illicit Drug Use
- Bullying

TRAINING

Training is provided by Alutiiq Professional Training, LLC, a wholly owned subsidiary of Afognak Native Corporation (ANC) formed under the Alaska

NREPP

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Native Claims Settlement Act of 1971. Alutiiq, headquartered in Anchorage, Alaska, has several offices nationwide. Alutiiq's knowledgeable and customer service oriented staff provide our clients with cutting edge solutions, technology and strong partnerships that produce results. We provide our customers with focused solutions, an exceptional past performance record, financial strength and stability, demonstrated contract performance and rapid contract execution, utilization of best practices in industry, and the proven ability to field and sustain single or multiple training teams to meet all requirements.

Additionally, Alutiiq Professional Training provides full service training expertise and professional consulting services to federal, state and local government, as well as nonprofit and community based organizations. Alutiiq experts train the Lead & Seed program nationally. In addition, we have the capability to train multiple programs at various sites throughout the United States simultaneously. Please visit www.leadandseed.com to learn more about Alutiiq.

NATIONAL HIGHLIGHTS AND NEWS

http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=335

https://www.stopalcoholabuse.gov/townhallmeetings/successstories/tellyourstory.aspx?ID=25

- The Alutiiq Professional Training Team has been recognized by SAMSHA as being the leaders in conducting Town Hall Meetings for their underage drinking initiatives with the Surgeon General of the United States

To inquire about, and schedule your training, please visit Lead & Seed at https://www.alutiiq.com/capabilities/lead-seed/ or contact any of the individuals listed below.

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NREPP

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Attachment B: ODMHSAS Evidence-Based Practices Matrices

The purpose of this document is to assist prevention planners in identifying and selecting strategies that: (1) address local needs, and (2) have strong evidence of effectiveness. Please note – the matrices do not contain a comprehensive list of programs and practices, rather the matrices contain those environmental approaches consistent with ODMHSAS definition of evidence based practices and causal factor research.

Substance use and associated problems are influenced by a complex set of issues. Researchers have tried to identify these issues to assist prevention practitioners and policymakers in targeting strategies that can effectively intervene to change patterns of alcohol, tobacco, and other drug (ATOD) use and related problems. To assist Oklahoma prevention practitioners with selecting appropriate strategies, the ODMHSAS is providing the following guidance document, which aligns substance abuse prevention research from the Pacific Institute for Research and Evaluation (PIRE)—causal factors—and research from the Social Development Research Group (SDRG)—risk and protective factors.

Following is a set of tables, one table for each substance use issue. The Underage Alcohol, Adult Binge Drinking, Marijuana, Inhalant and Methamphetamine tables identify the intermediate variables, strategies, and the *evidence* that supports each strategy. In addition, web site addresses where the evidence support information is located, is also provided. Levels of evidence are based on the following criteria:

Tier 1: Appears on a National registry of evidence-based practices.

Tier 2: Appears in a peer-reviewed journal article that illustrates positive effects based on the evaluation of the targeted causal or contributing factor.

Tier 3: Documentation that illustrates the strategy has been effectively implemented in the past, multiple times, with results that show a consistent pattern of positive effects.

Although multiple agencies are funding research to validate the effectiveness of strategies for Fetal Alcohol Spectrum Disorder and Nonmedical Prescription Drug Use, currently prevention practitioners rely on identified best practices. Therefore, the tables for these two issues identify the intermediate variables, strategies, and sources from Federal agencies and other organizations that provide support information for the substance use issue. These Web sites include data describing the extent of the problem, recommendations for best practices to address the problem, and tools for implementing prevention activities.

This document, along with “Advancing Environmental Strategies for Alcohol, Tobacco, and Other Drug Prevention” and the “Standards of Effectiveness” series will assist communities to

1. select appropriate evidence-based strategies,
2. include of all key elements of effective environmental strategies (data collection, community organizing, policy development, enforcement, and media advocacy), and
3. implement each strategy with fidelity guided by the standards of effectiveness.

Evidence-based Strategies
Underage Alcohol Use

Intermediate Variable			
Causal Factor (Risk/Protective Factor)	**Contributing Factor**	**Strategy** ***Level of Evidence***	**Research***
Retail Access (community domain: availability)	Low level of monitoring outlet sales	Age identification checks ***Tier 1***	NHTSA—1 UM AEP—2
		Responsible beverage service training ***Tier 1***	NIAAA/APIS—3 UM AEP—4 CDC—5 OJJDP—8
		Merchant education ***Tier 1***	OJJDP—6
		Home delivery restrictions ***Tier 1***	OJJDP—8 UM AEP—9
	Low retailer compliance to ordinances	Compliance checks ***Tier 1***	NHTSA—1 OJJDP—8 UM AEP—10
		Media advocacy ***Tier 1***	OJJDP—11
		Minimum age of seller requirements ***Tier 1***	OJJDP—8, 12 UM AEP— 13
		Increase beverage servers' legal liability ***Tier 2***	Wagenaar, et al.—i
	Outlet Density	Regulating outlet density ***Tier 1***	OJJDP—8 CDC—14

* Sources providing evidence of effectiveness; numbers correspond to source listing provided at end of table. URLs provided for each source.

		Conditional land use permits/ordinances for alcohol outlets ***Tier 1***	OJJDP—15
Enforcement (community domain: laws and norms favorable toward drug use)	Low level of enforcement of drinking and driving	Sobriety checkpoints ***Tier 1***	CDC—16 NHTSA—17
		Compliance checks ***Tier 1***	NHTSA—1 OJJDP—8 UM AEP—10
		Media advocacy ***Tier 1***	OJJDP—11
		Community mobilization ***Tier 1***	SAMHSA/NREPP—18 UM AEP—19
		Enforce impaired driving laws ***Tier 1***	NHTSA—7 OJJDP—20
		Immobilize or impound vehicles ***Tier 1***	NHTSA—21
		Random BAC testing for drivers ***Tier 2***	McCaul, et al.—ii
		Open container laws ***Tier 1***	NHTSA—22
	Low level of enforcement of sales to minors	Age identification checks ***Tier 1***	NHTSA—1 UM AEP—2
		Compliance checks ***Tier 1***	NHTSA—1 OJJDP—8 UM AEP—10
		Media advocacy ***Tier 1***	OJJDP—11
		Administrative penalties ***Tier 1***	OJJDP—8 UM AEP—24
		Party patrols ***Tier 1***	NHTSA—1 OJJDP—8, 5

		Shoulder tap ***Tier 1***	NHTSA—1 OJJDP—8
Social Access (community domain: perceived availability) (family domain: parental attitudes favorable toward drug use)	Adults providing alcohol at fairs and festivals	Alcohol restrictions at community events ***Tier 1***	OJJDP—8 UM AEP—26
	Adults providing alcohol at parties	Keg registration laws ***Tier 1***	OJJDP—8 NIAAA/APIS—27 UM AEP—28
		Social host liability laws ***Tier 1***	UM AEP—29
		Party patrols ***Tier 1***	NHTSA—1 OJJDP—8, 25
	Easy access to alcohol from home with parental knowledge	Media advocacy ***Tier 1***	OJJDP—11
Norms concerning alcohol issues (community domain: laws and norms favorable toward drug use)	Belief that underage drinking is a rite of passage	Social norms campaign ***Tier 1***	SAMHSA/NREPP—30
		Alcohol use restrictions in public places ***Tier 1***	OJJDP—8 UM AEP—31
Pricing (community domain: laws and norms favorable toward drug use)	Discount pricing	Bans on alcohol price promotions/happy hours ***Tier 2***	Kuo, et al.—iii
		Increase tax on alcohol ***Tier 1***	CDC—32

Perception of Risk (individual domain: perceived risk) (individual domain: attitudes favorable toward drug use) (peer domain: attitudes favorable toward drug use) (community domain: laws and norms favorable toward drug use)	Low perceived risk of getting caught for underage drinking	Sobriety checkpoints ***Tier 1***	CDC—16 NHTSA—17
		ATOD warning posters ***Tier 1***	UM AEP—33
	Low perceived risk of law enforcement if caught for underage drinking	Apply appropriate penalties to minors ***Tier 1***	OJJDP—8
		Zero tolerance policies ***Tier 1***	OJJDP—8, 20, 23 NHTSA—34
	Low perceived risk of getting caught for selling to minors	Compliance checks ***Tier 1***	NHTSA—1 OJJDP—8 UM AEP—10
		ATOD warning posters ***Tier 1***	UM AEP—33
	Low perceived risk of enforcement for selling to minors	Apply appropriate penalties to clerks and store owners ***Tier 1***	CDC—35
		Zero tolerance policies ***Tier 1***	OJJDP—8, 20, 23 NHTSA—34
	Low perceived risk of getting caught drinking and driving	Sobriety checkpoints ***Tier 1***	CDC—16 NHTSA—17
		Lower (less than .08) BAC limits ***Tier 1***	NHTSA—36
		Use of media to describe penalties ***Tier 1***	NHTSA—37
		Use of mass media campaigns ***Tier 1***	CDC—38
	Low perceived risk of enforcement if caught drinking and driving	Apply appropriate penalties to drunk drivers ***Tier 1***	NHTSA—39

		Zero tolerance policies ***Tier 1***	OJJDP—8, 20, 23 NHTSA—34
		Graduated licensing policies ***Tier 1***	NHTSA—40
		Revoke license for impaired drivers ***Tier 1***	OJJDP—8 NHTSA—41
	Low perceived risk of getting caught providing alcohol to underage youth	Keg registration laws ***Tier 1***	OJJDP—8 NIAAA/APIS—27 UM AEP—28
		Social host liability laws ***Tier 1***	UM AEP—29
		ATOD warning posters ***Tier 1***	UM AEP—33
	Low perceived risk of law enforcement if caught providing alcohol to underage youth	Apply appropriate penalties to adult suppliers and enablers ***Tier 1***	OJJDP—8
		Zero tolerance policies ***Tier 1***	OJJDP—8, 20, 23 NHTSA—34
Promotion (community domain: laws and norms favorable toward drug use)	Low level of monitoring the amount of alcohol advertising	Restrictions on alcohol advertising ***Tier 1***	UM AEP—42
		Counteradvertising campaigns ***Tier 2***	Agostinelli, et al.—iv
		Media advocacy ***Tier 1***	OJJDP—11
		Media literacy ***Tier 1***	CDC—43
	Low level of monitoring the target population for alcohol advertising	Prohibition of alcohol sponsorship at family and youth events ***Tier 1***	UM AEP—44
	Low level of monitoring the location of alcohol advertising	Community mobilization ***Tier 1***	SAMHSA/NREPP—18 UM AEP—19

Sources—Underage Alcohol Use

Tier 1

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Evidence-based Strategies
Nonmedical Prescription Drug Use

Intermediate Variable			
Causal Factor	**Contributing Factor**	**Strategy**	**Support Sources**
Medical Availability	Lack of prescriber knowledge	Prescribing guidelines	AMDG—2 CLAAD—3 ONDCP—6 LifeSource—7
		Provider continuing education	CLAAD—1, 3 LifeSource—7 PPDM—8
	Lack of monitoring pain clinics	Prescription monitoring	AMDG—2 FDA—4 NIDA—5
		Limit dispensing authority	CLAAD—3
	Doctor shopping	Prescription monitoring	CLAAD—1, 3 FDA—4 NIDA—5 ONDCP—6
	Prescription forgery	Prescription monitoring	CLAAD—1, 3 FDA—4 NIDA—5 ONDCP—6
	Lack of pharmacy knowledge	Dispensing guidelines	CLAAD—1, 3
	Lack of quality data	Medical examiner collect/code	CLAAD—3
	Internet sales	Laws restricting internet sales	CLAAD—1, 3 FDA—4

Social Availability	Unsafe storage	Media advocacy	CLAAD—1 PPDM—8
	Inappropriate disposal	Media advocacy	CLAAD—1, 3 ONDCP—6
		Drop-off sites	CLAAD—1, 3 ONDCP—6
	Prescription sharing	Media advocacy	CLAAD—1, 3
Norms	Low perceived risk of use	Social norms campaign	CLAAD—1, 3 PPDM—8
Enforcement	Lack of enforcement focus on the issue	Engage law enforcement	CLAAD—1, 3 PPDM—8
		Track criminal diversion	CLAAD—1, 3 FDA—4 ONDCP—6
Individual Factors	Low perceived risk of use	Media advocacy	CLAAD—3 FDA—4 ONDCP—6 PPDM—8
	Low perceived risk of law enforcement if caught using	Laws restricting use without prescription	ONDCP—6
		Apply appropriate penalties	ONDCP—6

Sources—Nonmedical Prescription Drug Use

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8. Preventing Prescription Drug Misuse Project. URL: http://www.prescriptiondrugmisuse.org/

Evidence-based Strategies
Adult Binge Drinking

Intermediate Variable			
Causal Factor	**Contributing Factor**	**Strategy** ***Level of Evidence***	**Research***
Retail Access (community domain: availability)	Low level of monitoring outlet sales	Responsible beverage service training ***Tier 1***	NIH/NIAAA- 1 CDC- 2 SAMHSA/NREPP- 3 UM/AEP - 12
	Low retailer compliance to ordinances	Increase beverage servers' liability ***Tier 2***	Wagenaar, et al. - i
	Outlet Density	Regulating Outlet Density ***Tier 1***	SAMHSA/NREPP- 3 CDC- 13
Enforcement	Low level of enforcement of drinking and driving	Community mobilization ***Tier 1***	SAMHSA/NREPP- 14 UM/AEP- 15
		Immobilize or impound vehicles ***Tier 1***	NHTSA- 16
		Random BAC testing for drivers ***Tier 2***	McCaul, et al. - ii
		Open container laws ***Tier 1***	NHTSA- 17
Social Access (community domain: perceived availability)	Ease of availability at community events	Alcohol restrictions at community events ***Tier 1***	UM/AEP- 18
Norms Concerning Alcohol Issues (community domain: laws and norms favorable toward drug use)	Low perceived risk of excess use	Social norms campaign ***Tier 1***	SAMHSA/NREPP- 4
		Alcohol use restriction in public places ***Tier 1***	UM/AEP- 11

* Sources providing evidence of effectiveness; numbers correspond to source listing provided at end of table. URLs provided for each source.

Pricing (community domain: laws and norms favorable toward use)	Discount Pricing	Bans on alcohol price promotions/happy hours ***Tier 2***	AJPM- 20 Kuo, et al.-iii
		Increase tax on alcohol ***Tier 1***	CDC- 10
Perception of Risk (individual domain: perceived risk)	Low perceived risk of getting caught drinking and driving	Sobriety checkpoints ***Tier 1***	SAMHSA/NREPP- 3 CDC- 5 NHTSA- 6
		Media campaign ***Tier 1***	SAMHSA/NREPP- 3 NHTSA- 7 CDC- 8
	Low perceived risk of enforcement if caught drinking and driving	Apply appropriate penalties ***Tier 1***	SAMHSA/NREPP- 3
		Revoke license for impaired drivers ***Tier 1***	NHTSA- 9
Promotion (community domain: laws and norms favorable toward use)	Low level of monitoring the amount of alcohol advertising	Restrictions on alcohol advertising ***Tier 1***	UM/AEP- 19
	Low level of monitoring the target population for alcohol advertising	Prohibition of alcohol sponsorship at events ***Tier 2***	UM/AEP- 20
	Low level of monitoring the location of alcohol advertising	Community mobilization ***Tier 1***	SAMHSA/NREPP- 14 UM/AEP- 15

Sources—Adult Binge Drinking

Tier 1

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Evidence-based Strategies
Fetal Alcohol Spectrum Disorder

Intermediate Variable			
Causal Factor	**Contributing Factor**	**Strategy**	**Support Sources**
Access	Consumption	Media campaign	NIAAA – 1 SAMHSA/FASD- 2 JCA- 3
		Warning labels	NIAAA – 1
		Abstinence	SAMHSA/FASD- 2 JCA- 3
Perception of Risk	Low perceived risk of drinking during pregnancy	Media campaign	NIAAA – 1 SAMHSA/FASD- 2 JCA- 3

Sources – Fetal Alcohol Spectrum Disorder

1. National Institutes of Health, National Institute on Alcohol Abuse and Alcoholism, Fetal Alcohol Syndrome Prevention Research. URL: http://pubs.niaaa.nih.gov/publications/arh26-1/58-65.htm
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Evidence-based Strategies
Marijuana Use **DRAFT**

Intermediate Variable			
Causal Factor	**Contributing Factor**	**Strategy** ***Level of Evidence***	**Research***
Access	Easy access	Community mobilization ***Tier* 2**	DEA - 1
Enforcement	Lack of enforcement focus on the issue	Community mobilization ***Tier* 2**	DEA - 1

* Sources providing evidence of effectiveness; numbers correspond to source listing provided at end of table. URLs provided for each source.

Sources – Marijuana Use

1. Drug Enforcement Administration. Drug Prevention Guide for Teens. http://www.learningforlife.org/lfl/resources/99-349.pdf

Evidence-based Strategies

Inhalant Use

Intermediate Variable			
Causal Factor	**Contributing Factor**	**Strategy** ***Level of Evidence***	**Research***
Retail Access	Easy access	Regulate minimum age for purchase ***Tier 3***	Burk - 1
Enforcement	Low level of enforcement	Penalize abuse, possession, or distribution of abuseable products ***Tier 3***	Burk - 1
Perception of Risk	Low perceived risk	Warning labels ***Tier 3***	Burk - 1
		Media campaign ***Tier 2***	Burk - 1 Creighton - 2

* Sources providing evidence of effectiveness; numbers correspond to source listing provided at end of table. URLs provided for each source.

Sources – Inhalant Use

1. Burk, I. (2001). Inhalant Prevention Resource Guide. Virginia Department of Education. http://www.inhalants.org/Inhalantbook.pdf
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Evidence-based Strategies
Methamphetamine Use

Intermediate Variable			
Causal Factor	**Contributing Factor**	**Strategy** ***Level of Evidence***	**Research***
Retail Access	Easy access to methamphetamine precursors	Pseudoephedrine restrictions ***Tier 2***	Cunningham & Liu – 4 Cunningham & Liu – 5
		Meth Watch ***Tier 3***	Kansas – 7 Kansas - 8
		Rural initiatives ***Tier 3***	Kansas – 7
Enforcement	Lack of enforcement focus on the issue	Community Oriented Policing ***Tier 2***	ODMHSAS -1 USDOJ – 3
Perception of Risk	Low perceived risk	Meth360 ***Tier 3***	USDOJ – 2 TPAD – 6

* Sources providing evidence of effectiveness; numbers correspond to source listing provided at end of table. URLs provided for each source.

Sources – Methamphetamine Use

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Bach Harrison, L.L.C.
SPF SIG Evaluators

- Underage Alcohol Use
- Nonmedical Prescription

Dr. Leslie Ballenger
ODMHSAS Epidemiologist

- Adult Binge Drinking
- Fetal Alcohol Spectrum Disorder
- Marijuana Use
- Inhalant Use
- Methamphetamine Use

The Hexagon Tool: Exploring Context

Adapted with permission by
The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP)

Based on the work of
Kiser, Zabel, Zachik, & Smith (2007) and
The National Implementation Research Network (NIRN)

Frank Porter Graham Child Development Institute

nirn National Implementation Research Network

State Implementation &Scaling-up of Evidence-based Practices

Understanding the Continuum of Youth Involvement

	PARTICIPATION ➡	VOICE ➡	LEADERSHIP ➡	ENGAGEMENT
YOUTH ROLES	Youth are involved in the "doing" of the activity but not in the planning, development or reflection.	Youth are part of conversations regarding planning and implementing an idea. Their input is considered, but they may or may not have an official "vote".	Youth are involved at all levels of idea or project development and have formal and informal leadership roles in the process.	Youth are the primary drivers of the work from conceptualization to implementation and reflection. Youth "own" and understand the work deeply.
ADULT ROLES	Adults develop the idea, plan and organize all aspects of the activity or event which a cadre of young people will actually carry out.	Adults develop and set the agenda and facilitate the process. Adults include the input of youth in this process. This can be through consideration of youth input via focus group or meeting or through youth being involved in and having a formal vote.	Adults are involved in the full process and support the development of individual youth and the flow of the process, but in a way that balances power and leadership with youth. Adults allow youth to struggle and make mistakes in a safe environment.	Adults provide a support role and share ownership and commitment but with some deference to the youth. Adults hold one "vote" on the team.
DECISION-MAKING	Adults make all decisions.	Adults ultimately make the decision with the consideration of youth input. If youth have a vote, they are typically outnumbered or adults have ultimate veto power.	Youth and adults share decision-making power often requiring a specific and mutually agreed upon decision-making process.	Youth ultimately make the decisions with the inclusion of adult input and "vote".
ACCOUNTABILITY	Adults are accountable for all aspects of the process and/or activity including whether or not young people are present. Youth have some secondary accountability to participate in the activity.	Adults maintain accountability for decision-making and actions. Youth may have specific accountability for smaller roles and activities that involve youth specifically.	Youth and adults share accountability at all levels of the work.	Youth have primary accountability at all levels of the work. Adults have secondary accountability for ensuring that youth are prepared and supported in a way that they can achieve success.
EXAMPLE	School leadership is holding a student assembly to raise awareness about how the school engages students with disabilities. A group of students is asked to pass out flyers and to serve as hosts and to introduce the special speaker for the assembly.	School leadership wants to improve how they engage students with disabilities in the classroom and broader school activities. They have invited two youth to ***participate*** on a task force of faculty and staff to develop a list of ideas for action.	Students want to raise awareness about challenges for students with disabilities in their school. They get an adult sponsor who gets the OK for them to have school assembly on the issue and have an expert speaker come. Youth ***participate and have voice*** in the planning and development of the assembly by serving on committees, as a committee chair, introducing the speaker, promoting the event etc.	Youth plan, organize all aspects of, and host a student assembly focused on more equitable schools for students with disabilities. They ask a supportive teacher to serve as an advisor. They know the issue deeply and have talked with their peers including students with disabilities to garner insight. They have developed ideas for school improvement that they message to their peers and to school leadership directly.

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Citation and Copyright

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About

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

email: nirn@unc.edu
web: http://nirn.fpg.unc.edu

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting students, especially those with disabilities.

email: sisep@unc.edu
web: http://www.scalingup.org

The Hexagon Tool helps states, districts, and schools systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EII) include:

- **Needs** of students; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, curricula, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

A thorough exploration process focused on the proposed program or practice will help your Implementation Team(s) have a productive discussion related to the six areas listed above, and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist you in communicating with stakeholders and in developing an Implementation Plan.

There are a number of discussion prompts listed under each area of the hexagon. These prompts are not exhaustive, and you may decide that additional prompts need to be added. The prompts direct you to relevant dimensions that your team may want to discuss before rating the factor.

For example, under the area labeled ***Fit,*** you are reminded to consider:

- How the proposed intervention or framework 'fits' with other existing initiatives and whether implementation and outcomes are likely to be enhanced or diminished as a result of interactions with other relevant interventions
- How does it fit with the priorities of your state, district, or school?
- How does it fit with current state, district, or regional organizational structures?

- How does it fit with community values, including the values of diverse cultural groups?

Recommendations for Using the Hexagon Tool

The following are SISEP recommendations for using the tool:

1. Assign team members to gather information related to the six factors and to present the information to the decision-making group or relevant Implementation Team. Following report-outs related to each area and/or review of written documents, team members can individually rate each area on a 1 to 5 scale, where 1 indicates a low level of acceptability or feasibility, 3 a moderate level and 5 indicates a high level for the factor. Midpoints can be used and scored as 2 or 4.
2. You can average scores for each area across individuals and arrive at an overall average score, with a higher score indicating more favorable conditions for implementation and impact. However, cut-off scores should not be used to make the decision.
3. The scoring process is primarily designed to generate discussion and to help arrive at consensus for each factor as well as overall consensus related to moving forward or not. The numbers do not make the decision, the team does. Team discussions and consensus decision-making are required because different factors may be more or less important for a given program or practice and the context in which it is to be implemented. There also will be trade-offs among the factors. For example, a program or practice may have a high level of evidence with rigorous research and strong effect size (Evidence), but may not yet have been implemented widely outside of the research trials[1]. This should lead to a team discussion of how ready you are to be the "first" to implement in typical educational settings in your area. Or the team may discover that excellent help is available from a developer, purveyor, or expert Training or Technical Assistance, but that ongoing costs (Resource Availability) may be a concern.
4. We recommend that after reviewing information related to each factor, individually scoring each factor, summarizing ratings, and discussing the strengths and challenges related to each factor of the proposed intervention, that the team members decide on a process for arriving at consensus (for instance, private voting or round-robin opinions followed by public voting

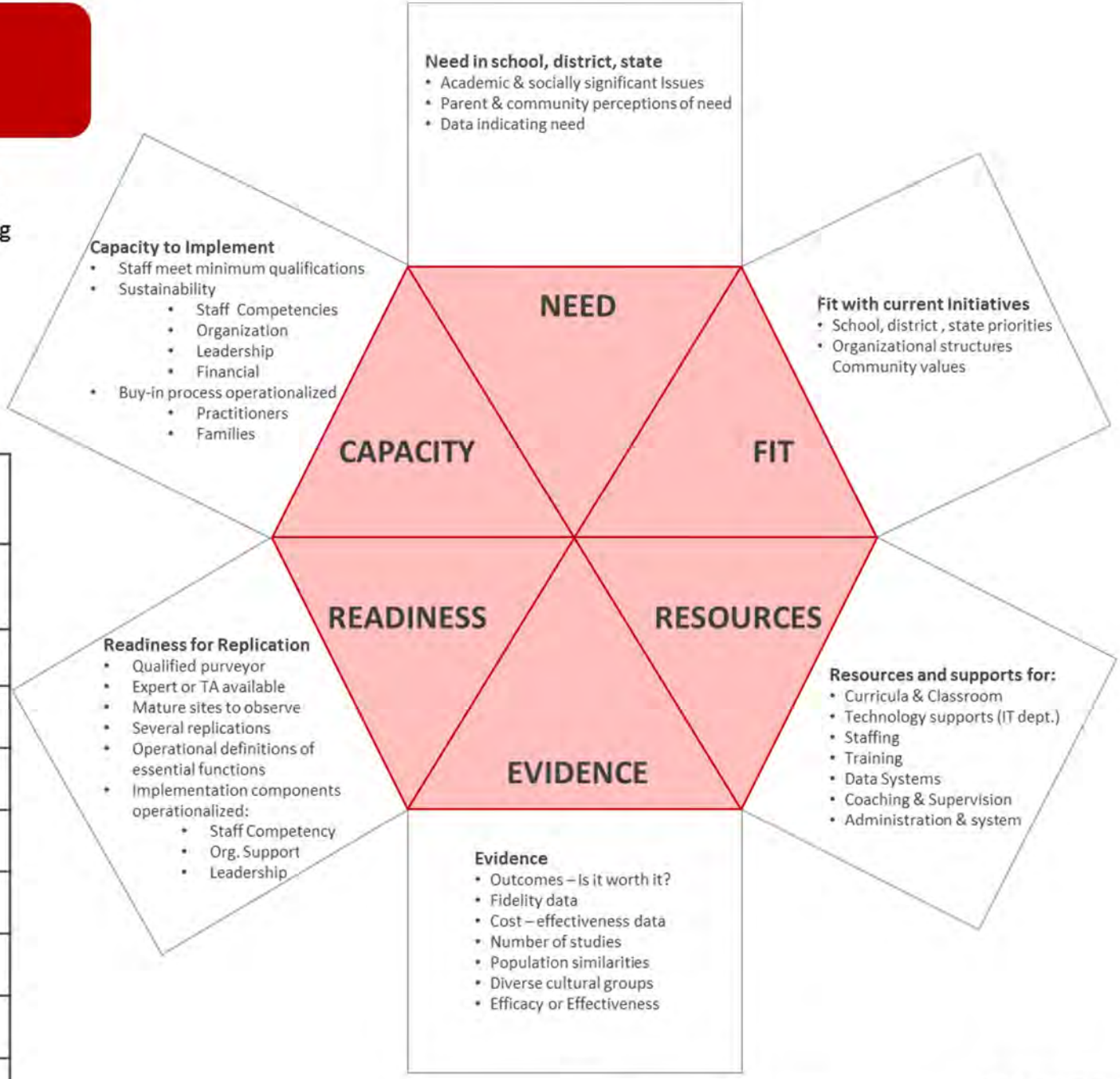
[1] Usable Interventions - To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. So, an intervention needs to be teachable, learnable, doable, and be readily assessed in practice.

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	**Med**	**Low**
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)

YPAR
Hub

Lesson Plan: Continuum of Youth Participation & Engagement

GET STARTED: YOUTH + ADULTS: CONTINUUM OF YOUTH PARTICIPATION & ENGAGEMENT
By Youth in Focus' Youth Research Evaluation and Planning: Step by Step Curriculum - 30 minutes

OBJECTIVES

- To use the continuum of youth participation to have the group assess where they are
- To have the group identify where they want to go in the continuum of youth participation
- To have the group plan how they will reach their goals for youth participation

MATERIALS

- Handouts with the Level of Youth Participation chart (1 per participant)
- A poster with the chart (or a chalkboard/whiteboard)

PREPARE BEFORE

Create a poster with the Level of Youth Participation chart or draw the chart on a chalkboard or whiteboard.

WARM UP

Before showing the chart or passing out the handout, generate a definition of youth involvement as a class. What does it mean for youth to be involved in a research project?

EXPERIENCE

Go over the chart with the participants to describe each level of involvement. Have participants come up with examples of each level of involvement in a research project.

REFLECT

Where do we think our group is in terms of level of youth involvement? Where do we want to go?

SUMMARIZE

Share the importance of youth involvement in YPAR. In general, YPAR advocates for and supports high levels of youth participation. However, we recognize that different settings call for different levels of youth

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involvement. To determine what makes most sense, consider the nature of the school, organization, or initiative, the goals of research/evaluation, required outcomes, youth interests, and available resources.

DEMONSTRATE

Generate as a group ideas for increasing or maintaining the level of involvement. Collectively create a plan that the group feels proud of and can follow.

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OBJECTIVE 2:

ADAPTING EVIDENCE BASED PROGRAMS

Environmental Strategy Implementation

Fidelity Assessment Guidelines

Washington Department of Social and Health Services
Division of Behavioral Health and Recovery
626 - 8th Avenue SE
Olympia, WA 98501

June 2013

Contents

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The Environmental Strategy Implementation Fidelity Assessment Guidelines were completed in the spirit of the Strategic Prevention Framework (SPF) Fidelity Rubrics. CSAP's Collaborative for the Application of Prevention Technologies (CAPT) West Resource Team provided funding, and Rodney Wambeam and Gillian Leichtling developed the guidelines. The following Washington State Division of Behavioral Health (DBHR) staff reviewed and contributed to the development: Linda Becker,

Introduction

Prevention research has demonstrated the importance of high quality implementation to the effectiveness of prevention strategies. The assessment of implementation fidelity of environmental strategies can provide information about how well environmental strategies are implemented in communities in the state, and whether higher quality implementation of environmental strategies is associated with stronger prevention outcomes.

The Fidelity Assessment Guidelines are intended to provide state-level staff with rating scales to assess the fidelity of implementation of six specific environmental strategies currently implemented in communities in Washington State. In the future, the guidelines may be expanded to include additional environmental strategies. The six strategies are:

1. Social Norms Marketing
2. Counter-Advertising
3. Alcohol Compliance Checks
4. Alcohol Purchase Surveys
5. Restrictions at Community Events
6. Policy Review and Development

General Instructions

This section contains general instructions for use of the fidelity rating scales, addressing the following questions:

- Who should conduct the ratings?
- When should they be conducted?
- What data sources should be used?
- How should the ratings data be recorded and submitted?
- How will the data be used?

Who should conduct the assessment ratings?

We recommend the ratings be completed by an external evaluator, TA consultant or state-level staff person. It is recommended that a designated representative (or team) be responsible for training and providing guidance to all raters to enhance inter-rater reliability across community ratings. It may also be advisable to have a few communities rated by more than one rater, followed by consultation and reconciliation among the raters to inform the subsequent, independent rating of communities by these same raters.

Keep in mind that the rating process will require a certain amount of subjectivity in raters' judgments. With a consistent external rater or good training and communication across raters, any subjective biases are at least consistently applied across communities.

When should the first assessments occur?

We suggest that the first assessment occur six months after the community begins implementation of the environmental strategy. Hence, the timing of each assessment would vary by strategy within community.

How often should follow-up assessments be conducted?

After the initial assessment, we recommend the fidelity assessment be repeated on an annual basis, i.e., one-year after the prior assessment for each strategy. The important principles are that (a) the assessment occurs on an ongoing basis through the life of the project, and (b) it occurs at times when a sufficient amount of work has gone on for each of the assessed strategies.

What data sources should be consulted in conducting these ratings?

Structured interviews with key informants in each community (e.g., the local project coordinator, board chair, law enforcement representative) can provide information about implementation of the environmental strategies in the community. Conducting multiple interviews per community to obtain perspectives from a variety of individuals and organizations will add value to the assessment. Observational data (e.g. marketing campaigns or attendance at city council meetings) may also prove useful when using the fidelity assessment tools.

How should the data be recorded and submitted?

In addition to appearing in the overall guide, the fidelity assessment tool for each strategy is available as a separate document so that the tool can be completed electronically and submitted by email to the responsible state staff person.

How will the data be used?

A key purpose of the ratings is to provide data to examine whether there is a relationship between high quality implementation of environmental strategies and prevention outcomes. Data may also be used to assess whether specific aspects of implementation are more critical than others. These findings would provide useful guidance to the state in provision of technical assistance to communities. The state may also use communities' data to provide tailored feedback to improve implementation of environmental strategies.

Social Norms Marketing

The social norms approach to prevention gathers credible data from a target population and then, using various health communication strategies, consistently tells that population the truth about actual norms of health, protection, and the avoidance of risk behaviors. With repeated exposure to a variety of positive, data-based messages, misperceptions that help to sustain problem behavior are reduced, and a greater proportion of the population begins to act in accord with the more accurately perceived norms of health, protection, and safety[1]. Misperceptions of peer norms have consistently been shown to be correlated with individual risk behavior. Research shows that correcting these misperceptions, to be in line with peers' actual behaviors, results in decreased risk behavior among target audiences[2] – especially college students[3]. A recent study evaluating a statewide campaign for young adults found the social norms marketing campaign to be effective at reducing drinking and driving[4].

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[1]Haines, M.P., Perkins, H. W., Rice, R. M., Barker, G. (2005). A guide to marketing social norms for health promotion in schools and communities. National Social Norms Resource Center. Available at: http://www.nmpreventionnetwork.org/aguidetomarketingsocialnorms.pdf

[2] Linkenbach, J. (1999) Application of Social Norms Marketing to a Variety of Health Issues. Wellness Management. 15, 7-8.

[3] Glider, P., Midyett, S.J., Mills-Novoa, B., Johannessen, K., & Collins, C. (2001). Challenging the collegiate rite of passage: A campus-wide social marketing media campaign to reduce binge drinking. Journal of Drug Education, 31(2), 207-220.

[4] Perkins, H. W., Linkenbach, J. W., Lewis, M. A., & Neighbors, C. (2010). Effectiveness of social norms media marketing in reducing drinking and driving: A statewide campaign. Addictive Behaviors, 35(10), 866–874. doi:10.1016/j.addbeh.2010.05.004

Fidelity Rubric for Social Norms Marketing Campaign

Preparation					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Baseline survey data that describe the attitudes and behaviors of the target population was collected.	No baseline data collected	Some data were used, but did not reflect the attitudes and behaviors of the target population	Survey data mostly reflected recent attitudes and behaviors of the target population, but quality could be improved	A recent survey collected high quality, up-to-date data on attitudes and behaviors of the target population	
Positive messages that point out and attempt to correct misperceptions around substance use within the targeted population were developed in an attempt to change the social norm.	No messages developed	Positive messages were created, but they may not be believable, fully address the target population, or describe social norm data	Positive and believable messages that address the target population and data were created	Clever, engaging, believable, messages that correct misperceptions and speak to the target population using accurate data were created	
A comprehensive marketing plan that involved a variety of media strategies was created.	No marketing plan developed	A media plan using only one or two messages and media types was created	A media plan using more than one message and two or three types of media was created	A plan that used multiple messages with multiple media types that include both free and paid media was created	
Implementation Quality					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Message testing showed that the target population and public reacted positively to the media messages.	No message testing was conducted	Target population and public did not respond or responded negatively to the media campaign	Some positive and some negative responses from the target population and public to the media campaign	Target population and public responded very positively to the media campaign	

All outreach materials and media used during the campaign period reflect positive messages when discussing the target substance/population	No media or outreach materials used	Positive messages ran concurrently with negative messages/images intended to draw attention to the extent of the problem	Most of the messages were positive, but some materials/media used contained negative messages or images	All materials and media used during campaign reflected positive messages related to the target issue	
Positive messages were used to communicate with key stakeholders in an attempt to change perceptions and practices (e.g. with the local prevention coalition or local law enforcement).	Messages not used to communicate with key stakeholders	Positive messages were discussed briefly, but no real action was taken	Positive messages were discussed and considered as stakeholders made decisions	Stakeholders embraced positive messages and used the new social norm to inform their work and make decisions	
Implementation Reach/Intensity					
Core Activity	**Missing 0**	**Weak Reach 1**	**Moderate Reach 2**	**Strong Reach 3**	**Rating Score**
Media containing the positive messages and correcting misperceptions were placed in multiple venues and reached communitywide rather than within a specific setting (e.g., school building).	Media not placed	Media placed in a small number of planned venues, or restricted to a single setting	Media placed in more than one venue and setting, but not communitywide	Media placed in multiple venues, and reached community wide	
The target audience experienced repeated exposures to the positive messages and new social norm.	Target audience was not ever exposed to the positive messages	Target audience was exposed to media and positive messages only multiple times per month	Target audience was exposed to media and positive messages multiple times per week	Target audience was exposed to the media and positive messages multiple times per day	
Key stakeholders changed activities and practices to reflect the new social norm and in other prevention work.	Stakeholders did not change activities or practices or consider the new social norm as part of other prevention work	Stakeholders considered the new social norm and positive messaging in other prevention work but not as part of policy or practice change	Stakeholders considered the new social norm and positive messaging in other prevention work and as part of policy or practice change	Stakeholders used the new social norm and positive messages to effect changes in policy and practice within the community as well as in other prevention work	

Counter-Advertising

Counter-marketing refers to the use of commercial marketing tactics to reduce the prevalence of substance use. Counter-marketing attempts to counter pro-substance influences and increase pro-health messages and influences throughout a state, region, or community[5]. Results of a review article indicate varied evidence of effectiveness for counter-marketing efforts targeting alcohol consumption[6]. Evidence of effectiveness is also mixed for counter-marketing campaigns targeting other drugs. A 2002 study reported that recall of antidrug advertising was associated with a lower probability of marijuana and cocaine/crack use[7]. However, a study assessing the National Youth Antidrug Media Campaign did not find an association between the campaign and reduced marijuana use[8].

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[5] Centers for Disease Control and Prevention. (2003). Designing and implementing an effective tobacco counter-marketing campaign. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health. Available at: http://www.cdc.gov/tobacco/stateandcommuity/counter_marketing/ manual/pdfs/tobacco_cm_ manual.pdf

[6] Agostinelli, G. & Grube, J.W. (2002). Alcohol counter-advertising and the media: A review of recent research. Alcohol Research and Health, 26(1), 15-21.

[7] Glider, P., Midyett, S.J., Mills-Novoa, B., Johannessen, K., & Collins, C. (2001). Challenging the collegiate rite of passage: A campus-wide social marketing media campaign to reduce binge drinking. Journal of Drug Education, 31(2), 207-220.

[8] Hornik, R., Jacobsohn, L., Orwin, R., Piesse, A., & Kalton, G. (2008). Effects of the national youth anti-drug media campaign on youths. American Journal of Public Health, 98(12), 2229-2236.

Fidelity Rubric for Counter-Advertising Campaign

Preparation					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Research on pro-alcohol influences and alcohol-related health problems in the community was completed.	No research	Some research was done, but it did not lead to a full understanding of the impact of pro-alcohol influences and community problems	Research was done and provided a moderate understanding of problems and pro-alcohol influences	Quality research was completed leading to a full understanding of problems and pro-alcohol influences that could be used in creating counter-advertising messages	
Pro-health messages or messages that counter pro-alcohol influences were developed in an attempt to change attitudes and behaviors were created.	No messages developed	Messages were created, but they may not be believable, fully address the target population, or counter pro-alcohol influences	Believable messages that address the target population and data were created	Clever, engaging, believable, messages that counter pro-alcohol influences and speak to the target population using accurate information were created	
A comprehensive marketing plan that involved a variety of media strategies was created.	No marketing plan developed	A media plan using only one or two messages and media types was created	A media plan using more than one message and two or three types of media was created	A plan that used multiple messages with multiple media types that include both free and paid media was created	
Implementation Quality					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Message testing showed that the target population and public reacted positively to the media messages.	No message testing was conducted	Target population and public did not respond or responded negatively to the media campaign	Some positive and some negative responses from the target population and public to the media campaign	Target population and public responded very positively to the media campaign	

All outreach materials and media used during the campaign period reflect pro-health and counter pro-alcohol influences when discussing the target substance/population (as opposed, for example, to PSAs listing hazards, showing teens drinking, or raising alarms about prevalence)	No media or outreach materials used	Some of the messages used during campaign reflected pro-health and countered pro-alcohol influences	Most of the messages used during campaign reflected pro-health and countered pro-alcohol influences	All materials and media used during campaign reflected pro-health and countered pro-alcohol influences	
Pro-health and counter pro-alcohol messages were used to communicate with key stakeholders in an attempt to change knowledge, attitude, and practice (e.g. with the local prevention coalition or local law enforcement).	Messages not used to communicate with key stakeholders	Messages were discussed briefly, but no real action was taken	Messages were discussed and considered as stakeholders made decisions	Stakeholders embraced messages and used them to inform their work and make decisions	
Implementation Reach/Intensity					
Core Activity	**Missing 0**	**Weak Reach 1**	**Moderate Reach 2**	**Strong Reach 3**	**Rating Score**
Media containing the pro-health messages or messages that counter pro-alcohol influences were placed in multiple venues and reached communitywide rather than within a specific setting (e.g., school building).	Media not placed	Media placed in a small number of planned venues, or restricted to a single setting	Media placed in more than one venue and setting, but not communitywide	Media placed in multiple venues, and reached community wide	
The target audience experienced repeated exposures to the pro-health messages or messages that counter pro-alcohol influences.	Target audience was not ever exposed to the messages	Target audience was exposed to media and messages only multiple times per month	Target audience was exposed to media and messages multiple times per week	Target audience was exposed to the media and messages multiple times per day	
Key stakeholders integrated the counter-advertising messages into other alcohol prevention program, policy, and practice efforts.	Stakeholders did not integrate campaign messages into other prevention work	Stakeholders integrated the messaging in prevention program work but not as part of policy or practice change	Stakeholders integrated the messaging in prevention program work and as part of policy or practice change	Stakeholders used the messages as an integral part of prevention program, policy, and practice change efforts	

Alcohol Compliance Checks

Compliance checks are a tool used to identify alcohol establishments that sell to underage youth and to increase retailer compliance with prohibitions on alcohol sales to minors. The practice of conducting compliance checks can be mandated by a local ordinance. Typically the ordinance will outline the standards for conducting the checks, the people or agencies responsible for conducting the checks, and the penalties for establishments, servers, and sellers who illegally sell or serve alcohol/tobacco to underage youth[9]. The practice also may be voluntarily implemented by law enforcement or licensing authorities.[10] Compliance checks have two general purposes. The first is to enforce state criminal statutes and/or local administrative ordinances. The second purpose is to identify, warn, and educate establishments that serve or sell alcohol to underage youth. Alcohol compliance checks as part of a multi-component intervention were generally found to be effective at reducing underage sales[11].

[9] Saltz, R. F., Welker, L. R., Paschall, M. J., Feeney, M. A., & Fabiano, P. M. (2009). Evaluating a comprehensive campus-community prevention intervention to reduce alcohol-related problems in a college population. Journal of Studies on Alcohol and Drugs. (Suppl. 16), 21–27.

[10] Willingham, M. (2010). Reducing Alcohol Sales to Underage Purchasers: A Practical Guide to Compliance Investigations. Pacific Institute for Research and Evaluation. Accessed online: www.pire.org/documents/ReduceAlsal.pdf

[11] Wagenaar, A. C., Toomey, T. L., & Erickson, D. J. (2005). Preventing youth access to alcohol: Outcomes from a multi-community time-series trial. Addiction, 100(3), 335–345. doi:10.1111/j.1360-0443.2005.00973.x

Fidelity Rubric for Compliance Checks

Preparation					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Assessment of previous local compliance check efforts and results were used to inform implementation approach.	No assessment made of previous local efforts and results	Some assessment of previous efforts and results, but this was not a key factor in implementation approach	Assessment of previous efforts and results had some influence on implementation approach	The rationale for implementation approach is clearly linked to assessment of previous efforts and results	
Law enforcement, judicial and/or regulatory system officials (courts, liquor control officials), and community leaders or groups were involved in planning.	Only the implementing agency (i.e., law enforcement or liquor control) was involved in planning	Implementing agency provided other officials and community leaders with information about plans	Implementing agency included other officials and community leaders in planning meetings	Other officials and community leaders were key contributors, working closely with the implementing agency	
Public awareness activities conducted to inform licensees that compliance checks are planned and build stakeholder support (e.g., media announcements, letters or visits to licensees)	No awareness activities conducted	Implemented either media activities or licensee letters/visits	Implemented a media activity and licensee letters/visits	Implemented multiple types of media activities and licensee letters/visits	

Implementation Quality					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Buyer team characteristics: Compliance checks were conducted by multiple underage buyers, including both males and females, observed at a distance by a plainclothes officer.	No compliance checks were conducted	Buyer team characteristics did not meet core activity specifications	Buyer team characteristics met some, but not all core activity specifications	Buyer team characteristics met all core activity specifications	
Enforcement: Compliance checks included sufficient documentation to meet state/local standards of evidence, administrative citations to licensees, graduated licensee penalties for repeat violations, and letters of appreciation to licensees that passed.	No compliance checks were conducted	Compliance checks did not meet core activity specifications	Compliance checks met some, but not all core activity specifications	Compliance checks met all core activity specifications	

Media/publicity: Publicized the results of the effort (e.g., numbers passed/failed, congratulations to businesses that passed), in order to foster the perception that enforcement is widespread and continuous.	No media/ publicity was conducted	Media/publicity was conducted using one media type	Media/publicity was conducted using two or three types of media	Media/publicity was conducted using multiple media types, including both free and paid media	
Community policy/practice change: The compliance check effort was used to mobilize for policy change, influence funding decisions, or change communitywide practices.	No attempt was made to use the compliance check effort for policy/practice change	Attempted, but were not successful in using the effort for policy/ practice change	Compliance check effort led to minor changes in communitywide policy/practice	Compliance check effort led to substantive communitywide policy/practice change	
Implementation Reach/Intensity					
Core Activity	**Missing 0**	**Weak Reach 1**	**Moderate Reach 2**	**Strong Reach 3**	**Rating Score**
Outlets were selected from all licensees in the entire geographic area readily accessible to the community's youth.	No compliance checks were conducted	Checked a subset of licensee types (e.g., by license type or complaint/violation history)	Checked all licensee types in a sub-area (e.g., a neighborhood) within the community	Checked all licensees or a random selection of licensees from the entire area accessible to youth	
Compliance checks were ongoing throughout the year, or occurred in a condensed period more than once per year	No compliance checks were conducted	Compliance checks occurred in one period during the year	Compliance checks occurred in 2 periods during the year	Compliance checks were ongoing or in 3 or more periods during the year	

Alcohol Purchase Surveys

Alcohol purchase surveys involve sending young adults who appear underage into stores to purchase alcohol. Communities, local coalitions, and other groups carry out the purchase survey in order to gather data on how easily available alcohol is for minors and who is selling to youth[12]. The surveys provide information that can be used to strengthen targeted efforts to reduce underage drinking[13]. As a strategy, alcohol purchase surveys are intended to bolster community and leader support and potential policy changes and allocation of resources. They differ from alcohol compliance checks in that they do not necessarily include law enforcement and do not use minors as subjects of the purchase. Instead, very young looking adults (21 years or older) are used to purchase alcohol and check on whether or not retailers implement relevant practices like checking IDs[14].

[12] Grube, J. W., & Stewart, K. (1999). Guide to conducting alcohol purchase surveys. Pacific Institute for Research and Evaluation (PIRE). Accessed online: www.udetc.org/documents/purchase.pdf

[13] Lang, E., Stockwell, T., Rydon, P., & Beel, A. (1996). Use of pseudopatrons to assess compliance with laws regarding under-age drinking. Australian and New Zealand Journal of Public Health, 20(3), 296.300.

[14] Grube, JW.; Nygaard, P. Alcohol policy and youth drinking: Overview of effective interventions for young people. In: Stockwell, T.; Gruenewald, PJ.; Toumbourou, JW.; Loxley, W., editors. Preventing harmful substance use: The evidence base for policy and practice. Chichester, West Sussex, England: John Wiley & Sons; 2005. p. 113-127.

Fidelity Rubric for Alcohol Purchase Surveys

Preparation					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Assessment of previous local compliance check or purchase survey efforts and results was used to inform implementation approach.	No assessment made of previous local efforts and results	Some assessment of previous efforts and results, but this was not a key factor in implementation approach	Assessment of previous efforts and results had some influence on implementation approach	The rationale for implementation approach is clearly linked to assessment of previous efforts and results	
Local law enforcement and/or liquor control officials were involved in planning.	Law enforcement and liquor control officials were not involved in planning	Provided law enforcement/ liquor control with written information about plans	Included law enforcement/ liquor control officials in planning meetings	Law enforcement/ liquor control officials were key contributors, working closely with planning team	
Activities conducted to build stakeholder support for implementation (e.g., meetings with law enforcement/liquor control leadership, diverse strategies for survey team recruitment, contact with agency that maintains outlet listings).	No activities conducted to build support for implementation	Conducted a single activity to build stakeholder support	Conducted more than one activity to build stakeholder support	Conducted activities in multiple dimensions (e.g., with multiple stakeholder types)	

Implementation Quality					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Law enforcement: Law enforcement was not involved in survey implementation and citations were not issued during the survey period, in order to gather accurate information about the extent of the problem and avoid alerting merchants to the survey effort.	No purchase surveys were conducted	Law enforcement involvement/ citations occurred during the purchase survey period	N/A	Law enforcement involvement/ citations did not occur during the survey period	
Buyer characteristics: Purchase surveys were conducted by adults over 21 years old who appear to be 18 to 19 years old, and included both males and females.	No purchase surveys were conducted	Buyer characteristics did not meet core activity specifications	Buyer characteristics met some, but not all core activity specifications	Buyer characteristics met all core activity specifications	

Buyer assignment: Purchase surveys used multiple buyers; buyers were assigned to neighborhoods matching their own race/ethnicity; and buyers were randomly assigned to outlets within neighborhoods.	No purchase surveys were conducted	Buyer assignment did not meet core activity specifications	Buyer assignment met some, but not all core activity specifications	Buyer assignment met all core activity specifications	
Data collection: Buyers used a standardized form documenting date/time/location; outlet type; age/gender of buyer and clerk; number of clerks in store; whether ID was requested; presence of "no sale" warning sign; and purchase attempt outcome.	No purchase survey data were collected	Data collection did not meet core activity specifications	Data collection met some, but not all core activity specifications	Data collection met all core activity specifications	
Media/publicity: Publicized the results of the effort *after* the survey period; included individual feedback letters to merchants and media activities.	No media/ publicity was conducted	Publicity was conducted, but occurred during the survey period	Publicity occurred after the survey period, but did not include both feedback letters and media	Publicity occurred after the survey period, and included both feedback letters and media	
Community policy/practice change: The purchase survey results were used to mobilize for policy change, influence funding decisions, or change communitywide practices.	No attempt was made to use purchase survey results for policy/practice change	Attempted, but were not successful in using results for policy/ practice change	Purchase survey effort led to minor changes in communitywide policy/practice	Purchase survey effort led to substantive communitywide policy/practice change	
Implementation Reach/Intensity					
Core Activity	**Missing 0**	**Weak Reach 1**	**Moderate Reach 2**	**Strong Reach 3**	**Rating Score**
Outlet sample was drawn from the entire geographic area readily accessible to the community's youth.	No purchase surveys were conducted	Sample was drawn from a smaller sub-area (e.g. a neighborhood) within the community	Sample was drawn from more than one sub-area, but less than the entire area accessible to youth	Sample was drawn from the entire area accessible to youth	
A full census of outlets were surveyed, or a random sample using sample size recommendations by PIRE.(Grube & Stewart, 1999)	No purchase surveys were conducted	Sample was not a full census or random sample, or did not meet sample size recommendations	Used random sample; sample size provided confidence interval larger than ± 5%	Used a full census or random sample providing ± 5% confidence interval or better	
Two purchase attempts made per outlet using different buyers; attempts made on different days/times (not during school hours); all attempts completed within a 4-week period.	No purchase surveys were conducted	Purchase attempt intensity did not meet core activity specifications	Purchase attempt intensity met some, but not all core activity specifications	Purchase attempt intensity met all core activity specifications	

Restrictions at Community Events

Alcohol restrictions at community events include policies that control the availability and use of alcohol at public venues, such as concerts, street fairs, and sporting events. Such restrictions can be implemented voluntarily by event organizers or through local legislation[15]. These restrictions may reduce sales to underage purchasers[16] and are also intended to reduce alcohol-related problems such as traffic crashes, vandalism, fighting, and other public disturbances. Alcohol restrictions at these events can range from a total ban on alcohol consumption to the posting of warning posters that detail the risks associated with consuming alcohol. Examples of restrictions include: non-drinking areas for families and youth, limiting alcohol sponsorships, prohibiting drinking by servers, limiting cup sizes, limiting the number of servings per person, or requiring responsible beverage service training.[17]

[15] University of Minnesota Alcohol Epidemiology Program. (2009). Alcohol Restrictions at Community Events. Retrieved July 24, 2012, from: http://www.epi.umn.edu/alcohol/policy/atevents.shtm

[16] Toomey, T.L., Erickson, D.J., Patrek, W., Fletcher, L.A., & Wagenaar, A.C. (2005). Illegal alcohol sales and use of alcohol control policies at com-munity festivals. Public Health Reports, 120, 165-173.

[17] Toomey, T.L., Fabian, L.A., Erickson, D.J., Wagenaar, A.C., Fletcher, L., & Lenk, K.M. (2006). Influencing alcohol control policies and practices at community festivals. Journal of Drug Education, 36(1), 15-32.

Fidelity Rubric for Alcohol Restrictions at Community Events

Preparation					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Assessment of current local and event-specific policies/practices were used to prioritize restrictions to implement (e.g., assessment of gaps in current local ordinances or event policies, or degree of enforcement of existing policies)	No assessment made of local policies and practices	Some assessment of local policies and practices, but this was not a key factor in prioritization	Assessment of local policies and practices had some influence on prioritization	The rationale for prioritization is clearly linked to assessment of local policies and practices	
Activities conducted to build support for enacting the policy/practice among key decision-makers responsible for establishing or enforcing restrictions (e.g., elected officials, event organizers, law enforcement)	No activities conducted to build support of key decision-makers	Provided key decision-makers with written information about intended policy/practice change	Presented at general meetings of key decision-makers to gain their support	Held individual meetings with key decision-makers and presented at general meetings	
Activities conducted to build support for enacting the policy/practice within the community (e.g. media campaigns, town hall meetings)	No activities conducted to build broad community support	Implemented a single activity to build community support	Implemented more than one activity to build community support	Conducted activities in multiple dimensions (e.g., letters to editor, town hall, media advocacy)	

Implementation Quality					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Established or attempted to establish policies communitywide or within event organizations	Attempted, but not adopted OR did not attempt	Adopted but modified in ways that substantially weaken impact	Adopted but modified in ways that may somewhat weaken impact	Adopted as recommended by prevention field	
Established and implemented enforcement procedures for new/existing policies (including on-site event security/monitoring)	No enforcement procedures established or implemented	Informal enforcement procedures implemented at an event or events (e.g., coalition volunteers conduct enforcement)	Enforcement procedures implemented by designated staff (event organization staff, law enforcement, city staff)	Enforcement procedures implemented by designated staff and incorporated into written policy	

Conducted public awareness or media activities about new/existing policies and practices	No public awareness activities conducted	Publicized policies/practices during the event(s)	Conducted a public awareness activity outside of or prior to event(s)	Conducted public awareness activities in multiple dimensions (e.g., letters to editor, media advocacy)	
Implementation Reach/Intensity					
Core Activity	**Missing 0**	**Weak Reach 1**	**Moderate Reach 2**	**Strong Reach 3**	**Rating Score**
Policy reach: Established a communitywide policy that applies to all events (as opposed to an event-specific policy)	No policies were enacted	The policy was enacted within a minority of events in community	While a communitywide policy was not enacted, the policy was enacted within most or all events currently in community	A communitywide policy (e.g., local ordinance) was enacted that applies to all events	
Enforcement reach: Monitored/ensured enforcement of policies at all community events (as opposed to one specific event)	Enforcement was not monitored or ensured	Enforcement monitored or ensured within a minority of events in community	Enforcement monitored or ensured within most events in community	Enforcement monitored or ensured across all events in community	
Policy/practice intensity: Degree of change in tone of event(s) as the result of policies, practices, and enforcement procedures implemented	No policy, practice, or procedural changes implemented	Policies/practices/ procedures created no change or barely perceptible change in tone of event(s)	Policies/practices/ procedures created perceptible change in tone of event(s)	Policies/practices /procedures created dramatic change in tone of event(s)	

Policy Review and Development

One way to influence the laws and policies that relate to substance abuse is through legislative advocacy[18]. Legislative advocacy can involve anything from working personally with a legislator on the wording of a bill to mobilizing hundreds or even thousands of supporters to voice their opinions to the legislature with phone calls about an issue. Advocacy can require educating legislators, supporters, and the public about the issue; working with the media; continuously seeking out allies; and being persistent over long periods of time. Law makers can support substance abuse prevention by promoting a bill related to prevention, creating a local ordinance that supports prevention, advocating for budget reforms, gaining political support for a project/campaign, or creating networking connections for support of a program/campaign. In substance abuse prevention, policy development at the local ordinance level is common. Policy development is often used in conjunction with other prevention measures and can be the byproduct of successful coalition building[19].

An administrative penalty is a policy that allows a local governing body to penalize alcohol license holders for failing to comply with state laws or local ordinances relating to sales of alcoholic beverages. It usually involves a monetary fine or the suspension or revocation of an alcohol license. It is administered by a local governing body (city council, county board), rather than the court system. It is imposed upon the license holder (in contrast to state laws that target the behavior of individual sellers and servers of alcohol). Administrative penalties are intended to provide an alternative enforcement mechanism that is more cost-effective, timely and practical than prosecuting servers and sellers through the court system. It provides an alternative to criminal prosecution, but does not necessarily replace criminal prosecution (some communities pursue both prosecution and administrative penalties)[20].

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[18] Guide to Community Preventive Services. (2012). Policy Development. Retrieved August 14, 2012, from: http://www.thecommunityguide.org/uses/policy_development.html
[19] The Community Toolbox. (2012). Influencing Policy Development. Retrieved July 30, 2012, from: http://ctb.ku.edu/en/dothework/tools_tk_content_page_250.aspx
[20] University of Minnesota Alcohol Epidemiology Program. (2011). Administrative Penalties. Retrieved July 27, 2012, from: http://www.epi.umn.edu/alcohol/policy/admnpenl.shtm

Fidelity Rubric for Policy Review & Development

Preparation					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Assessment of current local policies in place (e.g., assessment of gaps in current local ordinances or degree of enforcement of existing policies)	No assessment made of local policies	Some assessment of local policies, but this was not a key factor in prioritization of policies to pursue	Assessment of local policies had some influence on prioritization of policies to pursue	The rationale for prioritization of policies to pursue is clearly linked to an assessment of local policies	
Learned how policies are adopted and implemented within the community (e.g., what governing body is responsible for passing policy or what voting process leads to policy adoption?)	No learning of how policies are adopted took place	Some learning of how policies are adopted took place	Learning of how policies are adopted took place and influenced the policy development process	A full understanding of how policies are adopted was used in the policy development process	
Relationships built with key partners critical to policy adoption and education/lobbying of policy makers	No relationships with key partners were built	One or two relationships with key partners were built	A few important relationships with key partners were built	Relationships were built with all relevant/ important key partners	
Policy drafted based upon best practices or similar policies created in other communities	No policy was drafted	A policy was drafted but not based upon best practices or similar policies in other communities	A policy was drafted based upon limited information on best practices and similar policies in other communities	A policy was drafted based upon best practices in the prevention field	
Implementation Quality					
Core Activity	**Missing 0**	**Weak Fidelity 1**	**Moderate Fidelity 2**	**Strong Fidelity 3**	**Rating Score**
Activities conducted to build support for enacting the policy among key policy makers (e.g., elected officials, event organizers, law enforcement)	No activities conducted to build support of key policy makers	Provided key policy makers with written information about intended policy change	Presented at general meetings of key policy makers to gain their support	Held individual meetings with key policy makers and presented at general meetings	

Activities conducted to build support within the community for enacting the policy (e.g. media campaigns, town hall meetings)	No activities conducted to build broad community support	Implemented a single activity to build community support	Implemented more than one activity to build community support	Conducted activities in multiple dimensions (e.g., letters to editor, town hall, media advocacy)	
Established or attempted to establish policies	Attempted, but not adopted OR did not attempt	Adopted but modified in ways that substantially weaken impact	Adopted but modified in ways that may somewhat weaken impact	Adopted as recommended by prevention field	
Established and implemented enforcement procedures for new policies	No enforcement procedures established or implemented	Informal enforcement procedures implemented in the community (e.g., coalition volunteers conduct enforcement)	Enforcement procedures implemented by designated staff (event organization staff, law enforcement, city staff)	Enforcement procedures implemented by designated staff and incorporated into written policy	
Implementation Reach/Intensity					
Core Activity	**Missing 0**	**Weak Reach 1**	**Moderate Reach 2**	**Strong Reach 3**	**Rating Score**
Policy reach: Established a communitywide policy (as opposed to a policy that only applies to specific events or venues)	No policies were enacted	A policy was enacted that applies to a minority of community events or venues	A policy was enacted that applies to most or all community events and venues	A communitywide policy (e.g., local ordinance) was enacted that applies to all events and venues	
Enforcement reach: Monitored/ensured enforcement of policies communitywide (as opposed to one specific event or venue)	Enforcement was not monitored or ensured	Enforcement monitored or ensured within a minority of community events or venues	Enforcement monitored or ensured within most community events or venues	Enforcement monitored or ensured across all community events and venues	
Policy/practice intensity: Degree of change in tone as the result of policies and enforcement procedures implemented	No policy, practice, or procedural changes implemented	Policies/practices/ procedures created no change or barely perceptible change in tone in applicable events or venues	Policies/practices/ procedures created perceptible change in tone of applicable events or venues	Policies/practices /procedures created dramatic change in tone of applicable events or venues	

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Best Practices for Balancing Program Fidelity & Adaptation

Washington State Prevention Summit October 2014

Compiled by Brittany Rhoades Cooper

The following are recommended guidelines and questions to ask yourself in order to stay true to the fidelity of your proven-effective evidence-based program while also meeting the needs of your community. These steps were modified and adapted from the following two resources:

- Card, J. J., Solomon, J., & Cunningham (2009). How to adapt effective programs for use in new contexts. *Health Promotion Practice, 12*, 25-35.
- O'Connor, C., Small, S. A., Cooney, S. M. (April, 2007). Program fidelity and adaptation: Meeting local needs without compromising program effectiveness. *What works, Wisconsin – Research to practice series*, Issue #4.

Step 1. Select an Evidence-based Program (EBP) that Meets Your Needs

- Does the EBP target risk/protective factors and outcomes that are relevant for and acceptable to your community?
- Has the EBP shown strong evidence of having achieving these outcomes with communities similar to yours?
- Does the EBP address knowledge, values, attitudes, skills, intentions, and other determinants of behavior that are relevant for and acceptable to your community?
- Does the EBP use content and methods that are likely to be accessible and appealing to your community?
- Does the implementing agency have access to the resources needed to acquire, plan, and deliver the EBP?
- Remember it is always preferable to choose a program that won't need to be adapted, but if you do envision needing to adapt the EBP, you should choose one that has been adapted in the past and/or whose developer is willing to consult with you about the adaptation.

Step 2. Determine the Key Elements that Make the EBP Effective

- Ideally you can obtain this information from the program developer, but regardless you should take the following steps to learn more about the program's underlying theory and key elements.
- Gather program materials: Statement of the goals and objectives of the program; summary of underlying theory of change or rationale for the program; curriculum or protocol guide; teacher or facilitator manual
- Develop a program logic model: The Community Toolbox offers excellent resources for this at http://ctb.ku.edu/en

Step 3. Assess the Need for Adaptation

- Identify and categorize mismatches between the original program model or materials and the new context.
- Mismatches can be found in: program goals and objectives; characteristics of the priority population (e.g, age, language); characteristics of the agency implementing the program (e.g., philosophy, staff credentials and expertise, staff cultural competence); characteristics of the community (e.g., social factors – cultural norms/values, political – laws; physical/environment – transportation)
- In consultation with the developer and using the guidelines below decide whether these mismatches necessitate adaptations.

Step 4. Adapt the Program (if needed) Using Best Practices

- Ideally you will do this in consultation with program developer, but regardless there are some types of adaptations that are more acceptable and others that are more risky.
- Acceptable adaptations are those which are unlikely to diminish the program's effectiveness. They include:
    - Changing language: translating and/or modifying vocabulary
    - Replacing images to show youth and families that look like the target audience
    - Replacing cultural references
    - Modifying some aspects of activities such as physical contact
    - Adding relevant, evidence-based content to make the program more appealing to participants
- Risky or unacceptable adaptations are those which will likely diminish the program's effectiveness:
    - Reducing the number or length of sessions or how long participants are involved
    - Lowering the level of participant engagement
    - Eliminating key messages or skills learned
    - Removing topics
    - Changing the theoretical approach
    - Using staff or volunteers who are not adequately trained or qualified
    - Using fewer staff members than recommended
- Any adaptations to the program's targeted risk and protective factors or other "deep" elements of the program design should probably not be attempted unless it's done in collaboration with the program developer.

Step 5. Develop a Continuous Quality Improvement Plan

- Document and discuss progress related to fidelity, adaptations, participant engagement, and participant outcomes regularly in order to adjust as needed and assure quality implementation and positive participant outcomes.
- You can take steps to avoid program drift by monitoring program implementation via tools provided by the program developer to ensure fidelity to the key elements of the program.
- Stay up-to-date on program revisions and new materials by checking the program's website, or contacting the program developer and asking to be informed of any updates to the program or materials.

Best Practices for Balancing Program Fidelity & Adaptation
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The order in which you engage in the best practices for balancing program fidelity and adaptations might look different depending on where you are in your implementation. Use the information below as a guide for where to begin.

Which implementation stage are you in?

Planning/Selecting an EBP

You are in the process of identifying an EBP that meets your community's needs.

→ Start at **Step 1** and proceed through the other steps accordingly.

Early in Implementation

The EBP has already been selected by you or someone else. You have already begun implementing or plan to begin soon.

→ Do you have tools in place to help you monitor program implementation and participant outcomes?

- If no, contact developer to see if there are established tools available. Use information from **Step 2** to inform the development of these tools.

→ Do you have a plan for how to regularly review the information gathered from these tools?

- If no, consult **Step 5** to develop a process for this. After reviewing your implementation data, consult **Step 3 and 4** to determine if and what type of adaptations are needed.

Experienced Implementer

Transferring EBP to New Context

You have experience implementing the EBP in one context and are introducing it into a new context (i.e., community or population).

→ Are the characteristics of the new community/population similar to the previous one where the EBP has been shown to be effective?

- If yes, you still may want to consult **Steps 2-5** if you have any reason to believe the program might need to be adapted.
- If no, you should start at **Step 1** to assure that this EBP is in fact the most appropriate for this new context and then proceed through the other steps.

OBJECTIVE 3:

SOCIAL MEDIA TOOLS

SOCIAL MEDIA GLOSSARY

liveWise
Preventing substance abuse.
Improving lives.

@LiveWise_Neb
Facebook.com/LiveWiseCoalition
LiveWiseCoalition.org

Algorithm - An algorithm is a set of formulas developed for a computer to perform a certain function. This is important in the social sphere as the algorithms sites like Facebook and Google use are critical for developing content-sharing strategies.

Avatar - An avatar is an image or username that represents a person online within forums and social networks.

Bitly - Bitly is a free URL shortening service that provides statistics for the links users share online. Bitly is popularly used to condense long URLs to make them easier to share on social networks such as Twitter.

Blog - Blog is a word that was created from two words: "web log." Blogs are usually maintained by an individual or a business with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning *to maintain or add content to a blog*.

Chat - Chat can refer to any kind of communication over the internet but traditionally refers to one-to-one communication through a text-based chat application commonly referred to as instant messaging applications.

Comment - A comment is a response that is often provided as an answer or reaction to a blog post or message on a social network. Comments are a primary form of two-way communication on the social web.

DM/Direct Message - A private note between two users on Twitter. The person receiving the message must follow the person sending it and the message is bound by the 140-character limit.[i]

Foursquare - A geo-location service that allows users to check in at businesses and other locations, earning badges and other virtual rewards along the way. Users can share their check ins with fellow Foursquare friends as well as through their social media networks if they choose. Businesses can use Foursquare to see who their regular customers are and offer special deals to them. Foursquare is a competitor of Gowalla.

Geo-location - Term used to track the physical location of people or objects. Typically used in mobile applications and services such as Foursquare and Gowalla.

Geo-tagging - When you add location-based data to a photo, video, or tweet to identify where the content was posted.

Google Alert - A service offered by Google that allows users to save specific searches and receive an update whenever a new result appears on the Internet for that particular search, typically delivered by email or RSS. This is particularly useful for businesses or organizations that wish to monitor mentions of their brands on blogs and websites.

Handle - Your Twitter username is referred to as your handle, and is identified with the @ symbol. The @ is used to refer to a specific person and link to that account on Twitter within a tweet. If you want to reference Constant Contact within a tweet, you would use our handle in your post.

> Advanced tip: When you use an @ reference as the first word in a tweet, only those of your followers who follow you and the user you're referencing will see the tweet. If you want all of your followers to see a Tweet that references another user, use a period prior to the @ reference.

Hashtag - A hashtag is a tag used on the social network Twitter as a way to annotate a message. A hashtag is a word or phrase preceded by a "#." Example: #yourhashtag. Hashtags are commonly used to show that a tweet, a Twitter message, is related to an event or conference, online or offline.

Instagram - Instagram is a photo sharing application that lets users take photos, apply filters to their images, and share the photos instantly on the Instagram network and other social networks like Facebook, Flickr, Twitter, and Foursquare. The app is targeted toward mobile social sharing, and in just over one year, it has gained almost 15 million users. Currently, it is only available for iPhone devices.

Lifecasting - Lifecasting is a continual broadcast of events in a person's life through digital media. Typically, lifecasting is transmitted via the internet involving wearable technology.

Like - A "Like" is an action that can be made by a Facebook user. Instead of writing a comment for a message or a status update, a Facebook user can click the "Like" button as a quick way to show approval and share the message.

Lurker - A lurker online is a person who reads discussions on a message board, newsgroup, social network, or other interactive system, but rarely or never participates in the discussion.

Mashup - A content mashup contains multiple types of media drawn from pre-existing sources to create a new work. Digital mashups allow individuals or businesses to create new pieces of content by combining multiple online content sources.

Meme - A meme on the internet is used to describe a thought, idea, joke, or concept to be shared online. It is typically an image with text above and below it, but can also come in video and link form. A popular example is the "I Can Has Cheezburger?" cat meme that turned into an entire site of memes.

SOCIAL MEDIA GLOSSARY

liveWise
Preventing substance abuse.
Improving lives.

@LiveWise_Neb
Facebook.com/LiveWiseCoalition
LiveWiseCoalition.org

News Feed - A news feed is literally a feed full of news. On Facebook, the News Feed is the homepage of users' accounts where they can see all the latest updates from their friends. The news feed on Twitter is called Timeline (not to get confused with Facebook's new look, also called Timeline).

Podcast - A podcast, or non-streamed webcast, is a series of digital media files, either audio or video, that are released episodically and often downloaded through an RSS feed.

Reddit - Reddit is similar to Digg. It is a social news site that is built upon a community of users who share and comment on stories.

RT/Retweet - A retweet is when someone on Twitter sees your message and decides to re-share it with his/her followers. A retweet button allows them to quickly resend the message with attribution to the original sharer's name.

RSS Feed - RSS (Really Simple Syndication) is a family of web feed formats used to publish frequently updated content such as blogs and videos in a standardized format. Content publishers can syndicate a feed, which allows users to subscribe to the content and read it when they please, and from a location other than the website (such as reader services like Google Reader).

Second Life - Second Life is an online virtual world developed by Linden Lab that was launched on June 23, 2003. Users are called "residents," and they interact with each other through avatars. Residents can explore, meet other residents, socialize, participate in individual and group activities, create and trade virtual property and services with one another, and travel throughout the world.

Social Media - Social media is media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques.

StumbleUpon - StumbleUpon is a free web-browser extension that acts as an intelligent browsing tool for discovering and sharing web sites.[ii]

Trending Topics - Along the right side of the main web interface, Twitter lists 10 topics that are "hot" on Twitter at the given moment based on certain algorithms. You can see trending topics for all of Twitter or for certain geographic areas.

> Beware: trending topics are sometimes gamed by people trying to promote pop culture references that aren't truly trending topics. And some businesses now pay for their product to be a trending topic.

Tweetup - A term for events (i.e., meetups) that spring from Twitter connections. Tweetups are typically informal gatherings that let Twitter followers meet in real life, and coordinators often use a hashtag to unite tweets related to the event.

URL - The technical term for a web address, e.g.: www.constantcontact.com. (URL stands for Uniform Resource Locator.)

Vlog - A blog that contains videos instead of text entries.

Viral - When a piece of content on the Internet is shared organically, without prodding or encouragement from the business, organization, or person who created it, it is said to have "gone viral." This means it has been shared on social networks, posted and reposted, tweeted and retweeted multiple times.

Widget - Similar to an app, a widget is a small block of content that one provider can offer to another, for use on another blog or website. Widgets have a specific purpose such as showing weather forecasts, stock quotes, or news updates and are constantly updated by the creator of the widget, not someone who hosts it on his site.

Wiki - A type of user-generated and -edited website where multiple people can write and manage the content. A great example of this concept is Wikipedia, an online encyclopedia.

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[i] http://www.constantcontact.com/learning-center/glossary/social-media/index.jsp#DMDirectMessage
[ii] http://blog.hubspot.com/blog/tabid/6307/bid/6126/The-Ultimate-Glossary-120-Social-Media-Marketing-Terms-Explained.aspx

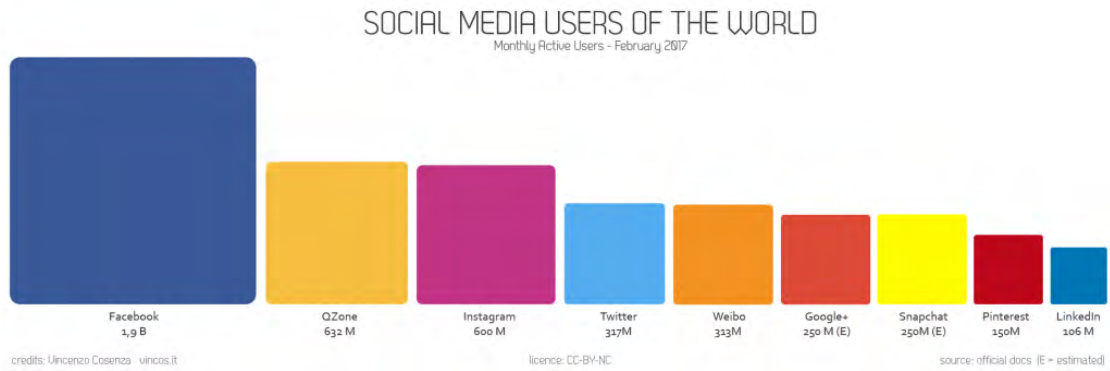
SOCIAL MEDIA STATISTICS

Updated statistics about the most used social media in the world (only based on official information).

Social Media	Registered Users	Monthly Active Users	Daily Active Users	Source
Facebook	n.a.	2010000000	1320000000	Facebook(https://investor.fb.com/investor-news/press-release-details/2017/Facebook-Reports-Second-Quarter-2017-Results/default.aspx)
YouTube	n.a.	1500000000	n.a.	YouTube blog(https://youtube.googleblog.com/2017/06/updates-from-vidcon-more-users-more.html)
Instagram	n.a.	700000000	400000000	Instagram(http://blog.instagram.com/post/160011713372/170426-700million)
Qzone	n.a.	632000000	n.a.	Tencent(https://www.tencent.com/en-us/articles/15000611495014502.pdf)
Weibo	n.a.	340000000	139000000	Weibo(http://ir.weibo.com/phoenix.zhtml?c=253076&p=irol-newsArticle&ID=2273153)

Social Media	Registered Users	Monthly Active Users	Daily Active Users	Source
Twitter	n.a.	317000000	147000000	Twitter(http://files.shareholder.com/downloads/AMDA-2F526X/2277634256x0x887896/07CF05C4-A6A6-4926-AC20-799CCDBB1D1C/Q116_Earnings_Slides.pdf)
Google+	n.a.	300000000	n.a.	Google blog(http://googleblog.blogspot.it/2013/10/google-hangouts-and-photos-save-some.html)
Snapchat	n.a.	250000000	173000000	Snapchat(https://www.sec.gov/Archives/edgar/data/1564408/000119312517029199/d270216ds1.htm)
Pinterest	n.a.	150000000	n.a.	Pinterest blog(https://business.pinterest.com/en/blog/150-million-people-finding-ideas-pinterest)
Linkedin	467000000	106457000	n.a.	LinkedIn(https://s21.q4cdn.com/738564050/files/doc_financials/quarterly/2016/2016.09.30-10-Q-Project.pdf)
Foursquare	60000000	50000000	n.a.	Venture Beat(http://venturebeat.com/2015/08/18/foursquare-by-the-numbers-60m-registered-users-50m-maus-and-75m-tips-to-date/)

My infographic shows social media as boxes. Each area is proportional to the number of monthly active users.

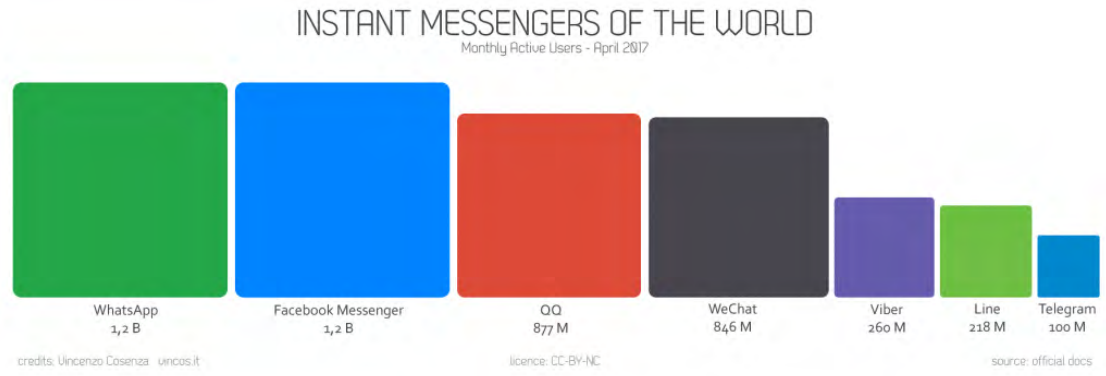


(http://vincos.it/wp-content/uploads/2017/02/Social_Media_Users_of_the_World_2017.png)

If you want to see the geographic distribution visit The World Map of Social Network(http://vincos.it/world-map-of-social-networks/).

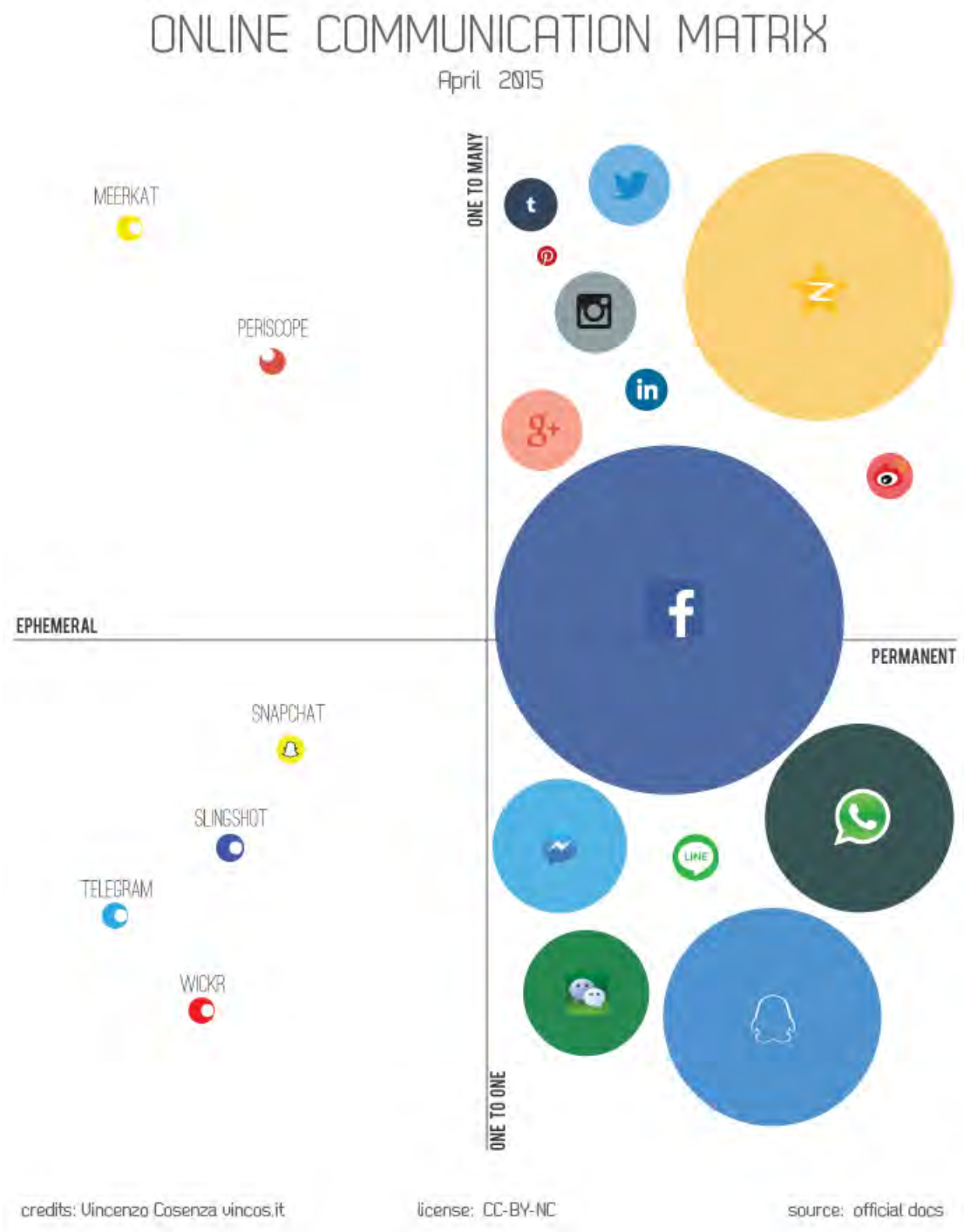
Updated statistics about the most used Instant Messaging Apps in the world (only based on official information).

Instant Messaging App	Registered Users	Monthly Active Users	Daily Active Users	Source
Facebook Messenger	n.a.	1200000000	n.a.	Facebook(https://newsroom.fb.com/news/2016/07/thank-you-messenger/)
Whatsapp	n.a.	1200000000	n.a.	Jan Koum(https://www.facebook.com/jan.koum/posts/10153580960970011?pnref=story)
WeChat	n.a.	938000000	n.a.	Tencent(https://www.tencent.com/en-us/articles/15000611495014502.pdf)
QQ	n.a.	861000000	n.a.	Tencent(https://www.tencent.com/en-us/articles/15000611495014502.pdf)
Skype	n.a.	300000000	n.a.	MSPowerUser(https://mspoweruser.com/skype-300-million-monthly-active-users/)
Viber	608000000	260000000	n.a.	Pymnts(http://www.pymnts.com/mobile-applications/2016/viber-launching-one-touch-video-messaging-to-stay-ahead-of-pack/)
Line	500000000	214000000	n.a.	Tech in Asia(https://www.techinasia.com/line-loses-users-again)
Telegram	n.a.	100000000	n.a.	Telegram blog(https://telegram.org/blog/100-million)



(http://vincos.it/wp-content/uploads/2017/04/IM_of_the_World_april_2017.png)

To summarize the current state of online communication I've create a matrix with 3 dimensions: the type of communication (from one to many to one to one), the nature of the messages (ephemeral vs permanent), the size of each community (in terms of monthly active users).



(http://vincos.it/wp-content/uploads/2015/04/Online_Communication_Matrix_2015.png)

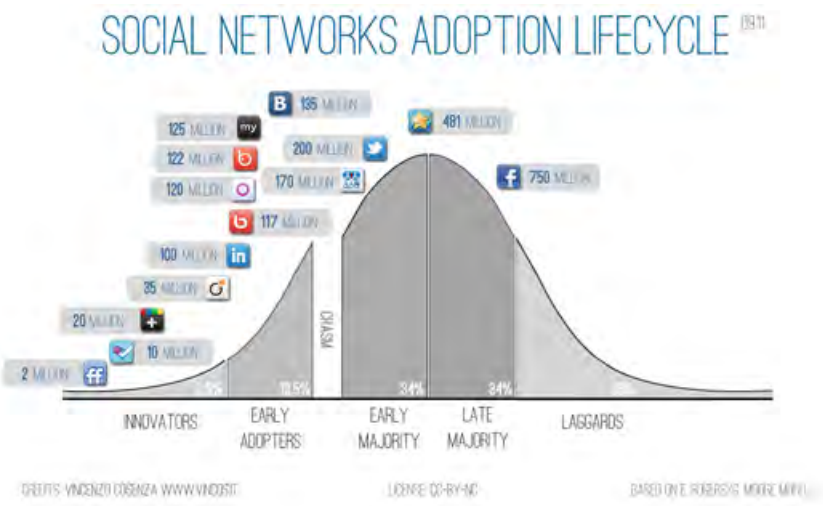
The Diffusion of technologies (2011)

The diffusion of new technologies follows a classic normal distribution or "bell curve" and, according to Everett Rogers' studies (Diffusion of Innovation(http://en.wikipedia.org/wiki/Diffusion_of_Innovations), 1962), anyone who engages with a given innovation fits into one of five categories: innovators (2.5% of the potential population of adopters), early adopters (12.5%), early majority (34%), late majority (34%), laggards (16%). Each of these groups has unique psychographic characteristics that cause people to be more or less likely to adopt a given technology at a particular point in time. To understand the model you need to focus on the area under the curve that represents the percentage of adoption within each group.

The rate of adoption is defined as the relative speed with which members of a social system adopt an innovation. It is usually measured by the length of time required for a certain percentage of the members of a social system to adopt an innovation.

Later Geoffrey Moore (Crossing the Chasm(http://en.wikipedia.org/wiki/Crossing_the_Chasm), 1991) proposed a variation on Rogers' model. He suggested that for discontinuous or disruptive innovations, there is a gap or chasm to cross between the first two adopter groups (innovators + early adopters) and the early majority.

I've tried to apply this model to the diffusion of social networking sites(http://www.vincos.it/world-map-of-social-networks/) (SNS) with the aim of plotting their actual state and, hopefully, understanding their future trajectories. To determine the rate of diffusion of each social network I've divided the number of registered users by the number of potential adopters (1 billion in my assumption).



(http://www.vincos.it/wp-content/uploads/2011/08/social_networks_adoption_lifecycle.png)

To put this infographic on your web site, just copy and paste the HTML code below:

```
<br />
<a href="http://www.vincos.it/wp-content/uploads/2011/08/social_networks_adoption_lifecycle.png" data-rel="lightbox-4" title=""><img src="http://www.vincos.it/wp-content/uploads/2011/08/social_networks_adoption_lifecycle_small1.png" alt="Social Networks Adoption Lifecycle" title="Social Networks Adoption Lifecycle" width="100%" border="0"/></a><br />
```

In the innovators area we can place Friendfeed, which unfortunately stopped innovating after its acquisition by Facebook; Foursquare, the most famous location based social network with 10 million users; and Google+ with its explosive adoption rate (20 million users in 3 weeks).

In the early adoption stage we find professional social networks like Viadeo and LinkedIn, or generalist ones like Orkut (owned by Google), VKontakte (leader in Russian territories), Bebo. Badoo is the only service specifically designed for dating purposes. MySpace, after reaching the early majority is now struggling for conquering a niche (it fell from 225 million users to 125 million because of several management mistakes and Facebook's rise).

RenRen, the most important Chinese real-name SNS, and Twitter were able to successfully cross the chasm and reach the early majority. Meanwhile QZone, China's largest nickname network built on the back of Tencent's QQ Messenger, is entering the late majority area.

Lastly, Facebook the social network that has conquered the masses seems determined to hit the one billion users mark.

From now on I will try to collect social media statistics in order to periodically update the adoption lifecycle model. Please share and help me to improve my research.

AddThis

ABOUT THE SITE

VINCOS BLOG È IL BLOG DI VINCENZO COSENZA SU TECNOLOGIE, SOCIAL MEDIA, MARKETING, E RELAZIONI PUBBLICHE. I CONTENUTI DI QUESTO BLOG SONO RILASCIATI SOTTO LICENZA CREATIVE COMMONS BY-NC-ND 2.0 SALVO DOVE ESPRESSAMENTE DEROGATO.

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Google Search Help

Create an alert

You can get emails when new results for a topic show up in Google Search. For example, you can get info about news, products, or mentions of your name.

Create an alert

1. Go to Google Alerts .
2. In the box at the top, enter a topic you want to follow.
3. To change your settings, click **Show options**. You can change:
   - How often you get notifications
   - The types of sites you'll see
   - Your language
   - The part of the world you want info from
   - How many results you want to see
   - What accounts get the alert
4. Click **Create Alert**. You'll get emails whenever we find matching search results.

Edit an alert

1. Go to Google Alerts .
2. Next to an alert, click Edit .
3. If you don't see any options, click **Show options**.
4. Make your changes.
5. Click **Update Alert**.
6. To change how you get alerts, click Settings > check the options you want and click **Save**.

Delete an alert

1. Go to Google Alerts .
2. Next to the alert you want to remove, click Delete .
3. **Optional:** You can also delete an alert by clicking **Unsubscribe** at the bottom of an alert email.

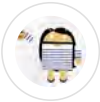
Fix problems getting or seeing alerts

Step 1: Check what account you're logged onto

Step 2: Check your alert's settings

Step 3: Check your email settings

Share this:



Katie is a Search expert and author of this help page. Leave her feedback below about the page.

Was this article helpful?

YES NO

Help

"Ok Google" voice search & actions

Search results from your Google products

Manage calculator, unit converter & color codes

Search using autocomplete

View webpages cached in Google Search Results

Search for hotels on Google

Search for medical information on Google

Create an alert

How to use Google Books

Create a library on Google Books

See fact checks in search results

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socialmention*

Frequently Asked Questions

What is Social Mention?

Social Mention is a social media search platform that aggregates user generated content from across the web into a single stream of information.

How does it work?

It works just fine, thank you for asking.

What social media properties does it support?

Social Mention monitors 80+ social media properties directly including: Twitter, Facebook, FriendFeed, YouTube, Digg, Google etc.

What services are provided?

Social Mention currently provides a point-in-time social media search and analysis service, daily social media alerts, and a third-party API.

What is "strength"?

Strength is the likelihood that your brand is being discussed in social media. A very simple calculation is used: phrase mentions within the last 24 hours divided by total possible mentions.

What is "sentiment"?

Sentiment is the ratio of mentions that are generally positive to those that are generally negative.

What is "passion"?

Passion is a measure of the likelihood that individuals talking about your brand will do so repeatedly. For example, if you have a small group of very passionate advocates who talk about your products or brand all the time you will have a higher Passion score. Conversely if every mention is written by a different author you will have a lower score. Most frequently used keywords and number of times mentioned. Number of mentions by sentiment.

What is "reach"?

Reach is a measure of the range of influence. It is the number of unique authors referencing your brand divided by the total number of mentions.

Getting started

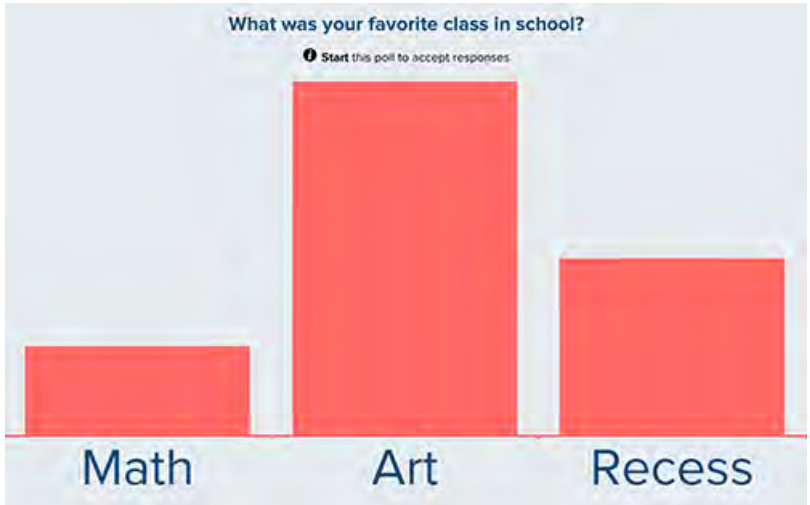
Presenter guide

The basics of getting started include: creating your first poll question, presenting the live results, and customizing the look and feel of your poll. You can also publish the results via email, Twitter, or a website.

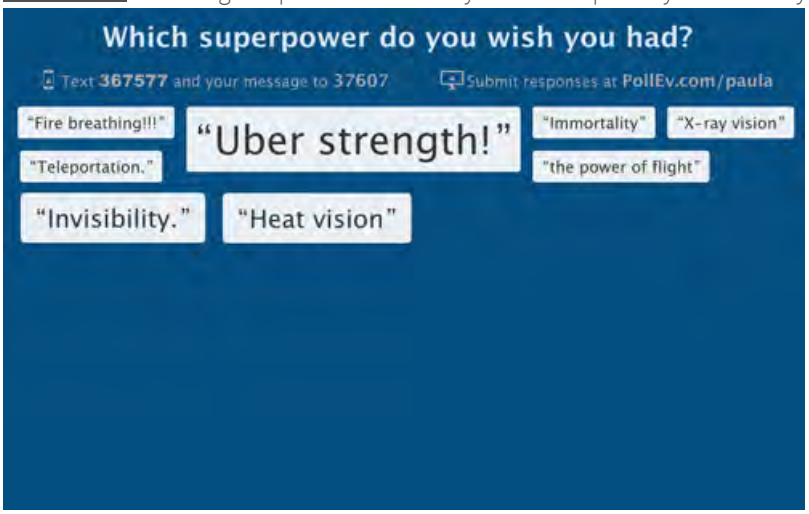
Types of poll activities

Poll Everywhere offers several types of activities you can use to interact with the audience:

- **Multiple-choice polls:** The audience chooses from the response options you provide (for example a choice of either true or false.) You can also upload images to serve as response options. Multiple choice polls accept both text message responses and web responses.



- **Open-ended questions:** The audience responds freely, with anything they wish. Open-ended responses can be displayed three ways: a ticker, text wall, or cluster. You can use Moderation to manage responses before they are shown publicly. This activity allows both text message responses and web responses.



- **Q&A:** The audience submits ideas or questions. Then they can anonymously upvote or downvote all other responses, so the best rise to the top quickly. This activity only allows web responses.

- **Rank order:** Participants rank the response options you provide. The results will then show as an overall rank of the on a bar or column graph. This activity only allows web responses.

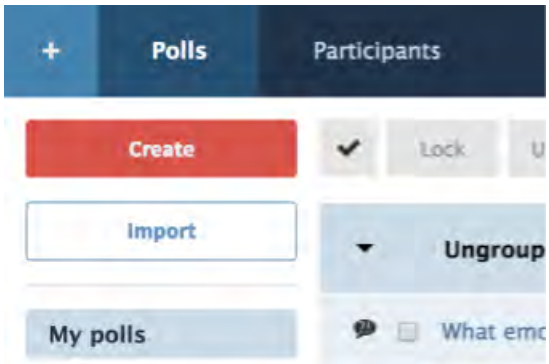
- **Clickable images:** The audience clicks anywhere on an image to vote. You can even specify regions to count clicks in specific areas.

This activity only allows web responses. 

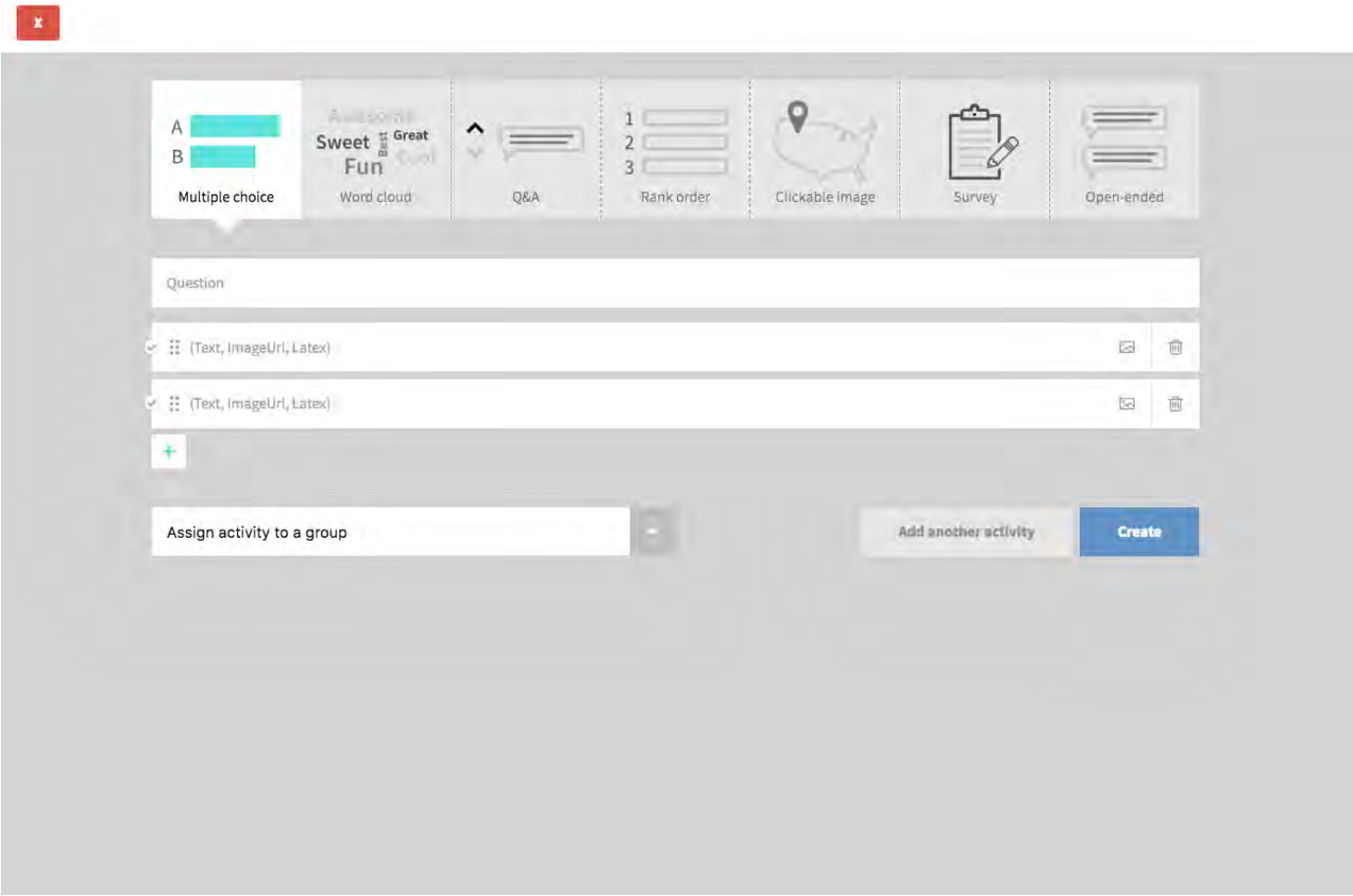
Creating an activity

A Poll Everywhere activity is a single question or prompt you pose to your audience.

Step 1. To create an activity, tap the red Create button at the top left of your My Polls page.

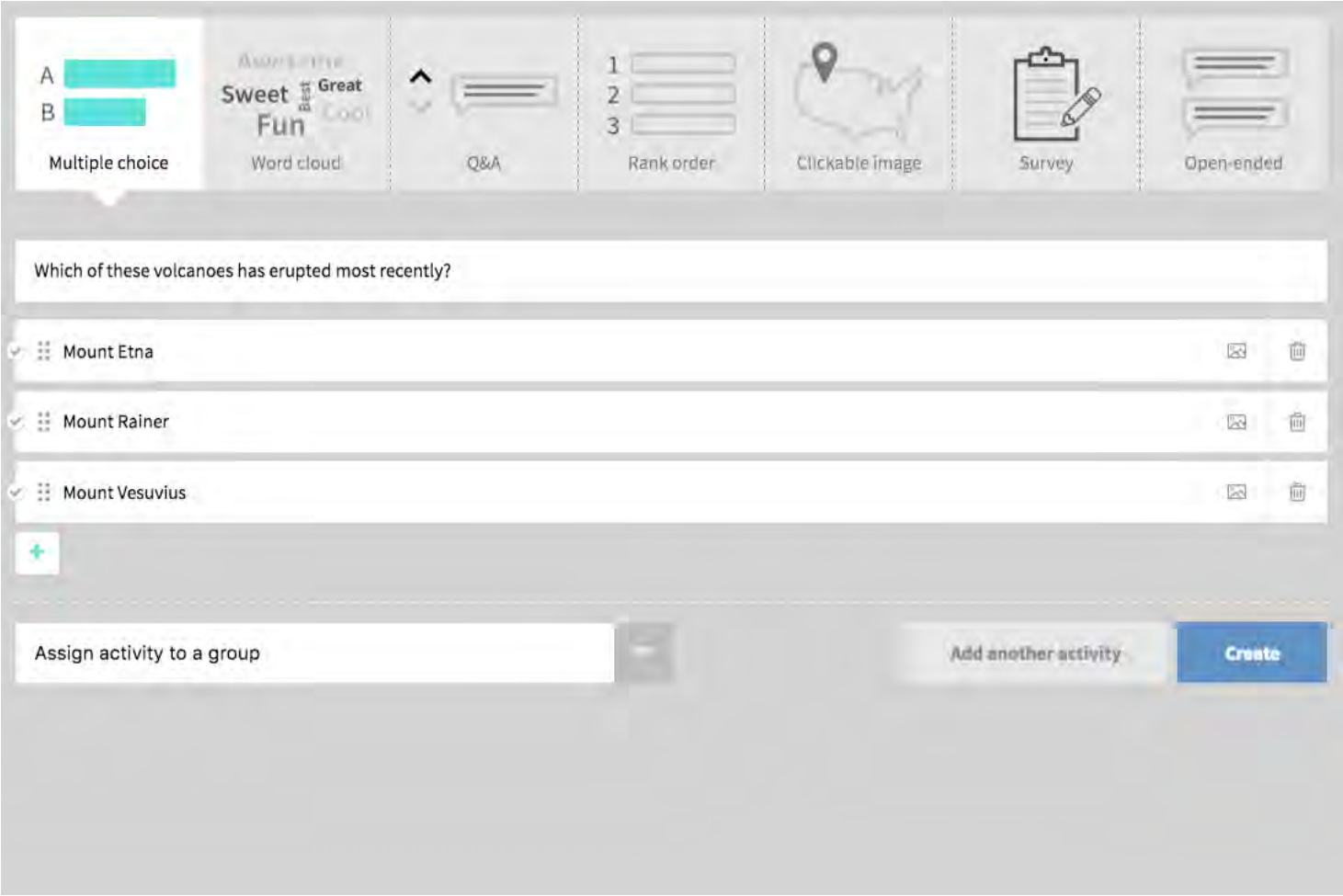


Step 2. Select the activity you would like to create for the audience.



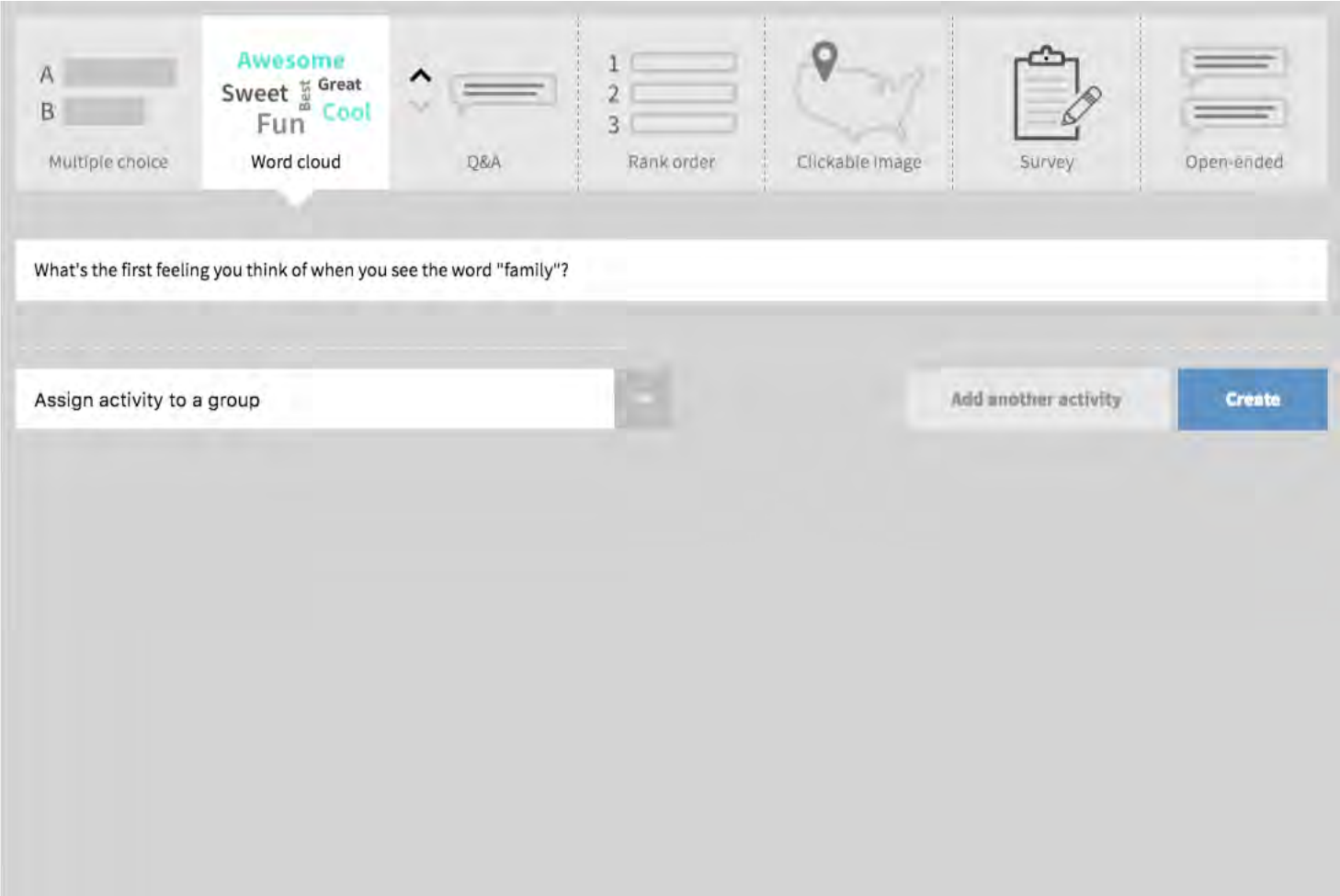
Step 3. Enter your question or prompt.

Multiple choice poll: Now that you have a question, enter the response options you want the audience to select from. You can use images as response options by pasting a direct link, or uploading one from your computer using picture icon. To add a response option click the plus icon. You can delete a response option by clicking the trash icon on the far right.

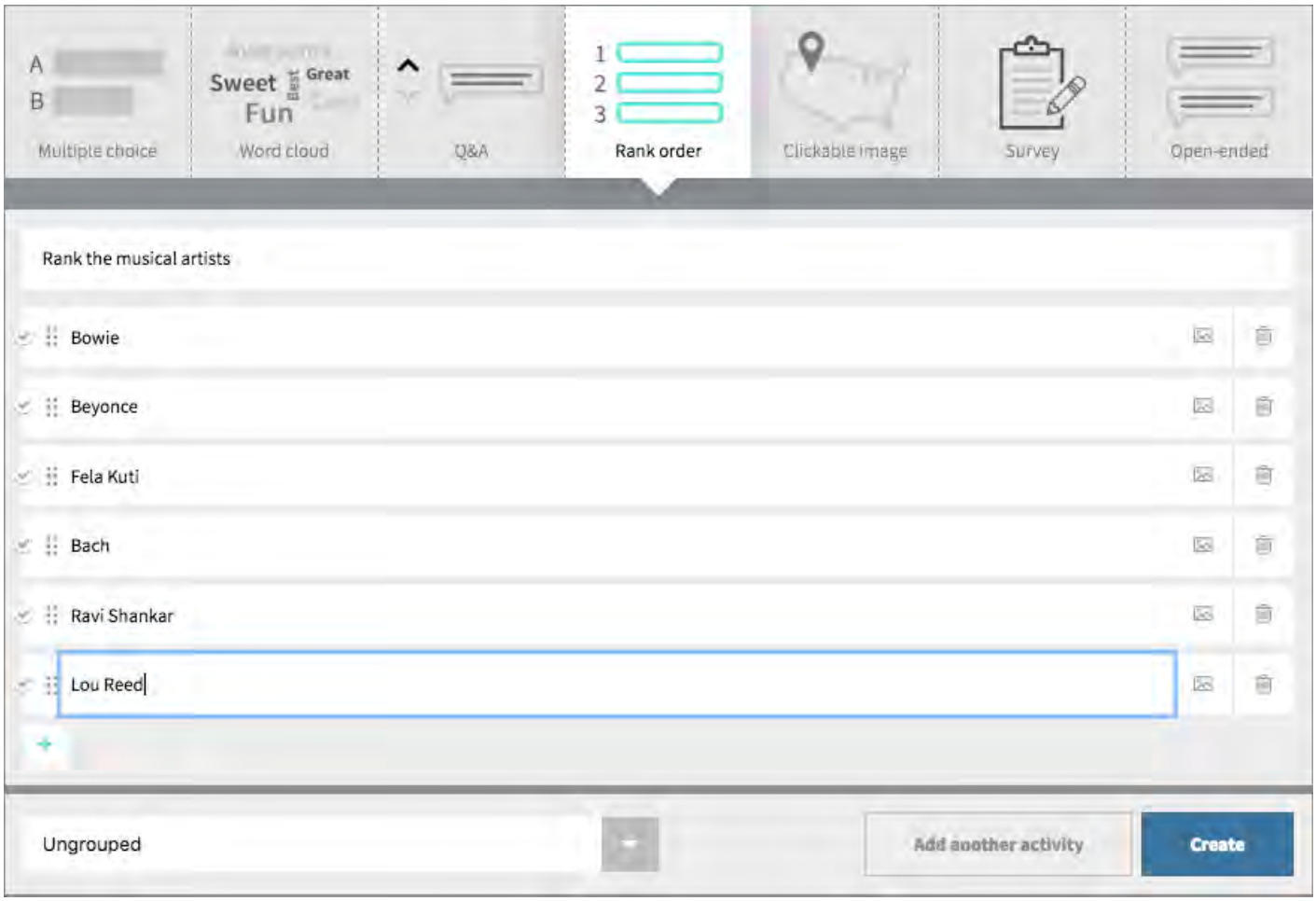


Paid feature: With a paid plan you can designate the correct response to a multiple choice question. Check the box to the left of the correct response option(s). A correct response will be highlighted green, when you reveal correctness on the poll chart.

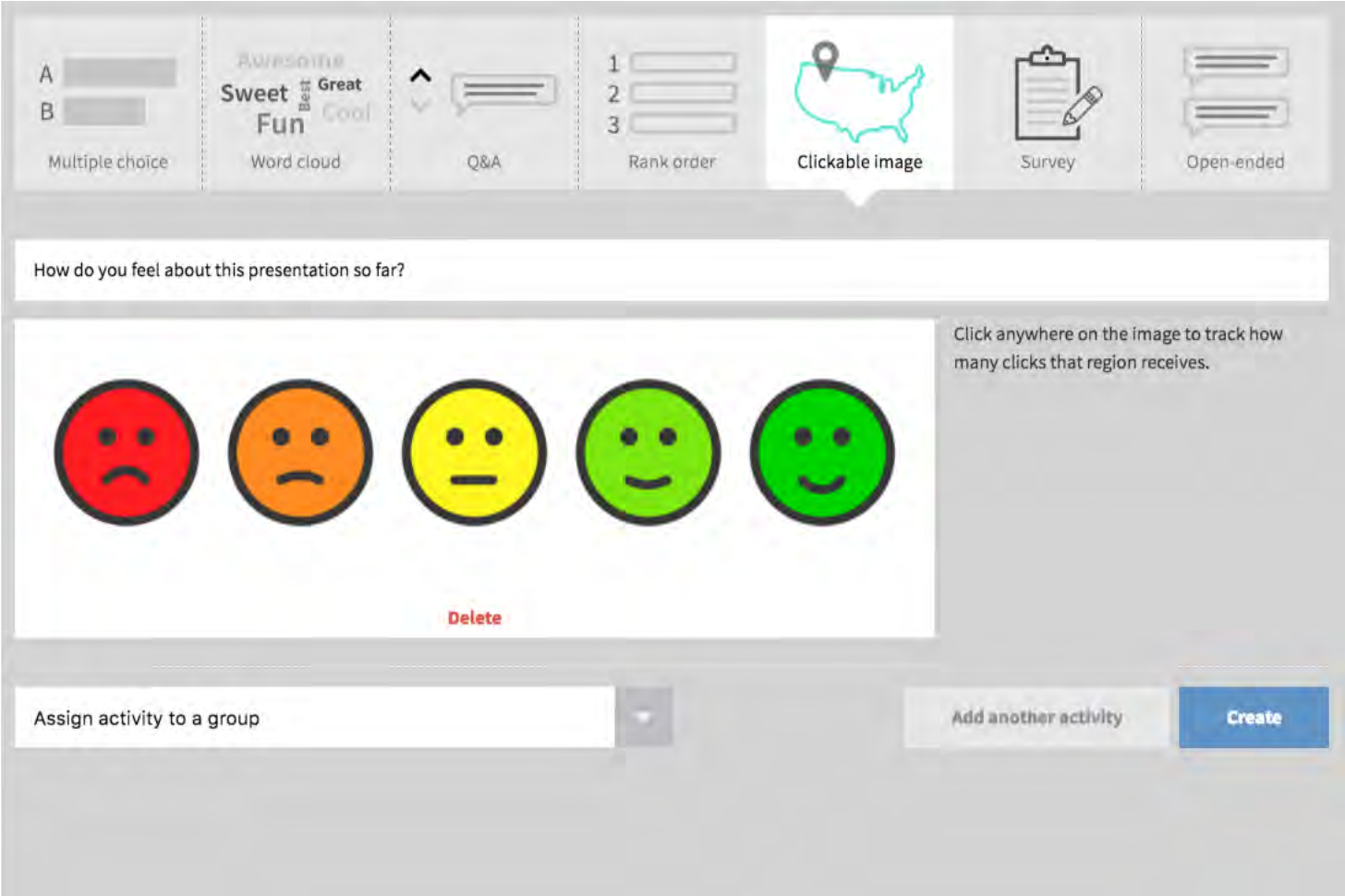
Word cloud, Q&A, or open-ended questions: Simply enter the question or prompt.



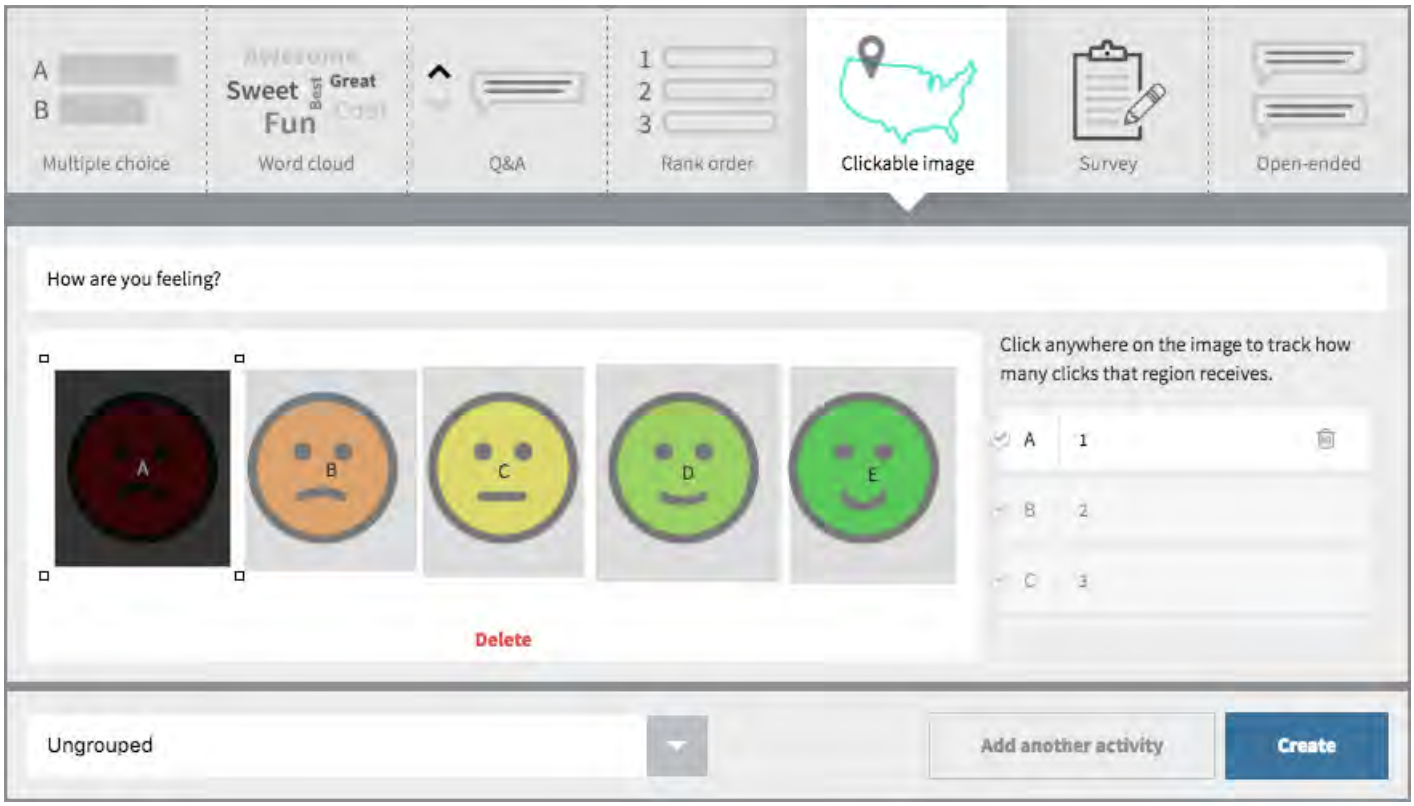
Rank order: Just like multiple choice, you can enter text or add images as answer options.



Clickable image: Select one of the provided images, or upload an image you would like the audience to interact with.

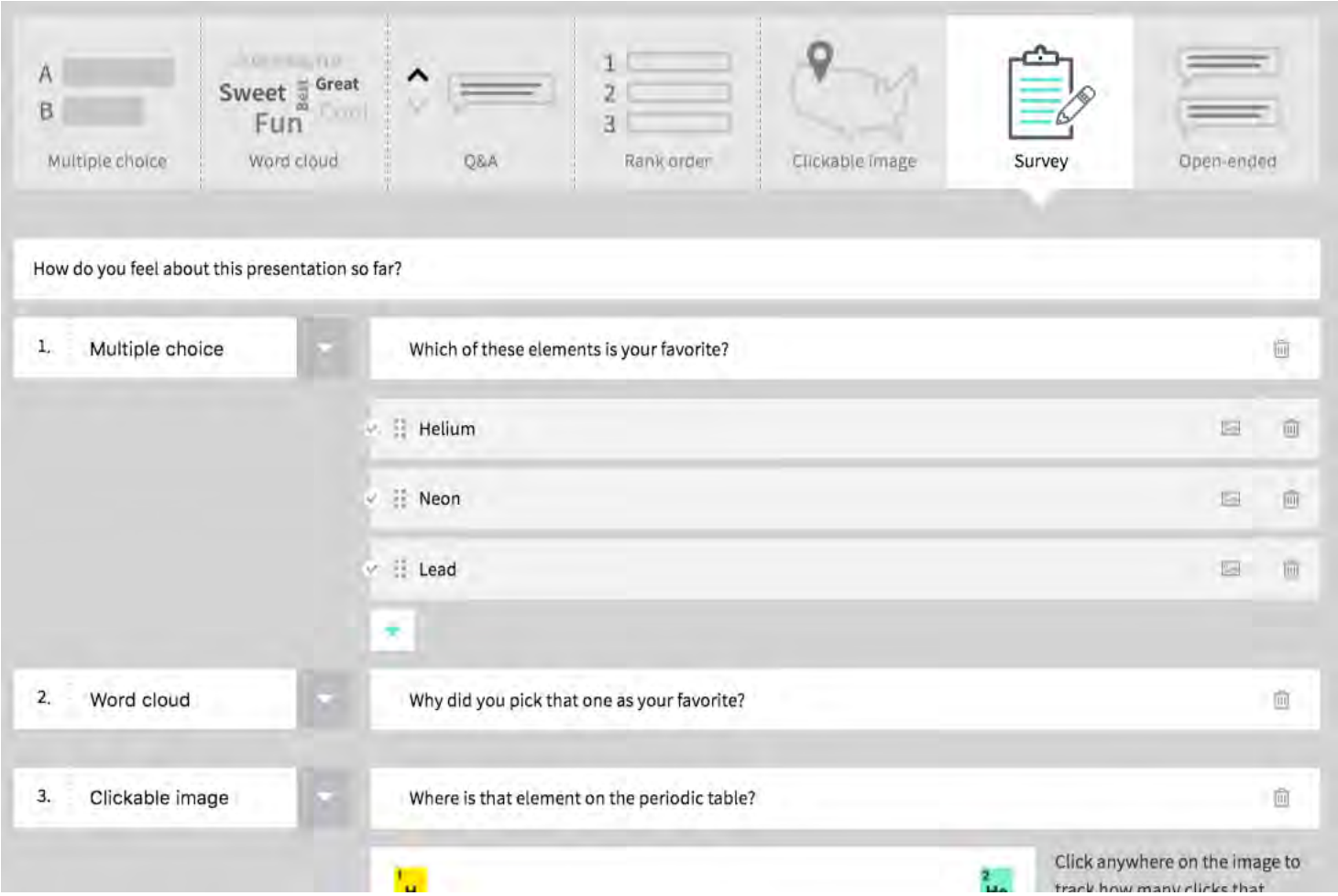


If you like, you can define rectangular regions on your image where clicks will be counted. To the right of your image you can name and manage the regions, similar to the way you manage response options for multiple choice polls. This includes the ability to mark correct region(s) with paid plans.



Survey: Give your survey a title, and add a series of activities. Surveys allow you to ask your participants multiple questions at once. Everyone can answer the questions privately at their own pace. Surveys are great for quizzes, pre- and post-training assessments, and questionnaires.

Helpful tip: Surveys and groups can be edited after the creation process, so don't fret if it's not perfect right away.

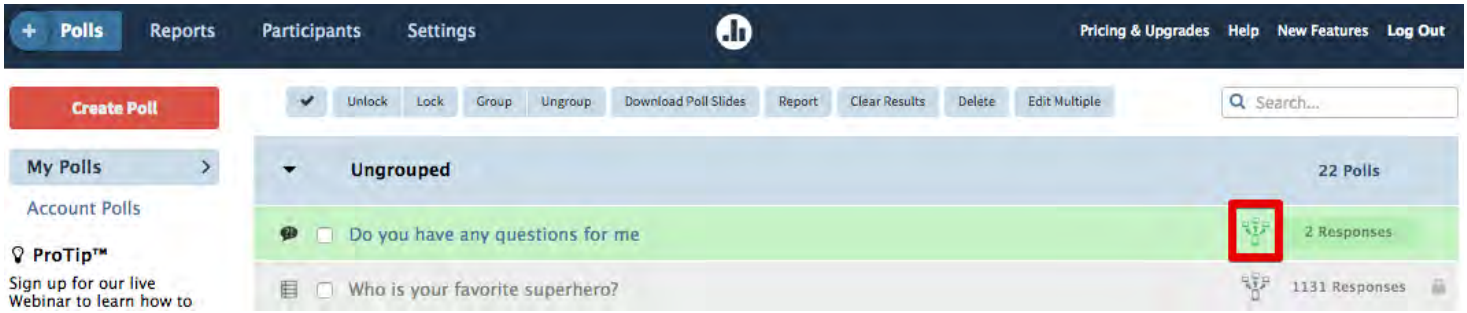


Step 4. When you are ready, click the create button to build your activity and save it to your account.

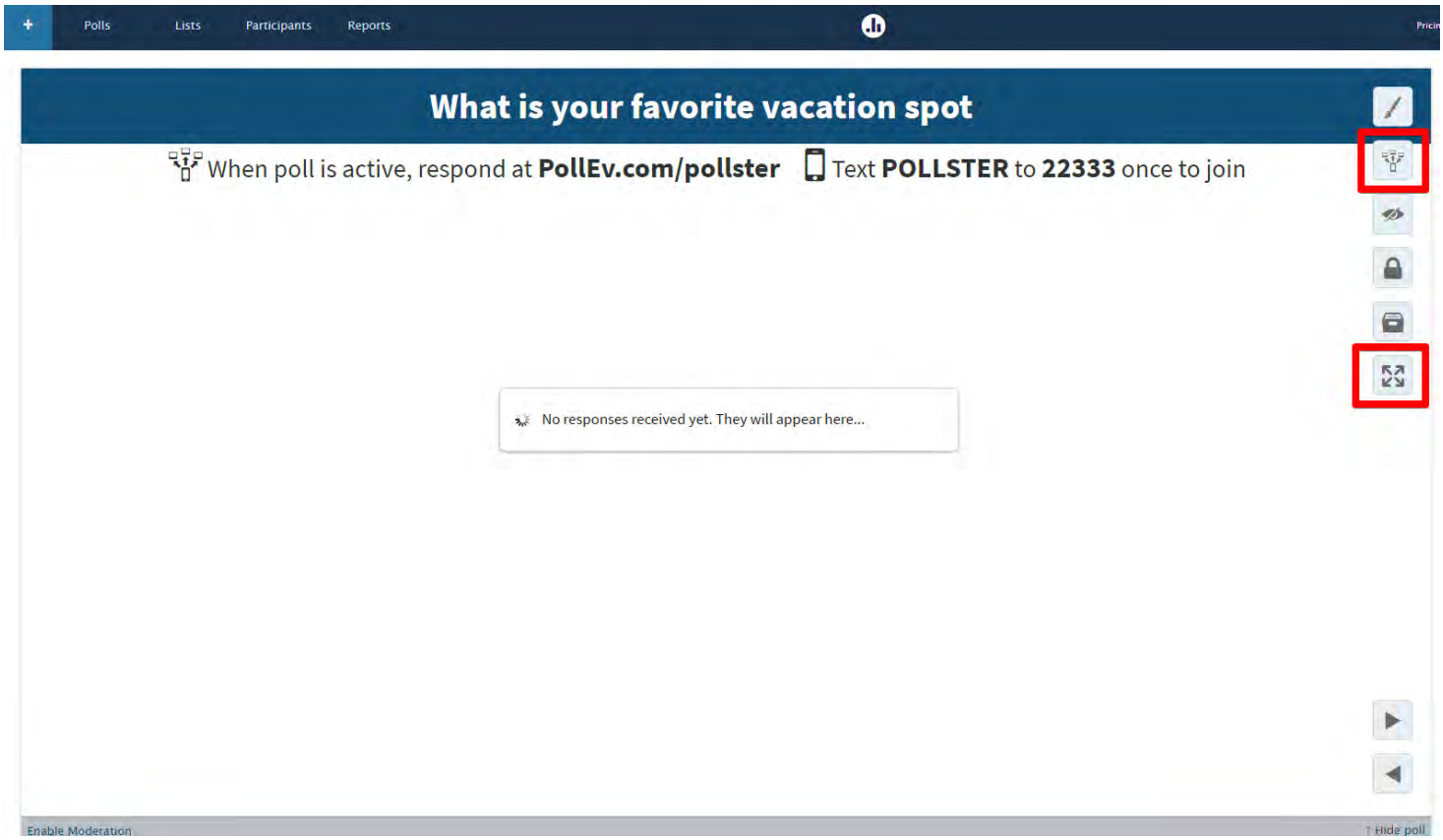
That's it! Continue to add as many activities as you like.

Activating your poll

When you are ready for the audience to respond, you will need to activate the poll. This publishes the poll on your PollEv.com response page (i.e. PollEv.com/your-username). To activate your poll from the My Polls page, click on the Activate icon, located to the right of the poll.



To activate your poll from the poll chart click the activation button, or simply put your poll in full screen mode. The poll is automatically activated when in fullscreen mode. Only one poll can be activated on your presenter page at a time, so the only poll visible to your participants is the poll you are displaying in fullscreen mode. The next poll will automatically activate as you advance through your polling slides, dynamically adjusting your presenter page. You can always access the Activate icon by hovering over the upper right side while in fullscreen mode.

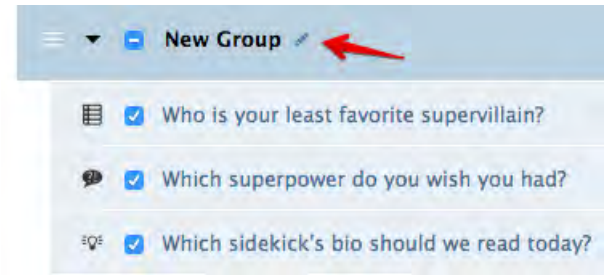


Surveys

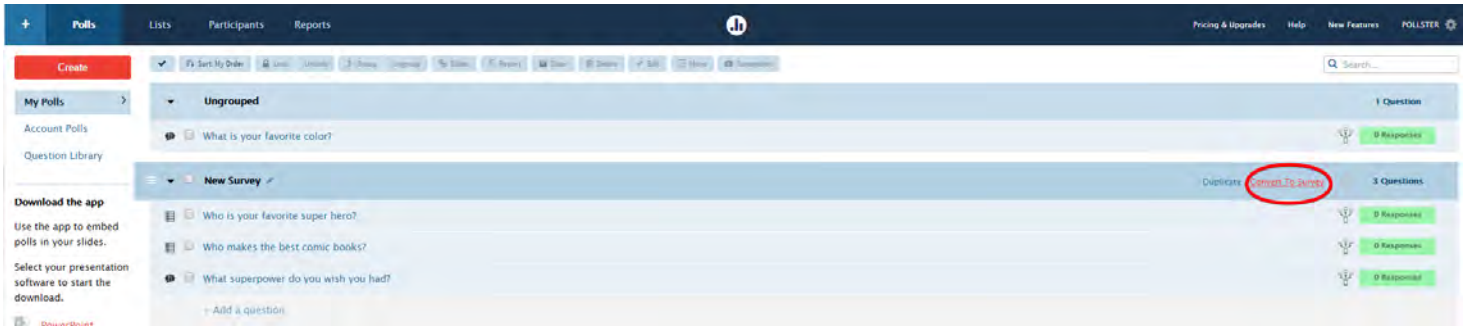
You can group questions to create a self-paced survey that participants can complete on their own. This is useful when your participants are not together at the same place at the same time. Surveys are great for self-paced questionnaires, pre or post session assessments, and quizzes.

Step 1. Start by organizing your questions into a group. A group is just a named and sorted list of polls to help organize your presentations and poll content. To group polls, go to your list of polls on the My Polls page. Select the polls you would like to group by checking the box next to each of their titles. Click the Group button at the top of the page to create a new group.

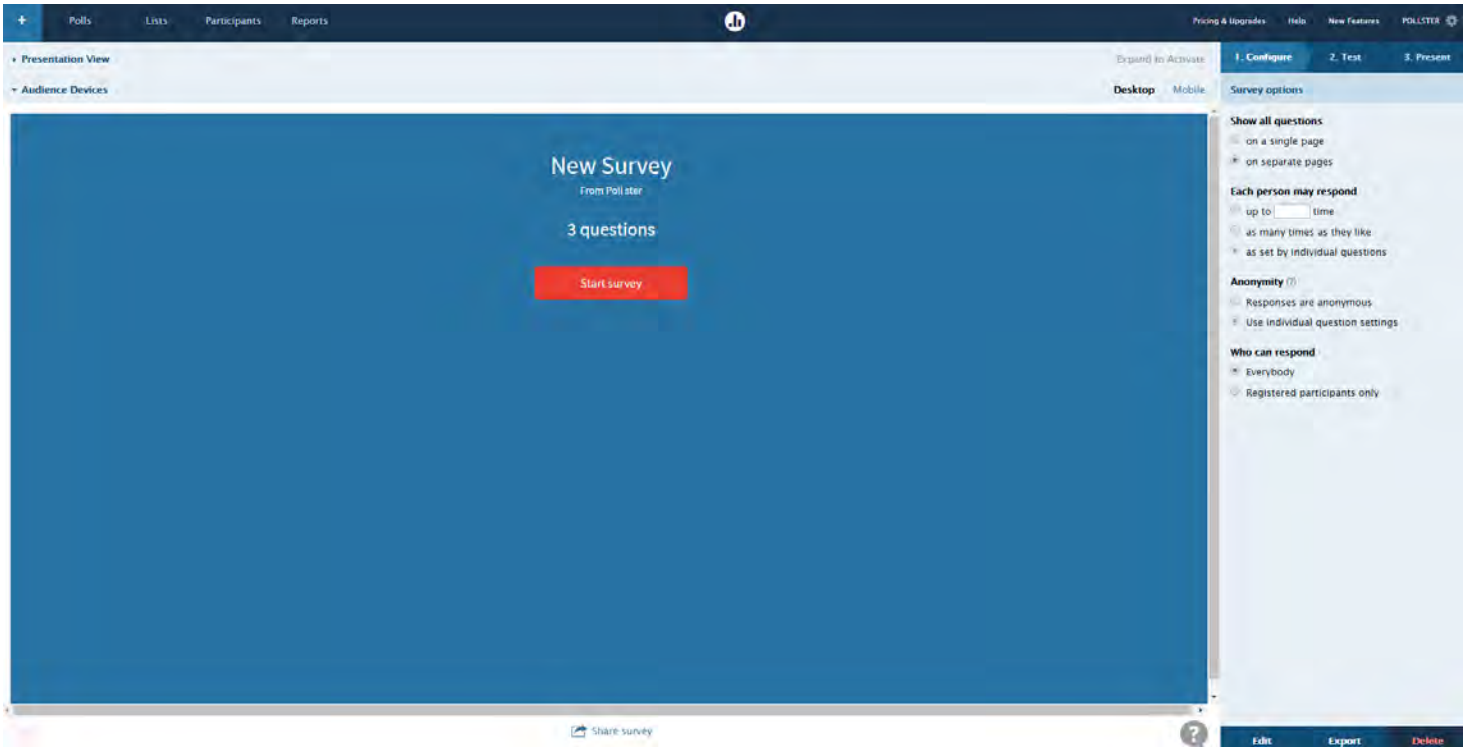
You can edit the group's title by clicking the edit icon to the right of New Group.



Step 2. Next, convert your poll group to a survey by clicking the Convert to survey Link.



Step 3. Click on the title of your new Survey to configure your survey options. Keep in mind, this will change the properties of the polls within the survey.



Step 4. When you are ready, you have two ways to share your Survey. From the My Polls page, you can send your participants a Survey response link by clicking on the Share link, or you can activate your Survey to display on your PollEv.com/your-username response page. The Share link is great if you expect your participants to respond to the survey over several days and plan on using Poll Everywhere for another presentation/survey before they will finish. Activating a survey is better for quick feedback immediately after a presentation where your participants would want to use the short PollEv.com/your_username response page.

As with your polls, you can only have one poll or multi-question survey active at a time on your PollEv.com/your-username response page. Therefore, if you have a Survey active you will not be able to have a live poll active at the same time.

Surveys can only be responded to on the web.

Ways to respond

There are several ways an audience can respond to polls:

- SMS text message responses
- Web responses via the presenter's custom PollEv.com polling page
- Web responses via private link

The presenter can decide which ways the audience is able to respond to polls. To do this, open the poll you would like to change. Select “How people can respond” on the right side of the poll to expand the menu. Check all of the ways you would like the audience to be able to respond.

Choosing Presenter Session vs. Keywords

There are two response modes you can use to allow the audience to text responses to polls: Presenter Session or Keywords.

Presenter Session allows your audience to use short responses like ABC, 123, and True/False. The audience must first text your username to the number shown on the poll to join your presenter session. After they’ve joined your session, they can simply text in their responses (e.g. True, A, or Yes) to all the remaining polls in your session, for up to 24 hours.

After your participants have joined your session, they can respond to an open-ended question by simply texting. There is no need to enter a long code with each response.

In most cases that involve a live presentation, Presenter Session is the way to go. It is available to all users on all plans, including the free plan.

The alternate method is Keywords mode. Keywords mode allows audience members to enter a unique auto-generated code for each response. This 6-7 digit code will be displayed on the poll. Keywords are special, because they do not require the poll to be active for your participants to submit a response.

You can also choose to use a reserved keyword, like HOUSE, instead of a code, if this feature is included in your plan. Note: While Keywords mode is available on all plans, reserved keywords are only allowed for premium paid plans. Please see our Plans and Pricing Page to see which plans include reserved keywords.

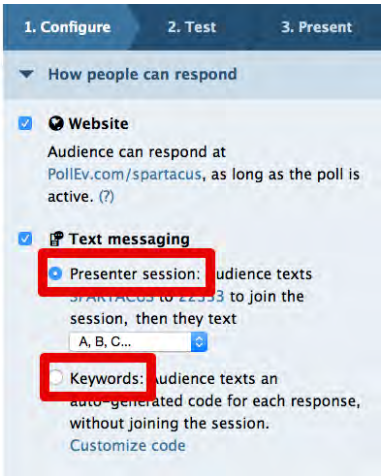
Keywords mode is better for polling that may not be conducted live. Each response option has a unique code that can be texted, without having to follow along with the presenter.

Presenter Session and Keywords modes only apply if your audience will be responding via text; web response options will be unaffected.

You do not have to commit to Presenter Session or Keywords for your entire presentation, or entire groups of polls. You can decide, poll by poll, which mode to use. Here is how to set it up:

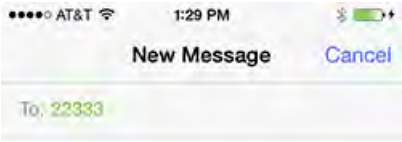
1. Log into your Poll Everywhere account and go to your My Polls page. This is the page that lists all of your polls.
2. Click on the title of the poll to open to the live chart
3. To the right of your poll, look at "How people can respond." If you want people to respond by text message (SMS) then select the appropriate checkbox

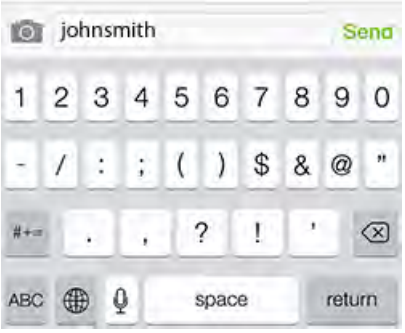
4. Once this has been selected, you will have the option to choose Presenter Session or Keywords.



Presenter Session: The Details

Before participants can begin to respond, they must first join your presenter session by texting in your unique username custom PollEv page to the number listed on your poll. Audience members do this just once at the beginning of your session. For example, if your custom PollEv page is PollEv.com/johnsmith, your audience will need to text johnsmith to the number shown on your poll (usually 22333 in the US). They will receive a text message informing them that they have joined John Smith's session.





After the audience joins your presenter session, they will text the letter corresponding to their response (A, B, C, etc.) to the same number as before. You can choose whether the options are labeled ABC, 123, or True-False by clicking the drop-down menu under Presenter Session, in the "How people can respond" panel. On certain plans, you can also customize the ABC labels with custom keywords, such as 'Blue' to vote for blue.

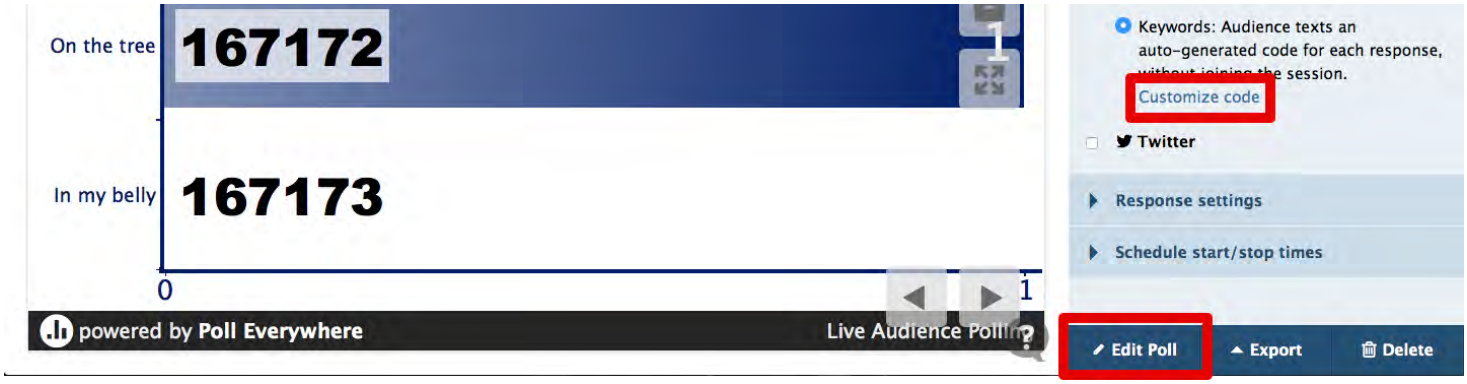
In order for responses to count, you must have activated the poll. You control which poll is accepting responses, by controlling which poll is activated. If you have not activated a poll, your audience will not be able to respond.

Participants who have joined a presenter's session will stay logged in to that session until texting "leave" or after 24 hours of inactivity

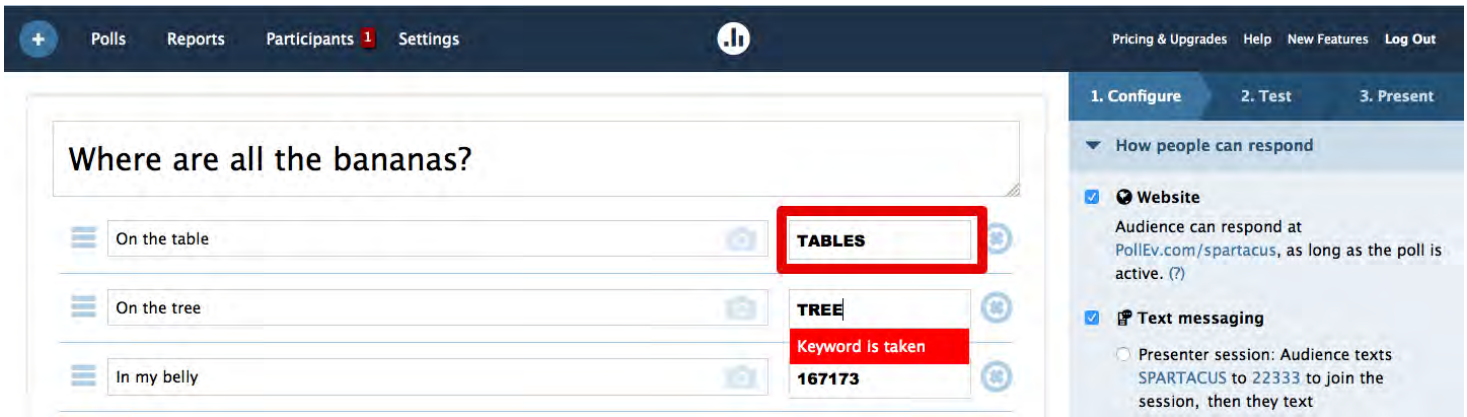
Keywords: The Details

If you wish to substitute a reserved keyword for the auto-generated response codes, you may need to upgrade your plan. Keep in mind that all reserved keywords come from the same globally shared word bank. This means you may only reserve keywords that are not currently in use. You can usually resolve this issue by adding a number or letter, such as HOUSE1 instead of HOUSE.

You can assign reserved keywords to your poll response options while in the Edit menu of each poll. This menu can be accessed by clicking a poll's Edit link on your My Polls page or by opening a poll and selecting Edit on the bottom right side of the poll. You can also click the 'Customize code' link under the Keywords option on the 'How people can respond' panel.



In the response code column, you can type in the custom keyword you would like to reserve for each option. The system will tell you if the keyword is available.



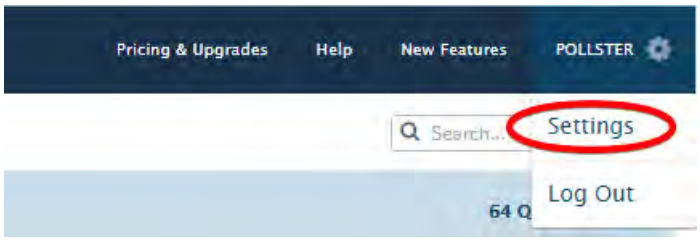
If you are not able to type in a keyword, it means you are on a plan that does include reserved keywords and will need to upgrade to use this feature.

Premium keywords are special reserved keywords with three characters or less. They make responding even simpler, and therefore are in high demand. Premium keywords can be reserved for $5 each, subject to availability, with a minimum of $25 per order. Email our sales team for more information.

Your custom PollEv.com response page

The easiest, most elegant way to respond to a Poll Everywhere poll or a survey is on your PollEv.com/your-username page. The audience visits your presenter page from a browser on any web-enabled device, and responds to the polls as you activate them. Because it works with any browser, this response option is recommended for international audiences who may not have appropriate texting and long distance plans.

On certain paid plans, you can customize your PollEv.com page from the Settings page. Your username must be alphanumeric and between 4-15 characters. To access your Settings page, click on your current username and then click the link for Settings.



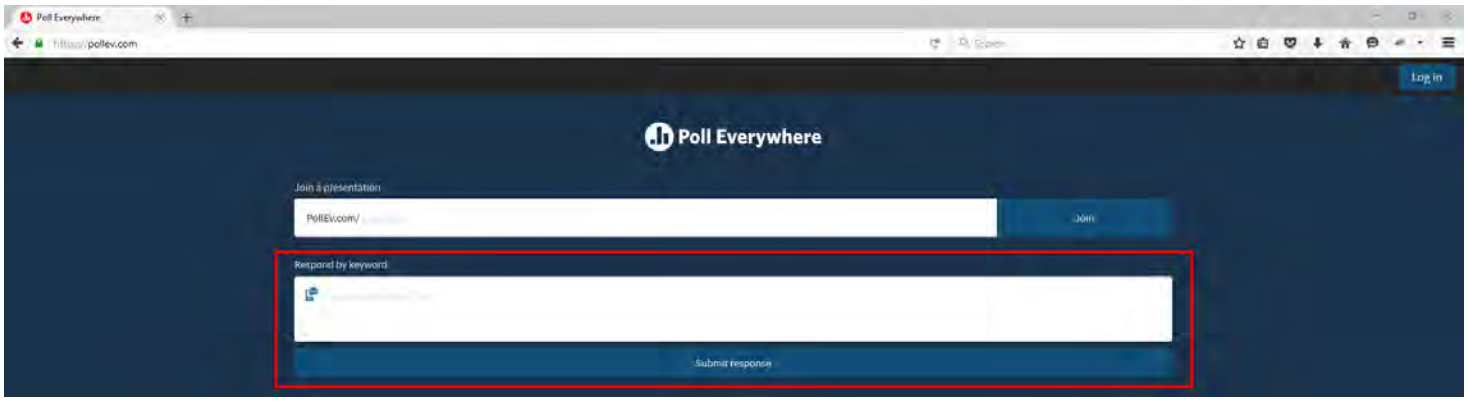
In the box after 'PollEv.com/' type in the word you would like to use as your voting page. This word will also be your username. Many presenters choose usernames that are concise and relevant to their presentation. If it is available, it will be your username and voting page for as long as you have an account, or until you choose to change it.

For example, if John Smith were setting up his own PollEv.com voting page, he would type 'johnsmith' in the box after PollEv.com/, and his audience would respond to his polls by visiting PollEv.com/johnsmith.

When you activate a poll, your PollEv.com page automatically updates to show the poll that you activated.

Web responses without a custom polling page

If the presenter is using keywords the audience can still respond PollEv.com. Once there, they type in the keywords or codes that are displayed on the poll instructions. This works for multiple choice polls and open-ended polls.

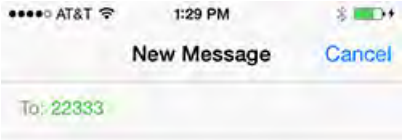


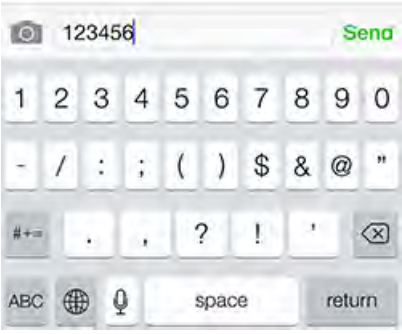
Q&A polls, Ranking Polls, Clickable image polls, and Surveys all require the presenter's PollEv/you-username response page.

SMS text message responses

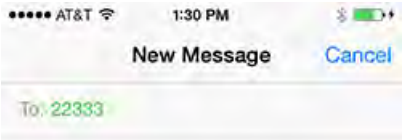
Members of the audience can respond using SMS text messages from any cell phone. Standard text messaging rates apply, which means that some participants may have to pay their carriers for text messages (e.g., if they do not have unlimited SMS text messaging plans).

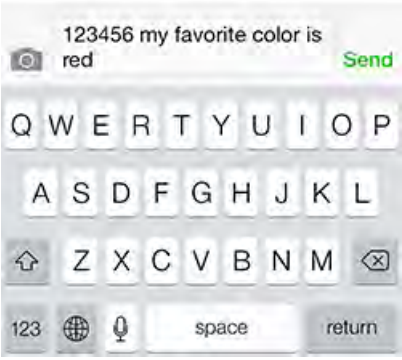
- **Multiple choice poll:** The participants send a text message to the number displayed on the poll instructions (22333 in this case). In Keywords mode, the text message should contain the code or keyword associated with the answer they choose. In Presenter Session mode, the text should contain first the presenter's session name (username), and then a short ABC/123 response for each subsequent poll.





- **Open-ended poll:** The participant sends a text message to the number displayed on the poll instructions (22333 in this case.) If you use Keywords mode, the text message should contain the code or keyword that corresponds to that individual poll, followed by their message. If you use Presenter Session mode, the first text message should contain your username, followed by their message. Responses to subsequent open-ended polls need only contain the response message, in Presenter Session mode.





The audience can SMS text their responses to polls, even if they are not based in the United States. We provide a list of countries where we believe the SMS text option will work, and a list of our various international phone numbers. On the page, there is also a way to test for yourself whether SMS text voting works in your country.

Clickable image polls, Q&A polls, and Ranking polls do not accept text responses. The presenter must have a PollEv.com voting page to use these poll types.

Testing your poll

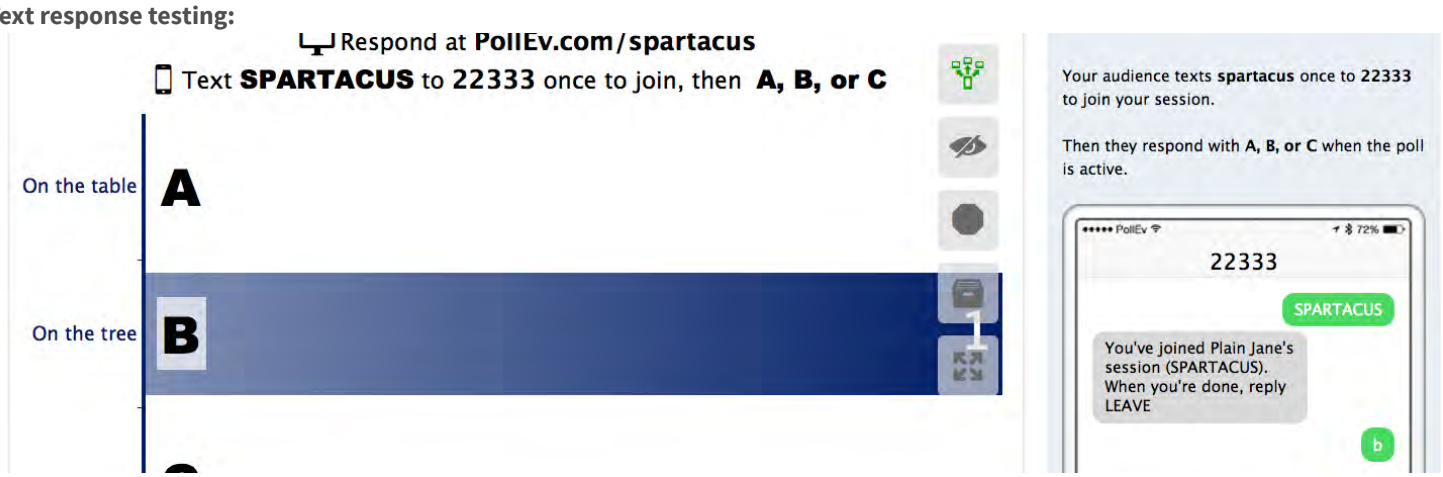
You can test drive your poll from the audience's perspective with the handy, built-in testing tool. When your poll is open, the menu at the top right contains a Test tab. Click that tab to experience the way audience members will join your session and/or respond.

Step 1. Choose a response mode from the How people can respond menu. You can try Presenter Session or Keywords mode.

Step 2. Open the Test tab at the top of the menu. For Presenter Session, you can try joining the session and casting an A, B, C response. For Keywords mode, you can try texting in an auto-generated code as a response. You can try web responses or text responses by switching between the two tabs at the top of the test panel.

Web response testing:

Text response testing:



The testing tool will tell you if your poll is not activated. Open the poll in full screen or click the activate icon to activate the poll.

Ending and Locking your poll

To stop accepting responses you can deactivate or lock your poll. If you lock a poll while it is still activated, participants can see the poll on your PollEv.com presenter page, but are unable to respond. To remove the poll from your PollEv.com presenter page, simply click the Activate icon once more to deactivate.

If the poll is in fullscreen mode, you can access Lock and Activate/Deactivate icons by hovering over the upper right side of the poll. Remember a poll in full screen is automatically activated.

If your poll is locked, you can easily unlock it. Just go to your My Polls page, select the poll you want to unlock, and click the Unlock button at the top of the window.

If the poll is in fullscreen mode, you can find the button to lock or unlock by hovering over the upper right side of your poll until the menu becomes visible. Then click the Lock icon.

Summary of lock & activate options

	Poll is activated	Poll is deactivated
Poll is unlocked	Audience can respond + Poll appears on PollEv presenter page	Audience can respond + Poll does not appear on PollEv presenter page
Poll is locked	Audience cannot respond + Poll appears on PollEv presenter page	Audience cannot respond + Poll does not appear on PollEv presenter page

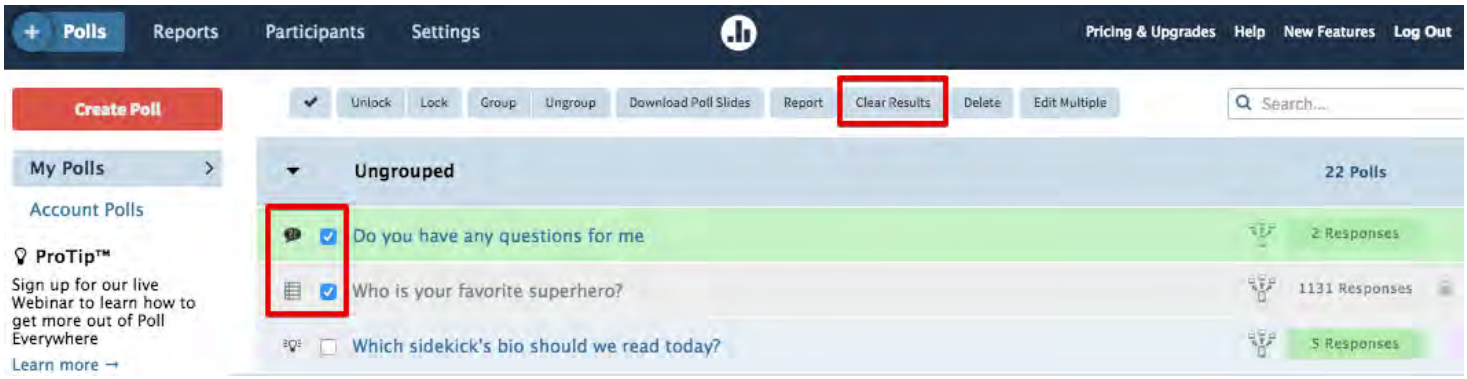
Clearing responses

The presenter can archive a poll's results so that no responses are shown on screen. This allows you to reuse polls and save past results. It's a good idea for presenters to send in a few test responses, but remember to clear test responses before the actual presentation.

When a poll is cleared the results are not lost or deleted. Results are stored as runs that can be accessed with the reporting features on a paid plan. There are several ways to clear poll results:

- **From the poll:** Simply click the Clear results icon. This allows you to clear results for only that poll.

- **From your My Polls page:** Check off the boxes to the left of the titles of the polls or groups you wish to clear, and then click the Clear results button. This allows you to clear results from several polls at once.

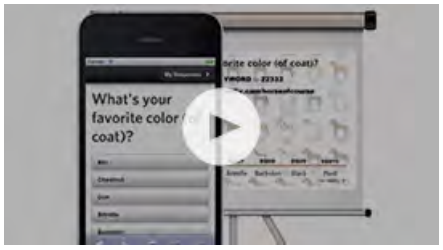


You can find the archived results of a poll in the Response History view. Open this by clicking Export in the bottom right panel on your poll, then clicking Response History.

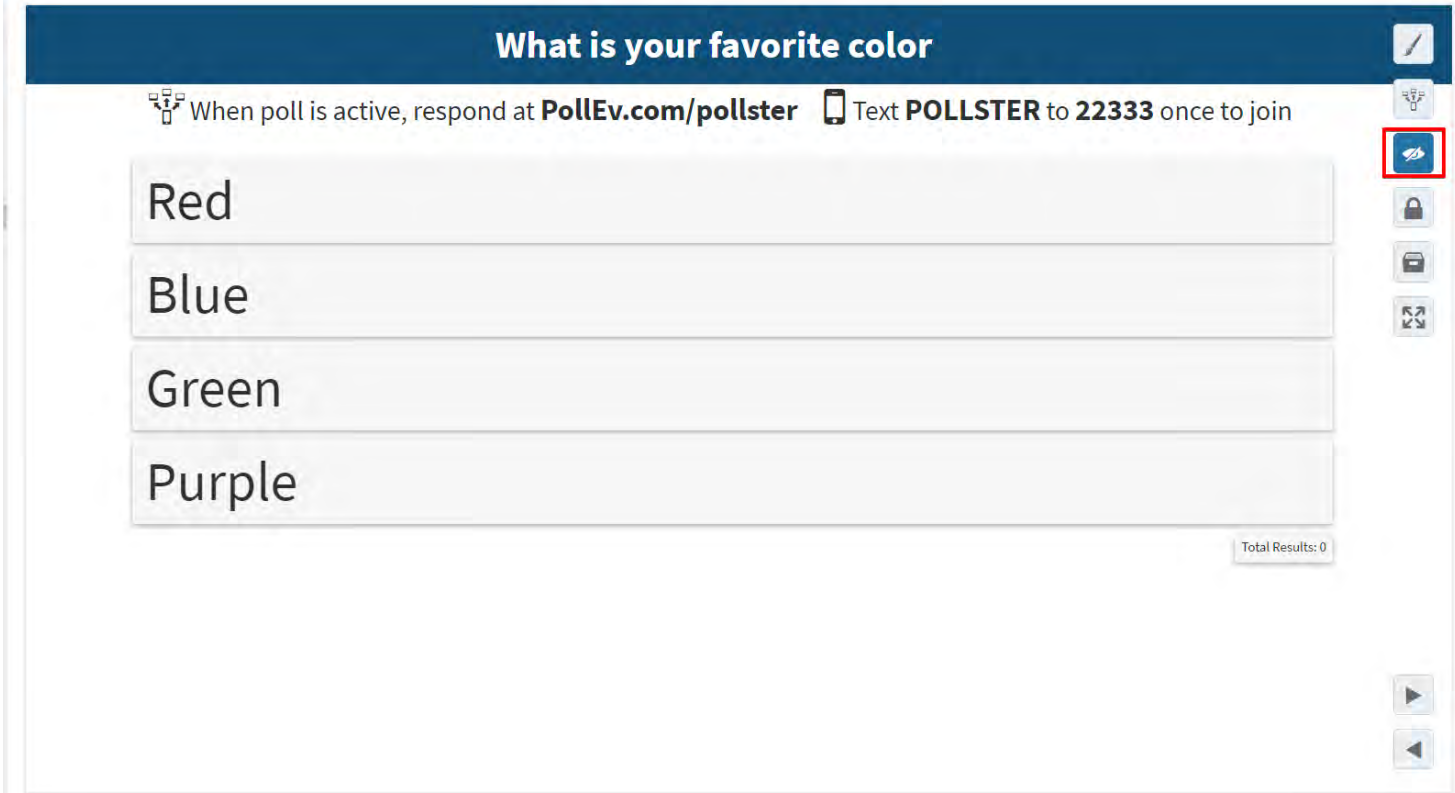
Note: The computer from which the poll is displayed must be connected to the internet.

Presenting your poll

There are two steps to presenting your poll: first, you show the instructions, so your audience knows how to respond. Second, you display the live results.



The majority of poll types have separate instructions view and results view. This allows you to show the instructions, and then wait to reveal the results when you're ready. You can toggle instructions view and results view using the eye icon on your poll. You can always access these tools by hovering over the upper right side while in fullscreen mode.



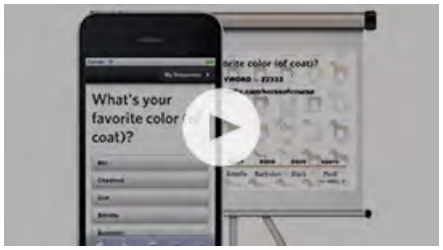
Alternatively, you can display instructions directly on the live results chart. Many presenters find that showing the results live, as they come in, in real time, increases the excitement.

You can also create your own slide of instructions, or email instructions to your participants before the event begins. We have some example graphics available in our best practices for presenters guide. This is helpful if your audience includes people from multiple countries, and you need to instruct them on how to text in their responses. (Note that for international audiences responding by the web is typically preferable.)

Your poll - both the instructions view and the results - can be presented live from the web or directly in your presentation.

Presenting from the web

The quickest and easiest way to display a poll is directly from our website in fullscreen mode. Fullscreen mode hides all other browsers and browser buttons, so that only the poll displays on your screen.

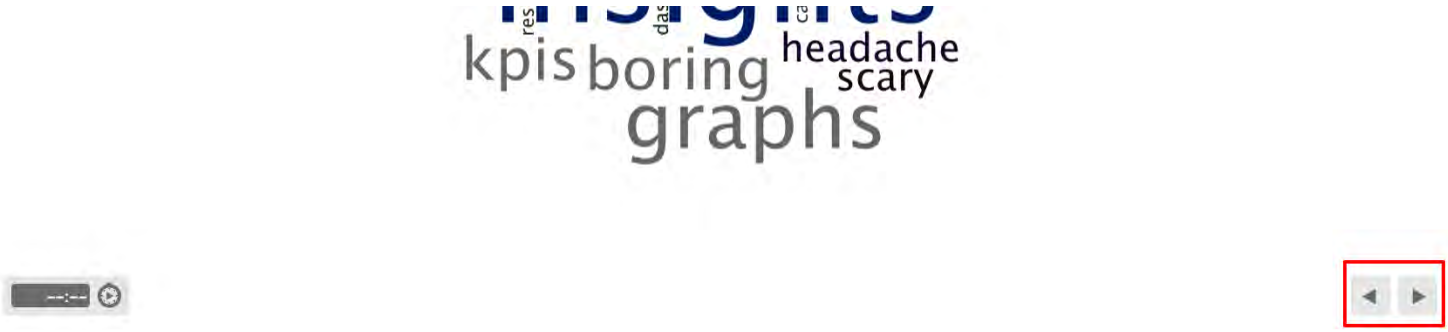


Step 1. To display a poll in fullscreen mode, select a poll from the My Polls page by clicking on the poll's title.

Step 2. Select the fullscreen icon at the bottom that indicates entering fullscreen mode.

Step 3. To end fullscreen mode, hover your mouse over the poll's upper right corner and select the Exit Fullscreen icon. You can also just press the escape key on your keyboard.

To switch between different polls in the same group, you can use the arrow keys in the lower right hand corner of the screen, or the right and left arrows keys on your keyboard.



Note: The computer from which the poll is displayed must be connected to the internet.

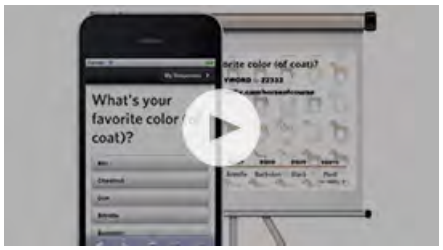
Presenting in a slideshow

You can display a poll directly from PowerPoint by embedding your poll as a slide, to seamlessly present with your other PowerPoint slides.

To embed your polls in PowerPoint, you must install the PollEv Presenter app. In addition, the computer displaying the presentation must be connected to the internet in order for the polls to be displayed.

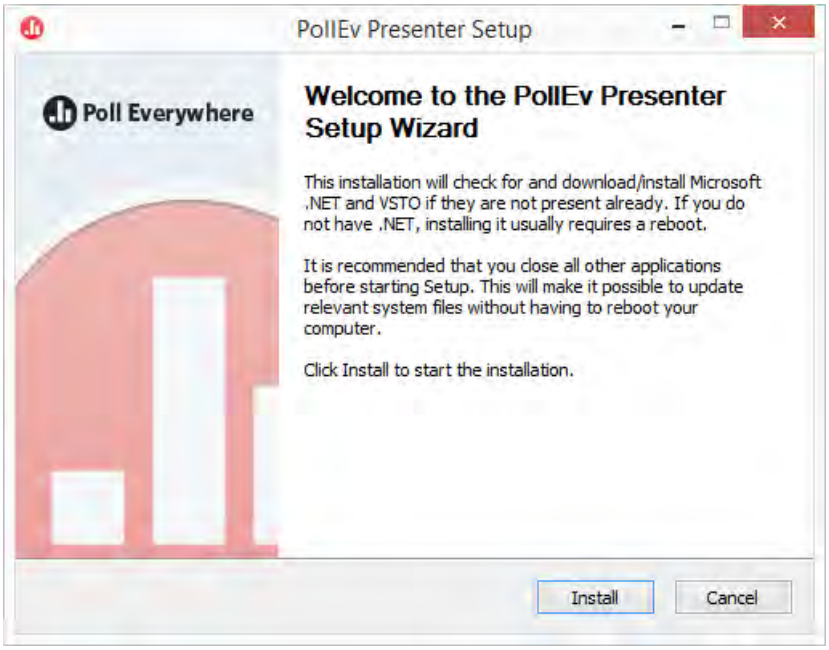
PowerPoint for Windows

The Poll Everywhere add-in is compatible with Windows XP or newer, with PowerPoint 2007 with Service Pack 3 and newer.



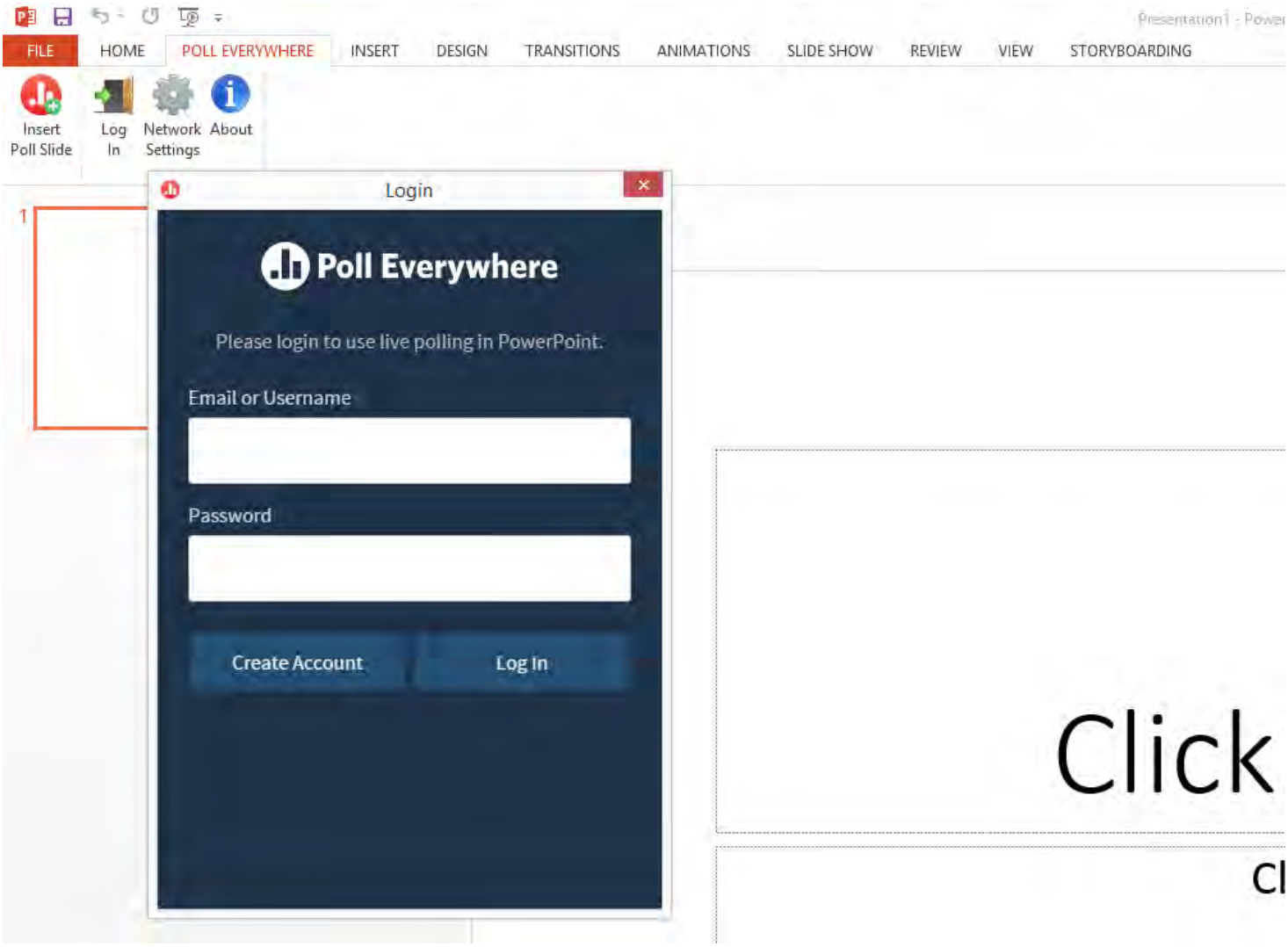
Step 1. Download the PollEv Presenter App

Step 2. Install the app.

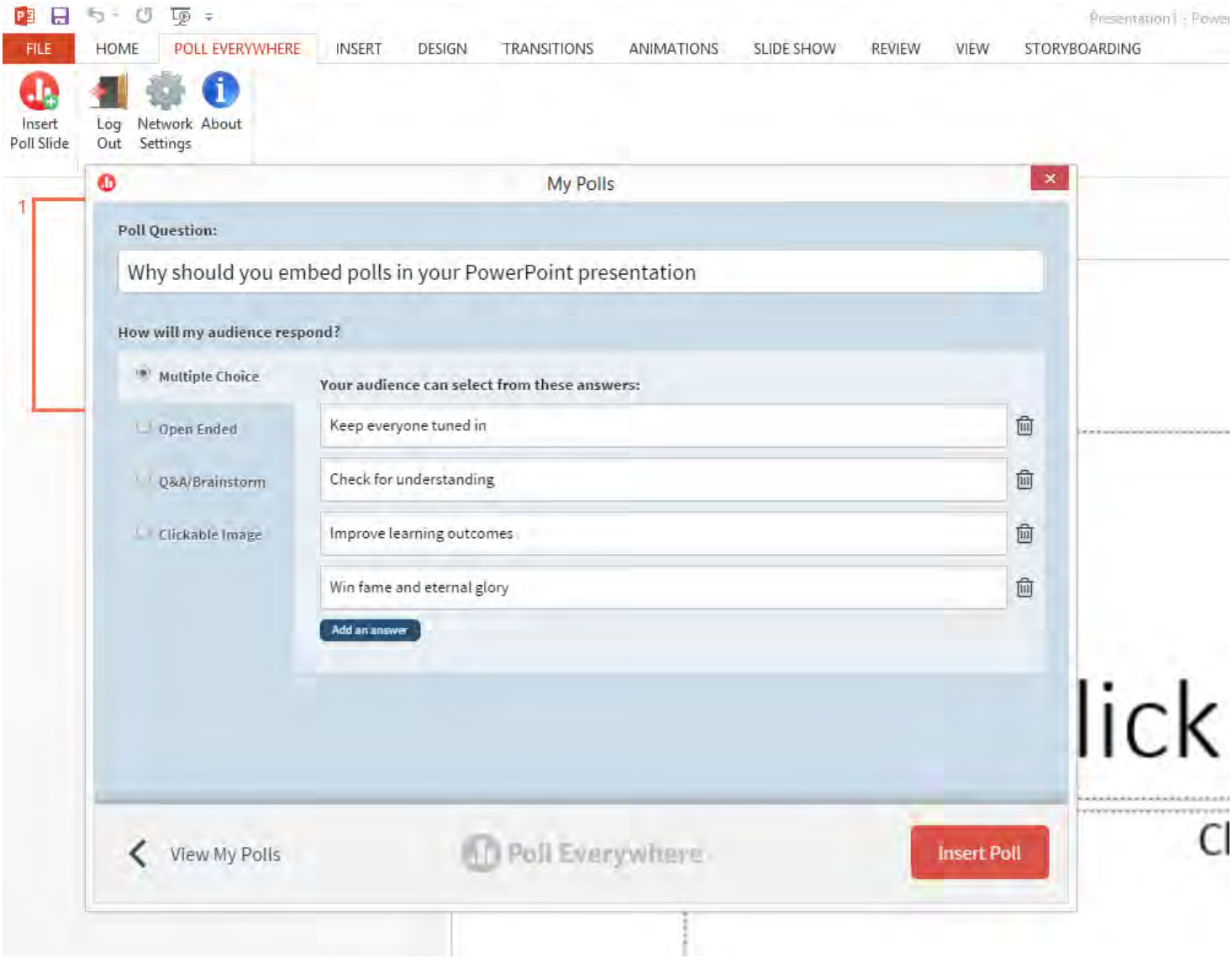


Step 3. Open or restart PowerPoint, and locate the Poll Everywhere ribbon at the top.

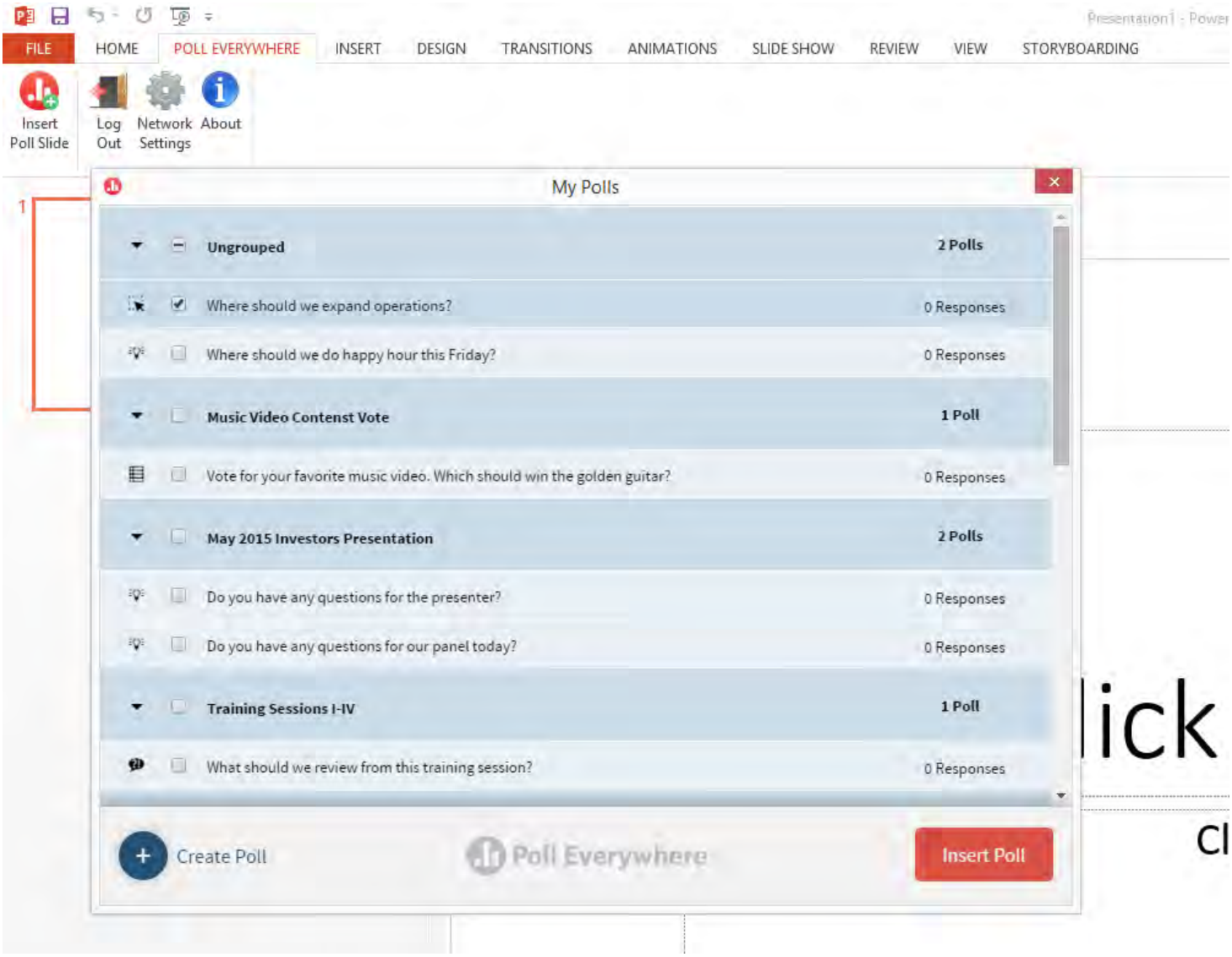
Step 4. Log into your Poll Everywhere account via the Poll Everywhere ribbon in PowerPoint.



Step 5. Using the ribbon, create a new poll for your presentation.



Step 6. Using the ribbon, insert any polls you have created into your presentation.



Step 7. Start presenting. (You must be in slideshow mode to see the polls.)

You can move poll slides to different points in your presentation by copying and pasting the entire poll slide thumbnail to the correct spot in your outline, or by simply dragging and dropping the slide.

Some systems may not allow access to downloaded plug-ins. If you are using Powerpoint 2007, you must install Microsoft Office Suite Service Pack 3. Please email us at support@polleverywhere.com if you have any trouble.

PowerPoint and Keynote for Mac

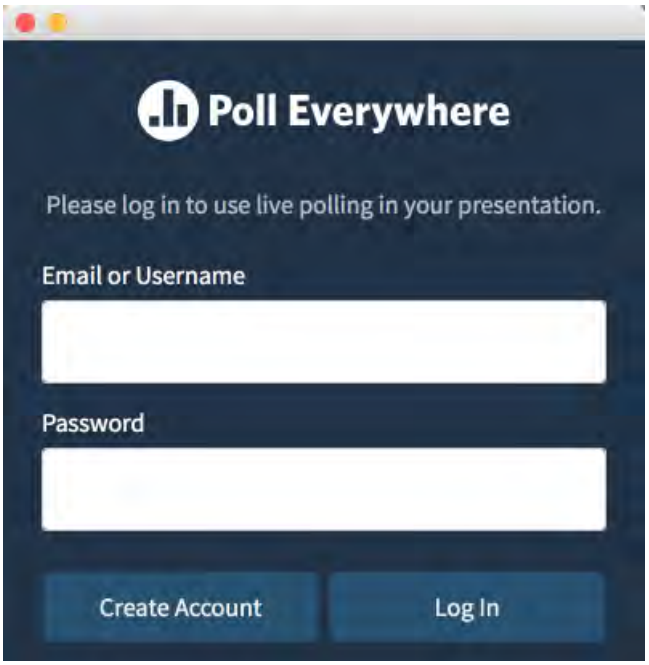
PollEv Presenter is currently compatible with Microsoft PowerPoint 2011 or higher for Mac, Keynote 5.3, and Keynote 6.5 or higher. We do not support Keynote 6.2. We recommend Apple OS X 10.11 (El Capitan) or newer.

Step 1. Download PollEv Presenter App for Mac

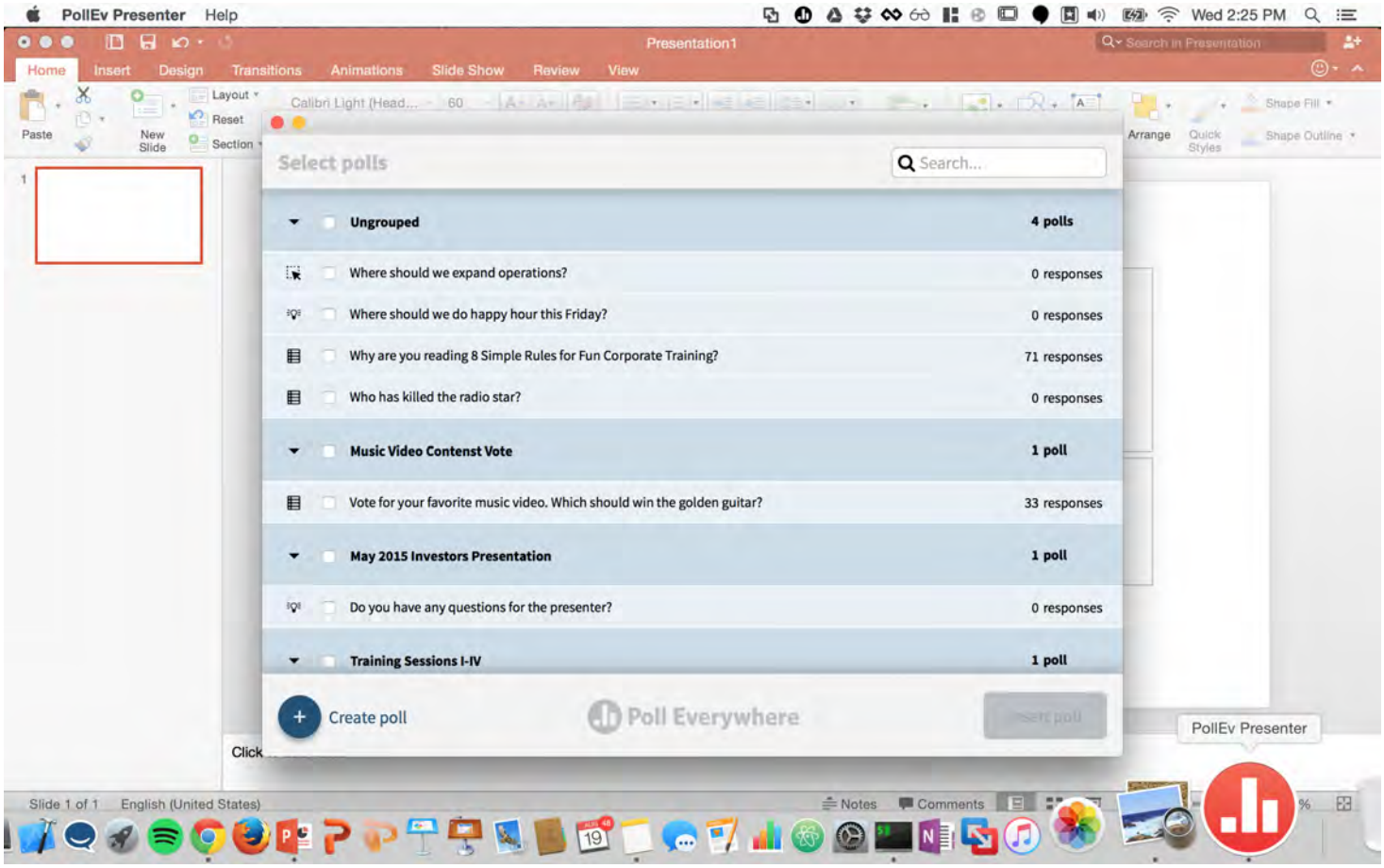
Step 2. Install PollEv Presenter Add-in for Mac by dragging the file to your Applications folder.

Step 3. Open PollEv Presenter Add-in from your applications folder. It should appear on your Dock when running

Step 4. In the Poll Everywhere Add-in, enter your login information.



Step 5. Insert your polls directly into your open PowerPoint or Keynote. Or create a new poll using the add-in



Step 6. Start Slide Show mode to see your polls load directly in your presentation.

Make sure the PollEv Presenter application is installed and running before presenting. The application can only display the polls when you are in Slide Show mode, and the app is running. This will be shown by the Poll Everywhere icon in your dock along the bottom of your screenand on your taskbar at the top. Click on it to run the app.

Poll slides can be created or inserted into an existing presentation. You can also download a group of poll slides and build a PowerPoint presentation around them. Poll slide thumbnails can be dragged between slides or into other presentations, just like any normal PowerPoint or Keynote slide. Resizing the grey placeholder image will indicate where a poll should load on screen.

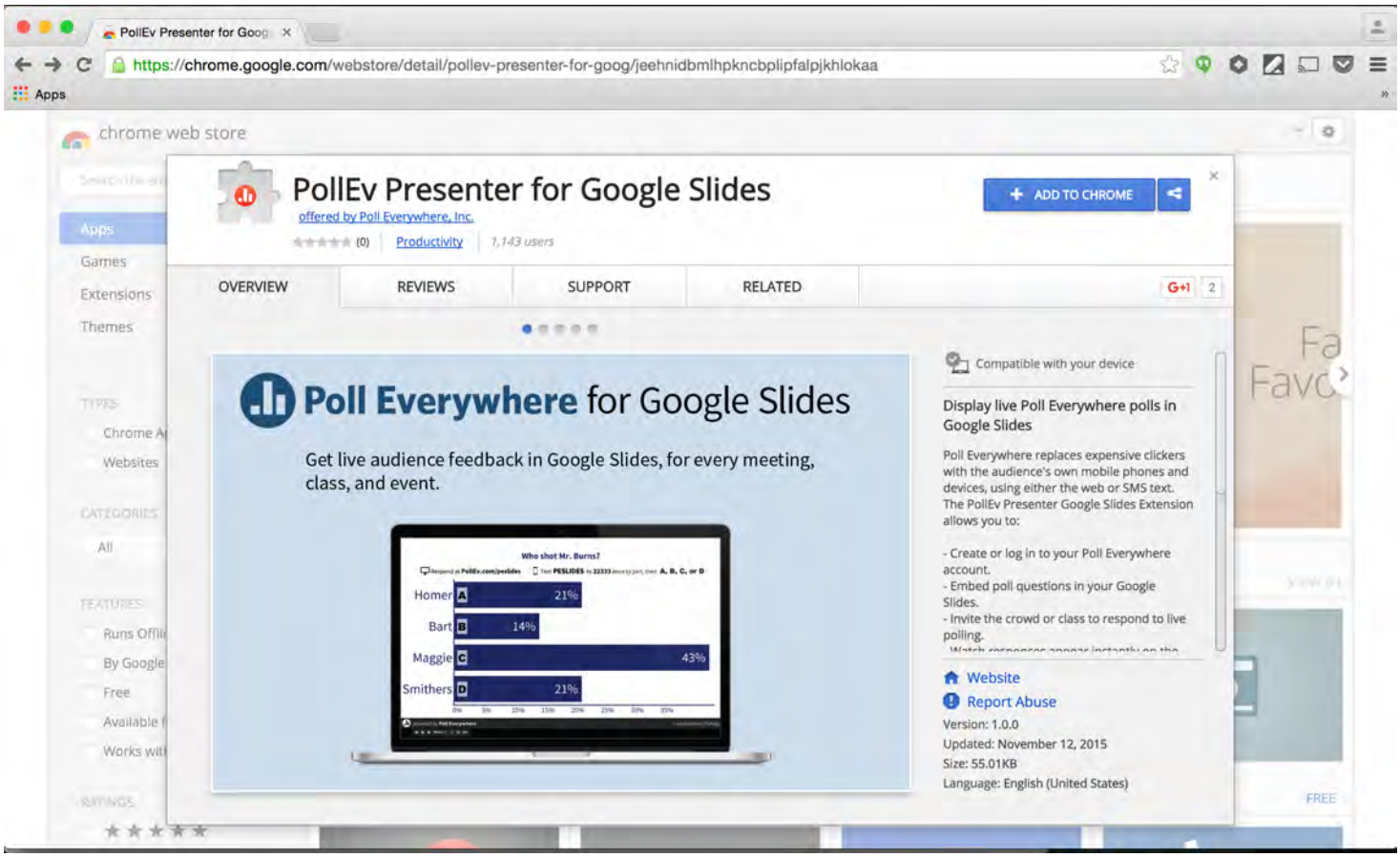
Poll slides will appear with a screenshot of the poll as a placeholder image. This screenshot does not automatically update and may not reflect the most recent changes to your poll. The live poll will only load and display when they are in Slide Show mode. The poll will not display or receive responses until you have successfully installed and logged into the PollEv Presenter Add-in, and the slide is in full screen, or presentation mode. Whichever poll question is displayed in Slide Show mode will be automatically activated and receive results as long as you are logged into th PollEv Presenter Add-in.

Please email us at support@polleverywhere.com if you have any trouble.

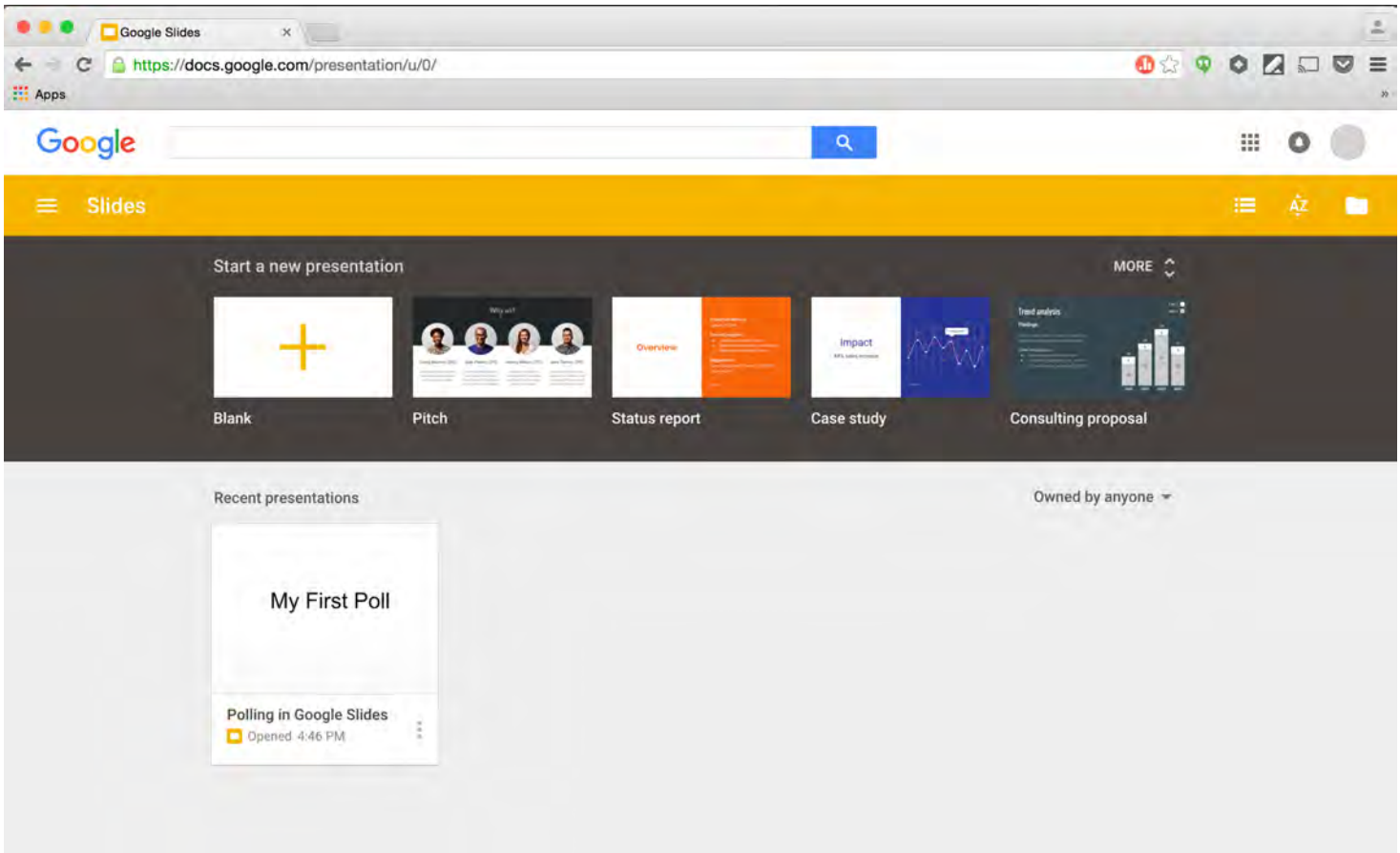
Google Slides in Chrome web browser

Google Slides users can reap the benefits of integrated, live polling with the PollEv Presenter Google Slides Extension.

Step 1. Navigate to PollEv Presenter for Google Slides in the Chrome Web Store and add the extension to Chrome.

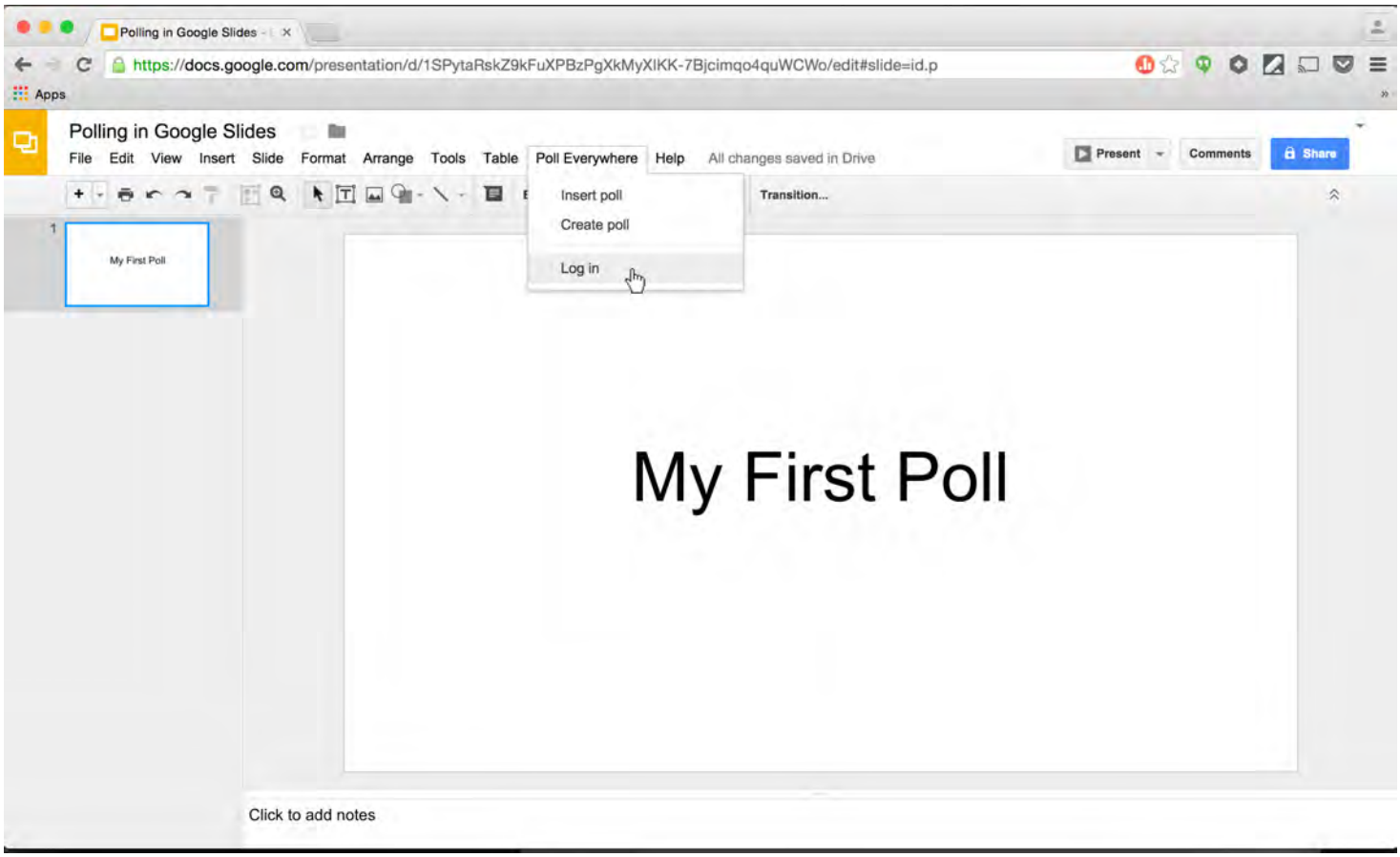


Step 2. Open a new Google Slides presentation.

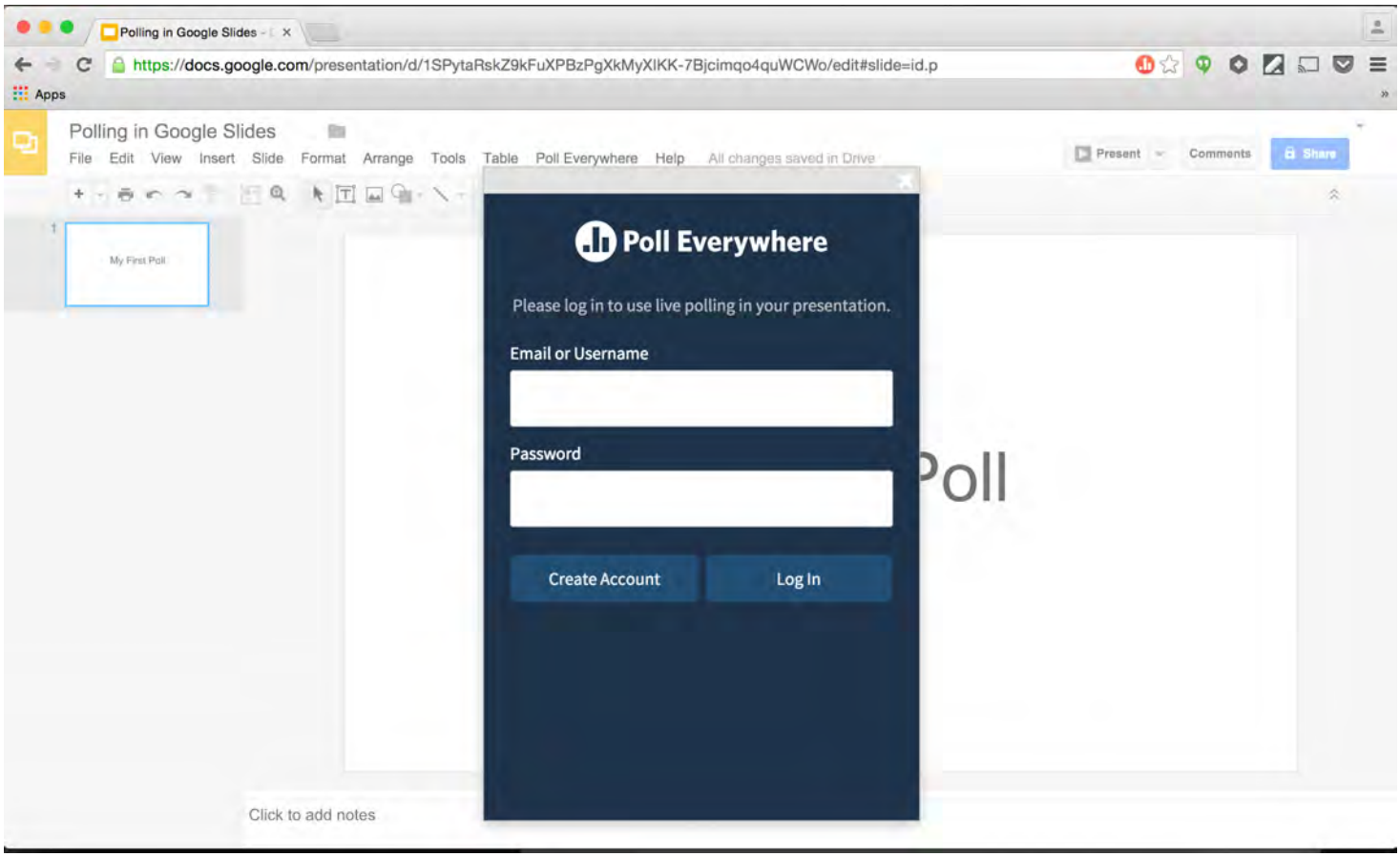


Step 3. Click on the Poll Everywhere tab at the top right.

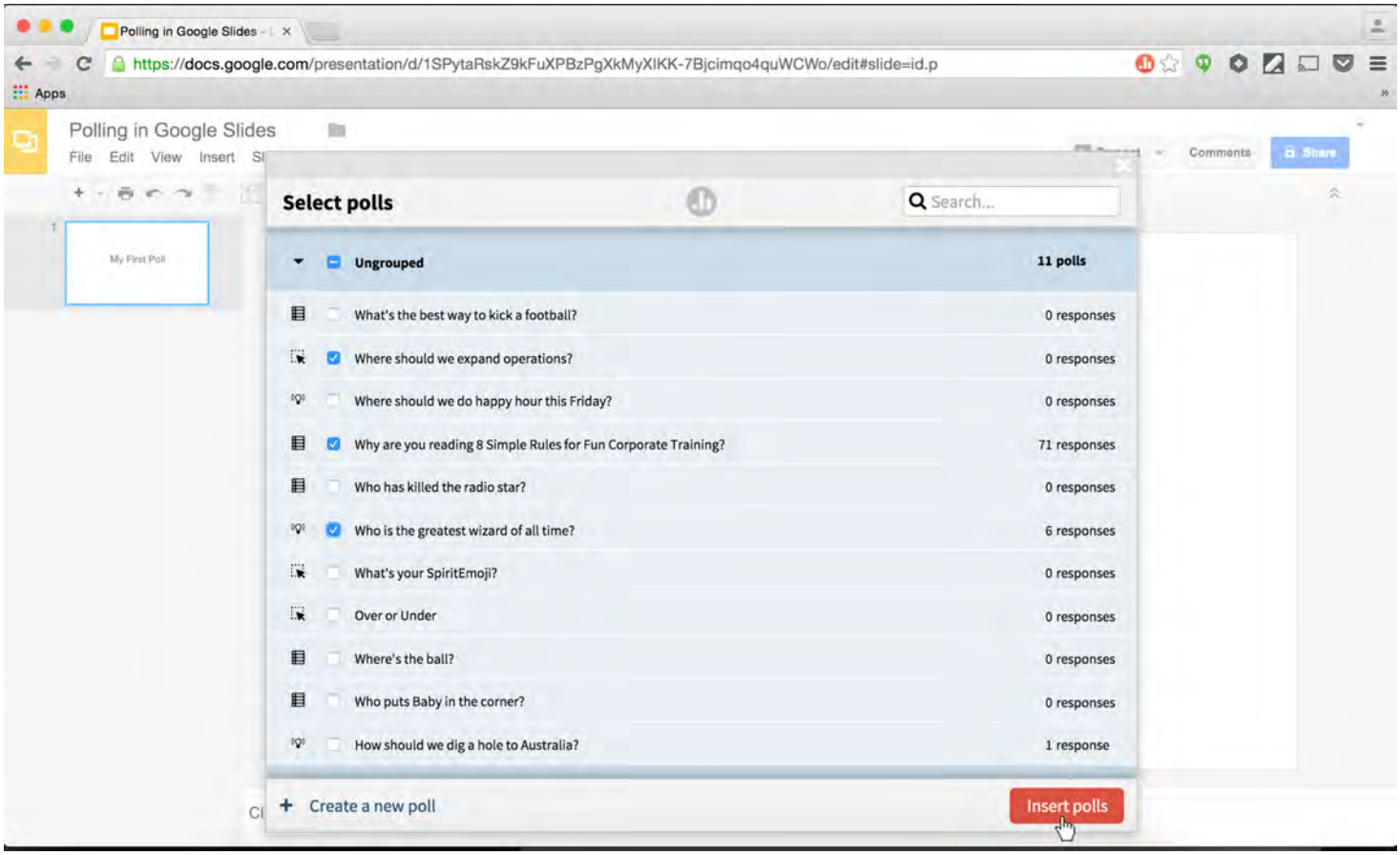
Step 4. Select login from the Poll Everywhere menu.



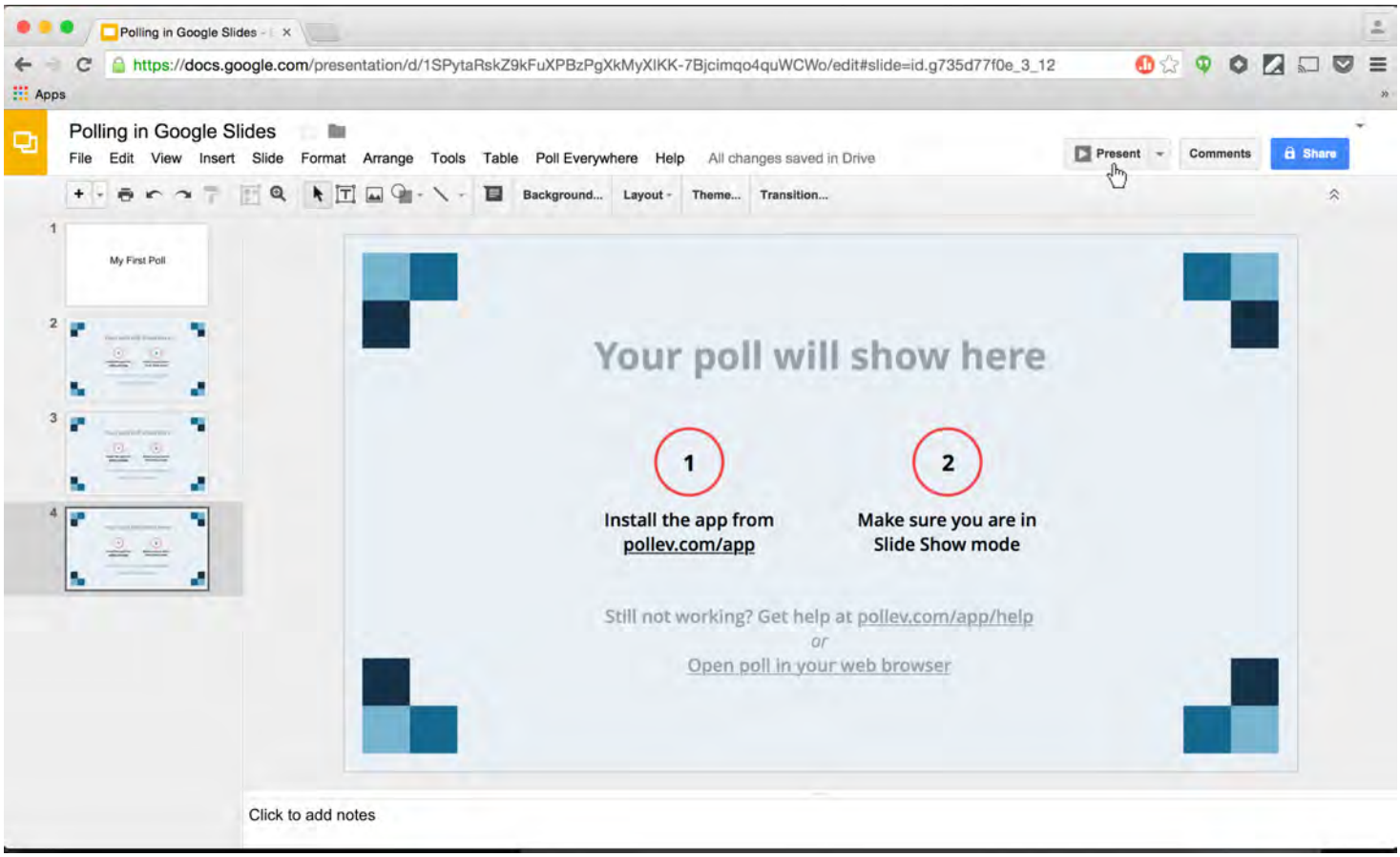
Step 5. Log in or sign up for a new account.



Step 6. Select the polls you want to insert and click "Insert polls" or create a new poll by clicking "Create poll".



Step 7. Present your Google Slides deck to see your polls load directly in your presentation.



Make sure the Chrome Extension is installed on the computer you will use to present. The polls can only display within a Chrome web browser that has the PollEv Presenter Google Slides Extension installed and enabled. This will be shown by the Poll Everywhere icon in the address bar on any Google Slides page.

The extension can only display and activate your polls when

1. You are in Presentation mode.
2. You are logged in within the PollEv Presenter Google Slides Extension.

Poll slides can be created or inserted into an existing presentation. You can also download a group of poll slides and build a Google Slides presentation around them.

Poll slide thumbnails can be dragged between slides or into other Google Slides presentations, just like any normal slide. Moving the placeholder image will not move the poll. You must move the entire poll slide into place.

Poll slides will appear with a screenshot of the poll as a placeholder image. This screenshot does not automatically update and may not reflect the most recent changes to your poll. The live poll will only load and display when they are in Slide Show mode. The poll will not display or receive responses until you have successfully installed and logged into the PollEv Presenter Google Slides Extension, and the slide is in full screen, or Presentation mode. Whichever poll question is displayed in Slide Show mode will be automatically activated and receive results as long as you are logged into the extension.

Note that you cannot open a pre-made PowerPoint or Keynote file that has poll slides in it within Google Slides, using our extension. You must insert poll slides using the PollEv Google Slides Extension, instead.

Please email us at support@polleverywhere.com if you have any trouble.

Presentation Remote

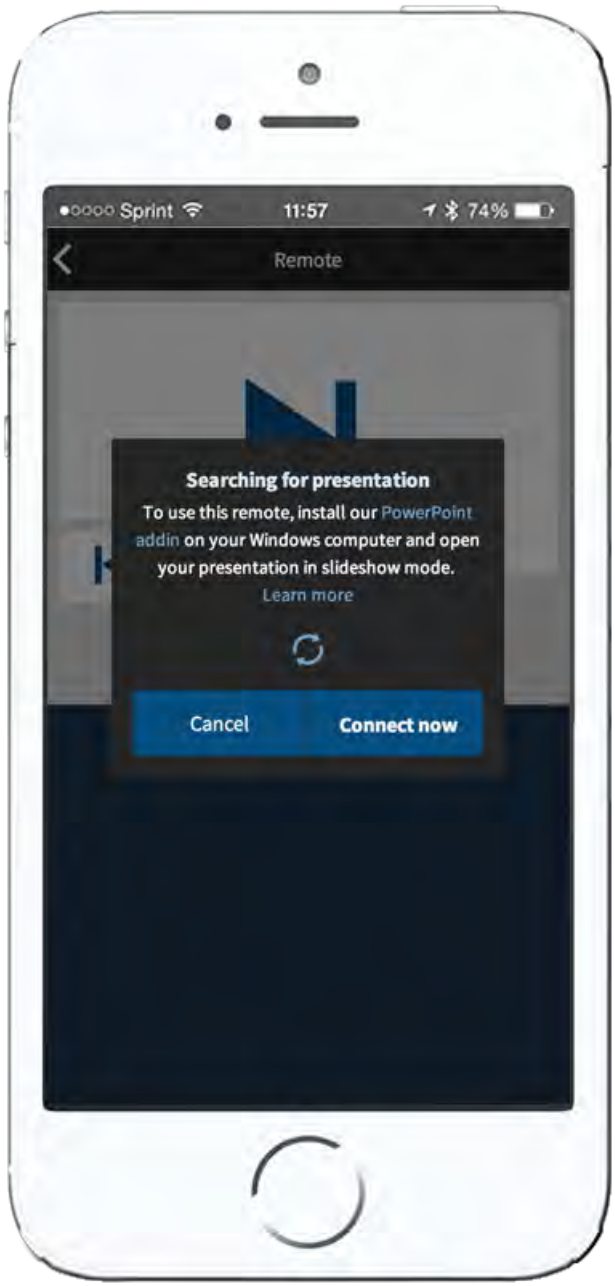
The Presentation Remote is available in the mobile app store or in any mobile browser at pollev.com. With this app you can connect and control your Windows Powerpoint presentations from a mobile device. This will allow you to navigate through your presentation, control the tools of the poll visualization, and even allow you to moderate responses to open ended poll questions on certain paid plans.

Step 1. Follow the instructions for PowerPoint for Windows

Step 2. Select the remote option from the mobile app my/polls.

Step 3. Start your presentation in PowerPoint.

Step 4. Press connect.

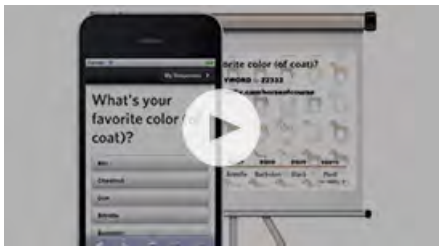


Remember to login in with the same account on PowerPoint and on the mobile app.

Customizing your poll

The way your poll looks is entirely up to you. You can customize the look and feel of your poll through the Visual Settings menu, which is accessible when viewing any of your polls.

From this menu, you can change the font, the font size, and the colors of your poll to match your personal style, the company aesthetic, or a presentation template. You can also add an image or your logo to the title or the background of your poll.



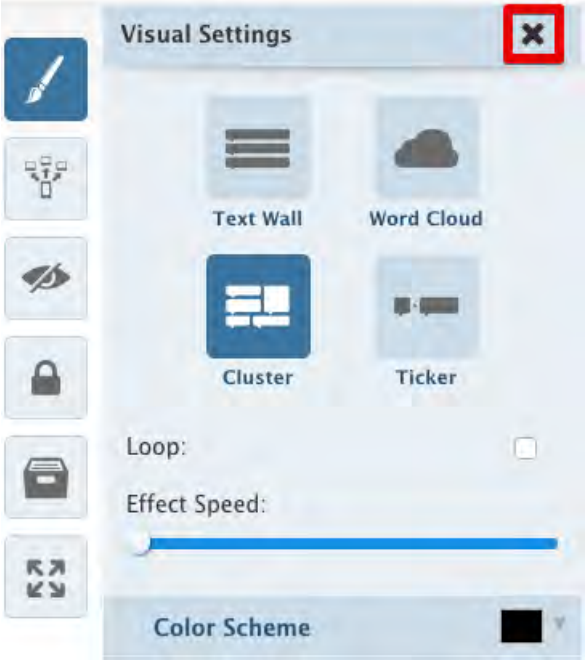
Step 1. To change the look and feel of a poll, select the poll from the My Polls page by clicking on the poll's title.

Step 2. Once the poll is loaded, select the Visual Settings icon, which appears at the top of the list.

Step 3. You can change the look and feel of your poll by adjusting different settings within the various tabs under Visual Settings: :

Here, you can control the look of the poll title, the instructions for how your audience can respond, the color or image on the poll background and much more. This panel also lets you set a logo image, choose colors and themes, and change the font.You can adjust your Instructions View or set a Heat Map, which automatically adjusts the color of the bars according to the number of responses. You can decide the chart layout, the color of the bars, and how the data appears, by either number of votes or percentages.

Step 4. To close the Visual Settings menu, click on the "x" in the upper right corner. The changes you made will be automatically saved to your poll.

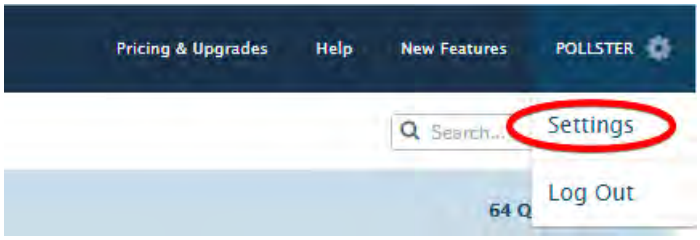


Setting a default style

You can set a default style for your polls in the Settings menu, found on the top right of any page. All new polls will have the same visual settings (e.g., colors, fonts) as the poll you select as your template poll. You can also choose to update all existing polls to match the template poll.

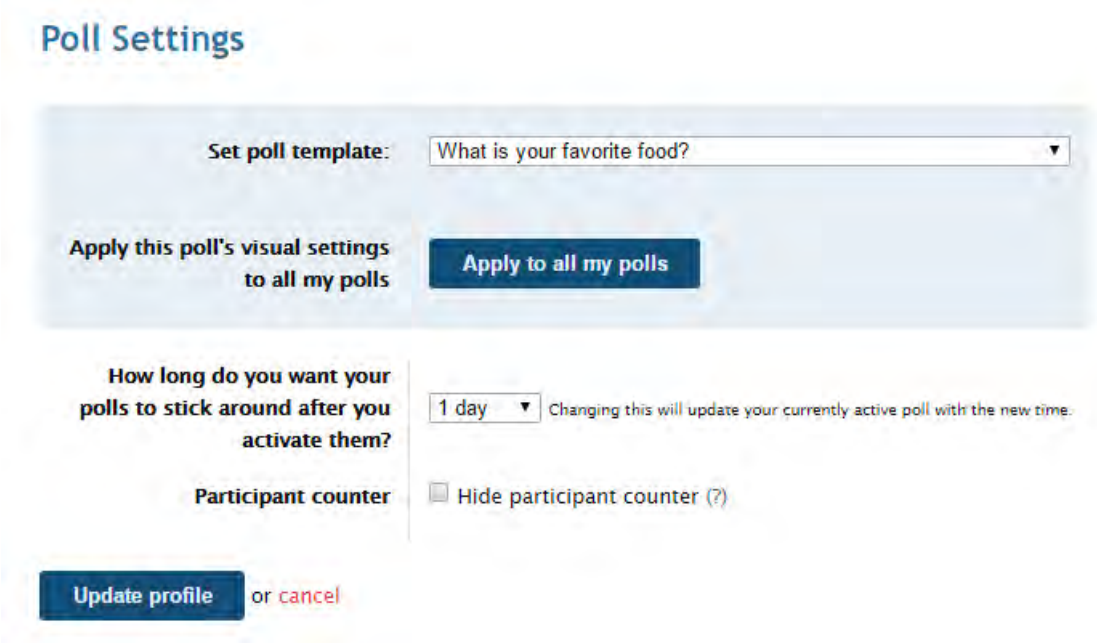
This is useful when you want to create multiple polls with the same look and feel without having to make each change individually.

Step 1. To set a template poll, go to your My Polls page and click on your username to access the Settings button.



Step 2. Under the heading Poll Settings, click Set, and select the poll you would like to use as the template.

Step 3. You can click the "Apply to all my polls" button to retoractively set your template, and/or click the "Save" button at the bottom, to save your settings for all the polls your create moving forward.



Publishing your poll

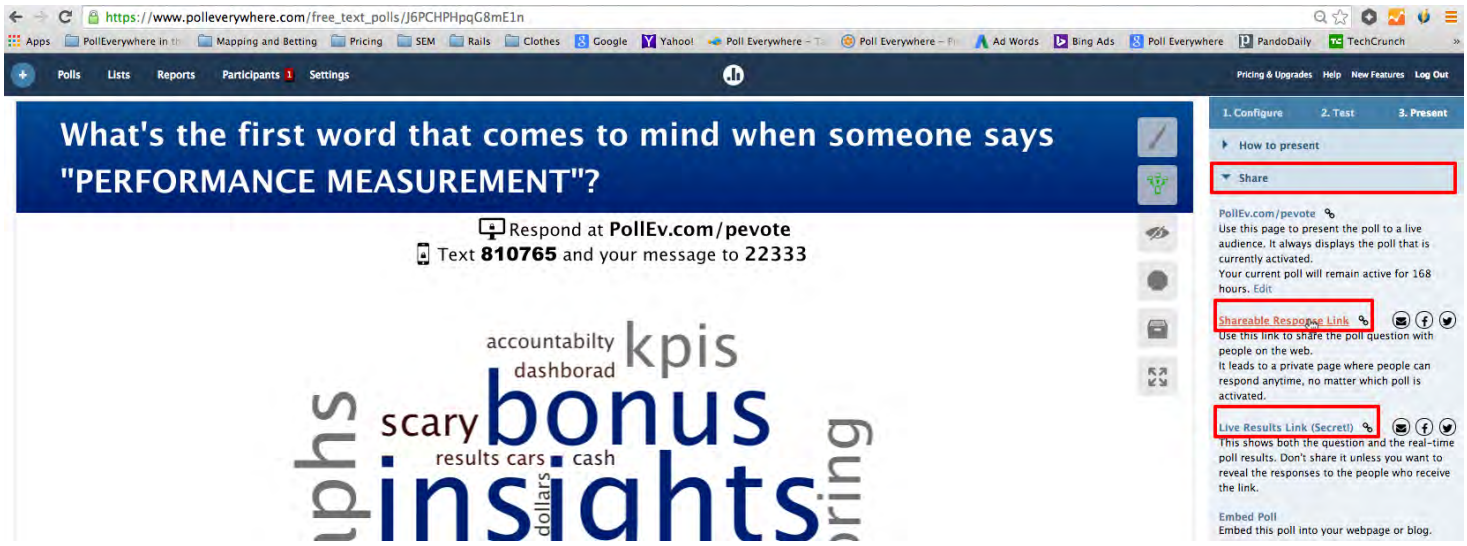
In addition to presenting your poll live in front of an audience, you can also choose to publish your poll to a website, Facebook, Twitter, or any other place where people can follow a link.

Be aware that if you would like to accept responses to your poll, you will need to unlock the poll. If you would like to accept web responses from your PollEv.com page, you will also need to activate the poll, so your audience can see it when they visit your page. Learn more about accepting responses to your poll.

Live link to your poll

Each poll has a unique URL that can be shared. You can copy this URL directly from your internet browser's address box to send the poll chart to your audience. Just be sure that the poll is unlocked.

Alternately, you can visit the Present menu that appears on the right side of the poll when you are viewing the live chart. Expand the menu and click Share, then choose either the Sharable Response Link, which allows people to respond to your poll without seeing results, or the Live Results Link, which allows people to respond and see results live. For example, on a single question quiz you would use the Sharable Response Link to prevent participants from being influenced by others' responses, but for a public brainstorm or word cloud you could use the Live Results Link.

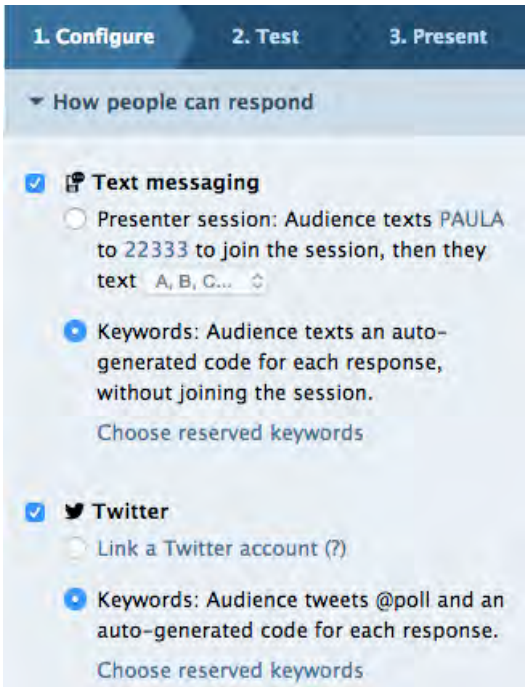


People who follow the Live Results Link will see whichever view your poll is set to at the time, either (a) the instructions view where they are instructed on how to vote or (b) the results view where they can see the current results. If you have the results hidden on your live chart, participants who follow the Live Results Link will not be able to see the results until you click the icon to show the chart.

Posting a poll to Twitter

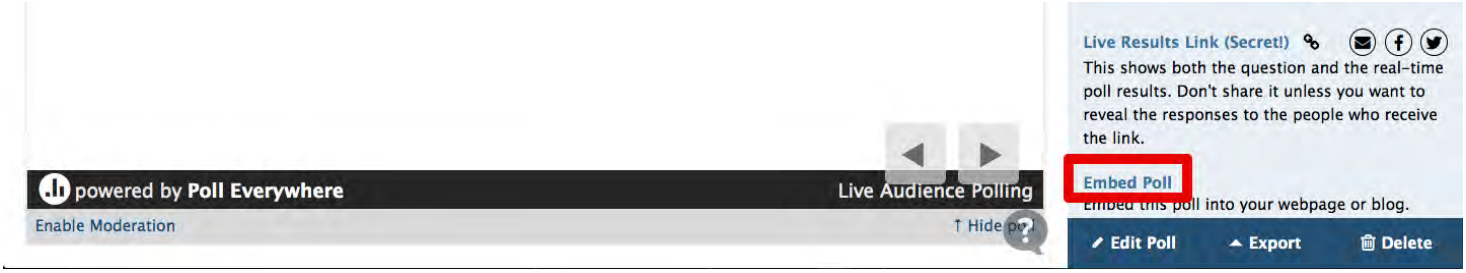
To automatically Tweet your poll question, click the Twitter icon to the right of the sharable link you wish to Tweet.

In order for people to respond to your tweeted poll, you must enable the Website response option. This can be found on the right side of any of your polls under the How People can Respond menu.



Embedding a poll in a web page

To embed your poll in your blog or webpage, visit the Present menu that appears on the right side of the poll when you are viewing the live chart. Expand the Share menu and click on the link labeled Embed poll.



Emailing your poll

Anyone who has the unique URL can view your poll. (They will only be able to respond, however, if your poll is unlocked.) You can email a link to your poll without leaving your poll settings page. Expand the Present menu to the right of your poll, and click the Email icon, to the right of the sharable link you wish to use. If you wish, you can edit the subject line and message of the email before sending.

International Polling

You can poll international participants - whether they are sitting together in one location or dispersed around the globe. There are several ways in which your international audience can participate:

- Web responses on the presenter's custom polling page
- International SMS text message responses
- The Poll Everywhere App from the app store, available for iPhone & Android

Web responses on the presenter's PollEv.com response page

The easiest, most elegant way for your international audience to respond to a Poll Everywhere poll is on your PollEv.com/your-username voting page. It works anywhere in the world as long as the participant has access to a functioning web browser on their smartphone, tablet, laptop, or desktop. Read more about custom Pollev.com response pages.

International SMS text message responses

Each audience member's ability to respond via SMS text message depends on several factors: their particular carrier, their particular text messaging plan, and the coverage we provide through our international SMS service partners.

To the best of our knowledge, here is a list of countries by continent that we believe we fully cover:

- **Asia, Africa, & the Middle East:** China, Hong Kong, Indonesia, India, Israel, Japan, Korea (South), Malaysia, Singapore, Taiwan, Thailand, Saudi Arabia, South Africa, UAE, Qatar.
- **Australia:** Australia and New Zealand
- **Central and South America:** Belize, Brazil, Chile. We are currently seeking local resellers to help us serve these markets better.
- **Europe:** Austria, Belgium, Estonia, Finland, France, Germany, Ireland, Lithuania, Norway, Poland, Spain, Sweden, Switzerland, and the United Kingdom all have local numbers. We also have regional numbers for Czech Republic, Greece, Hungary, Italy, Netherlands, Portugal, Turkey
- **North America:** United States, Canada (Served by short codes, not the long numbers shown below) and Mexico

We offer many different phone numbers to accommodate SMS text voting. You can share as many numbers as are appropriate to your audience. (For example, if you have audience members from several different countries, you may want to share several different phone numbers.) Additionally, some carriers don't allow texting to short codes, such as "22333", and those participants might get a response message in error. In that case, participants can text to the US 10- digit number and their response will still be accepted. The responses will all appear in your poll results no matter which number they were submitted through.

Our poll instructions will only be able to show one number at a time due to space constraints, but you can display multiple numbers on a slide projection, sign, or handout at your location, or you can send an email to participants.

We provide two different kinds of SMS texting phone numbers:

- **Regional numbers** that can receive text messages from outside the country. Audience members that have cell phone plans outside that country will have to dial internationally and incur any applicable texting charges.

Region	Regional SMS text number
Asia, Africa, & the Middle East	61429883481
Australia	61429883481
Europe	447624806527
South & Central America	61429883481
North America (US)	17474443548
North Amercia (Canada)	17808005606

- **Local numbers** that can only receive text messages from within the country. Audience members that are local to that country will not incur long distance texting charges and have a shorter number to dial.

Country	Country SMS text number
United States	22333
Canada & United States	37607
United Kingdom (local)	02033225822
Poland	48799599633
Belgium	32460200056
Finland	4573960544
Norway	59440194
Sweden	769439162
Switzerland	798071549
Spain	949060070
Lithuania	66840030
Hong Kong	64522795
Austria	676800505264
Estonia	59122157
Australia (local)	427541357

Testing that SMS voting works from your country

You can test whether our regional numbers will accept texts from your country and carrier on our international SMS voting page.

Table of contents

Getting started with TweetDeck

TweetDeck offers a more convenient Twitter experience by letting you view multiple timelines in one easy interface. It includes a host of advanced features to help get the most of Twitter: Manage multiple Twitter accounts, schedule Tweets for posting in the future, build Tweet collections, and more.

If you use TweetDeck in a corporate or team environment, read about setting up a team account here (/articles/20171753).

TweetDeck is currently available at tweetdeck.com (https://tweetdeck.com/) or the Mac app store (https://itunes.apple.com/gb/app/tweetdeck-by-twitter/id485812721?mt=12).

To start using TweetDeck

1. Go to http://tweetdeck.twitter.com (https://tweetdeck.twitter.com/), or open the desktop app for Mac.
2. Log in with your Twitter account. We recommend that you use a Twitter account that is not shared with other individuals.
3. Once you're logged in, you can connect multiple Twitter accounts to your TweetDeck account.

> **Note:** If you are using an old version of our desktop app for Mac (older than Mac: 3.5.0), you will not be able to sign in with a Twitter account or create a new account until you upgrade to the latest version (https://about.twitter.com/products/tweetdeck).

To connect multiple Twitter accounts in your TweetDeck

1. Click **Accounts** in the navigation bar.
2. Enter the @username or name of the account you'd like to add under **Join another team**, then select the account you're adding from the list of suggestions.
3. In the new window, enter the password of the account and click **Authorize**.
4. You're ready to use TweetDeck! Next, add some columns.

Managing multiple accounts

To remove an account from TweetDeck:

1. Click **Accounts** in the navigation bar.
2. Expand the account you wish to delete by clicking the down arrow.
3. Click **Leave this team** and confirm by clicking **Leave**.

> **Note:** The account you are signed into TweetDeck with cannot be removed from TweetDeck.

Selecting a default account

You can select which of your accounts to use as your default account. This is the account you will compose a Tweet from, like a Tweet from, and reply to Tweets with.

1. Click **Accounts** in the navigation bar.
2. Expand the account you wish to set as the default by clicking the down arrow.
3. Toggle on the **Default account** option.

Tweeting from multiple accounts

TweetDeck allows you to easily Tweet from multiple accounts. You can even post Tweets from multiple accounts at once. To select which accounts you would like to Tweet from:

1. Click on the **compose Tweet** button at the top of the navigation bar; the accounts you have authorized will be listed at the top (you can hover over an icon to see the username of the account).
2. Select which accounts you would like to Tweet from; you can click on all of them or only one (if the account is selected, the Twitter icon will be highlighted).
   Tip: Schedule Tweets in advance for any account connected to your TweetDeck! Read about how in this article (/articles/20170322).

Liking from multiple accounts

TweetDeck allows you to like a Tweet from multiple accounts.

1. Click on the **more** icon ooo on the Tweet.
2. From the menu that pops up, click on **Like from accounts...**
3. Click **Like** next to the account(s) you'd like to like from.

Following from multiple accounts

TweetDeck allows you to follow someone from multiple accounts, all at once. You can also follow someone by clicking follow on their profile, but only your default account will follow them.

1. Click on the account that you wish to follow; a profile will appear.
2. Click on the **account** icon and then select **Follow from accounts...**
3. Choose which accounts you would like to follow from.
   Note: The same instructions apply when unfollowing an account.

Why is it more secure to log in with a personal Twitter username?

If you log in using a personal username that only you have the password for, you can safely access your team accounts without any risk to account security. We recommend that you use login verification (/articles/20170388) for added security.

Using TweetDeck columns

Instead of a single timeline, TweetDeck allows you to add columns to display specific content that interests you and view them side by side. Add columns that show all your mentions, the results of a search query, a list of likes, the latest Tweets from a hashtag or trend, etc.

To add a column:

1. From the navigation bar, click on the **plus** icon to select **Add column**.
2. Select the type of column you would like to add.
3. Under **Your accounts**, select the account you wish to populate the column.

> **Note:** You can also create columns using information based on actions from other accounts. Click on the account username and choose from actions such as their mentions, lists, collections, or likes.

To remove a column:

1. Click the **filter** icon in the column header, next to the column title.
2. Click the **Remove** button to delete a column.

Column filters

You can easily control the type of Tweets you would like displayed in each of your columns. You can select from **Content**, **Users**, or **Alerts**; or a combination of the three.

- Content filtering allows you to filter the column by a certain type of Tweet, such as Retweets, Tweets containing a specific word or phrase, or Tweets with photos.
- The user filter allows you to filter Tweets within a specific column written by a certain author and those they mention.
- The alert filter allows you to enable pop-ups or sounds for a particular column.

Note: If you create a search column, you can also filter results by location, date, and engagement. The location filter allows you to easily narrow down your search results to find relevant content in the area you are interested in. Only unprotected Tweets geotagged with a location will appear in search results when a location filter is applied.

To create a filter:

1. Click the **filter** icon in the column header, next to the column title.
2. Select which types of filter(s) (**Content**, **Users**, or **Alerts**) you would like applied to the column.
3. Click the **filter** icon again to collapse the column settings.

Note: Columns with custom filtering will display **Filtered by** along with the icon for the filter you have enabled.

Column reordering

Easily rearrange the order of columns in TweetDeck with just a few quick clicks.

1. Click the **filter** icon in the column header, next to the column title.
2. Click the **left** or **right arrow** depending on which direction you'd like to move the column.

Note: You can also drag and drop the columns by their corresponding icons from the navigation bar to reorder your columns.

Types of TweetDeck columns and what they display

- **Home:** Home timeline for any specific account.
- **User:** Tweets from a specific account.
- **Notifications:** Notifications for a specific account, including when the account's Tweets. are Retweeted, liked, or mentioned, and when someone follows the account.
- **Search:** A specific search term.
- **Lists:** Create or connect a list you already follow.
- **Collection:** A timeline of curated Tweets, hand-selected by you, to share with others.
- **Activity:** What's happening with the accounts you follow.
- **Likes:** Tweets marked as likes from a specific account.
- **Messages (one account):** Direct Messages for a specific account.
- **Mentions (one account):** When someone mentions a specific account.
- **Followers:** Follow activity for a specific account.
- **Scheduled:** Your scheduled Tweets.
- **Messages (all accounts):** Direct Messages from all your authorized accounts in aggregate.

- **Mentions (all accounts):** Mentions from all accounts.
- **Trending:** Specific worldwide trends.
- **Live video:** Live newsworthy events.

Need help?

Our TweetDeck FAQs (/articles/20170323) article lists questions and solutions to common issues.

Was this article helpful?

Tweet Tweet

English

About (https://about.twitter.com) Company (https://about.twitter.com/company) Blog (https://blog.twitter.com) Help (/)
Status (http://status.twitter.com) Jobs (https://about.twitter.com/careers) Terms (https://twitter.com/tos)
Privacy (https://twitter.com/privacy) Cookies (https://support.twitter.com/articles/20170514)
Ads Info (https://support.twitter.com/articles/20170451) Brand (https://about.twitter.com/company/brand-assets)
Advertise (https://ads.twitter.com/start?ref=gl-tw-tw-twitter-advertise) Businesses (https://business.twitter.com)
Media (https://media.twitter.com) Developers (https://dev.twitter.com)

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GUIDE

Quickstart Guide

A Guide to Setting Up Your Hootsuite Dashboard

Hootsuite™

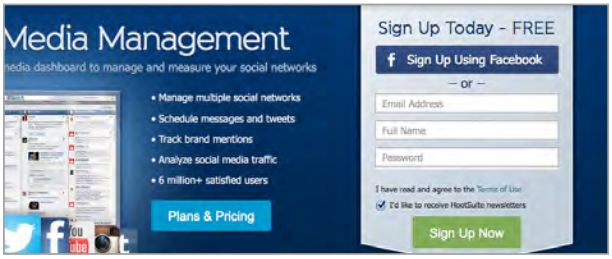
QuickStart Guide

Hootsuite Helps You Organize and Manage Your Social Media

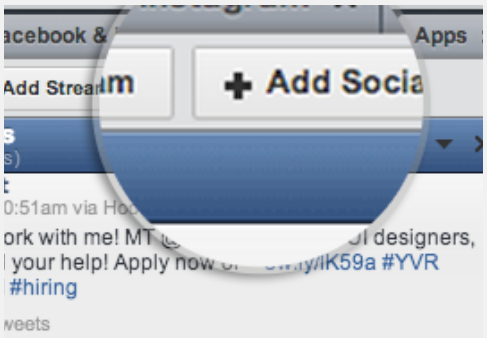
Hootsuite is a social media management dashboard. You can use Hootsuite to manage all of your social networks from one place.

In this QuickStart Guide we will cover how to use your Hootsuite dashboard. Starting with set-up and rolling through advanced features and additional resources, this guide provides a fundamental outline to supplement your understanding of the Hootsuite dashboard.

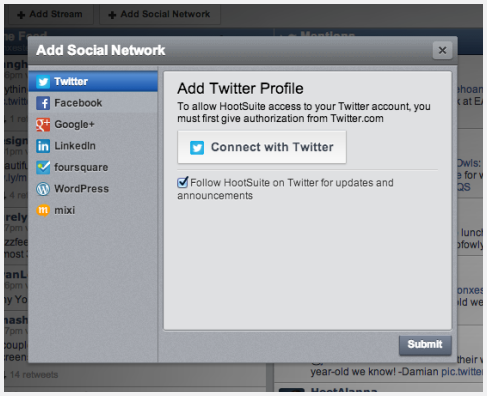
Before getting started, sign up for a Hootsuite account and follow the account set-up process.



Adding More Social Networks in the Dashboard



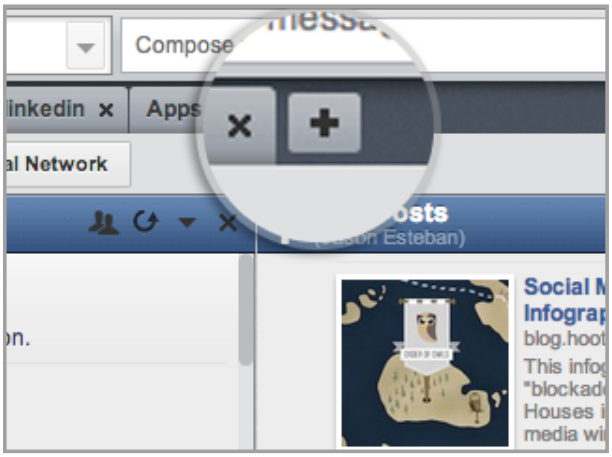
Inside the dashboard, you are able to add up to two more social networks by clicking the **Add Social Network** button in the upper left hand corner of your dashboard.



From the pop-up, choose which social network you would like to add from the list on the right. Follow the instructions to connect and authenticate your selected account.

Add Tabs to the Dashboard

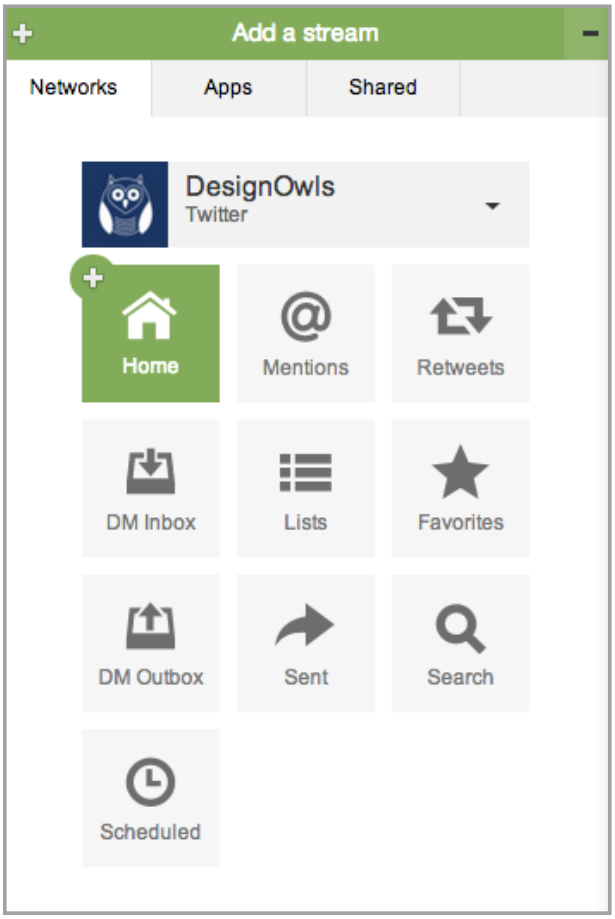
Adding Tabs to your dashboard is a great way to keep your dashboard organized. Tabs are completely customizable. For example, you can have a Tab for your Twitter account, a geographical location, or even search word results.



- To add a Tab, click the small plus sign at the top of your dashboard.
- Under Tabs, you can add a variety of different Streams according to the Social Networks you have added.

Add a Stream

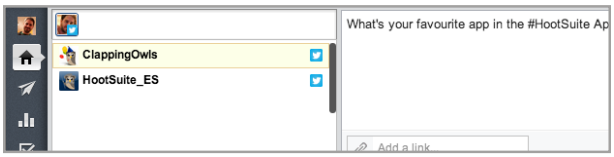
On your first visit to the dashboard, you will be prompted to add three Streams. The types of Stream that you will be able to add depend on the Social Network that you chose upon registration. For example, from your Twitter account you can add Streams like Sent Tweets, ReTweets, and Mentions. From your Facebook account, you can add Streams like Wall Posts and News Feed — Most Recent.



In the Add-Stream Helper, choose which Social Network you would like to add. From the Select the type of Stream list, choose which Streams you would like to appear in your dashboard.

Publish a Message

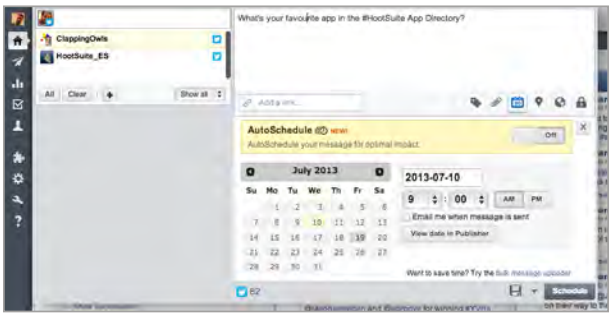
Ready to share a message? Composing and sending messages allows you to create custom content for your selected Social Networks.



1. To share a message, first choose which Social Networks you would like to share with from the Profile Picker in the top left corner of your dashboard.
2. Type your your message in the Compose Message box. To share immediately with your selected social networks, click Send Now.

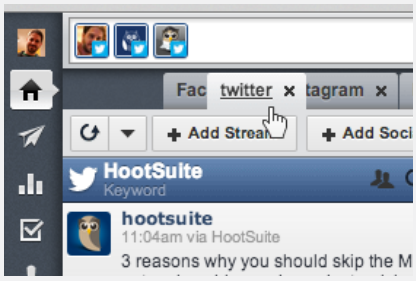
Schedule a Message

The scheduling feature allows you to create messages in advance and send them out on the day and time that best suits your social schedule.

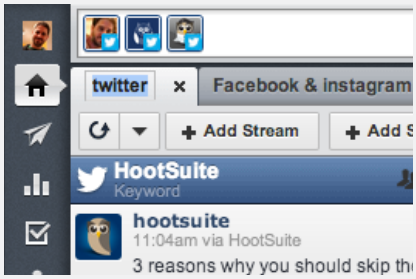


- To schedule a message for later, click the calendar icon to view the drop-down calendar. Set the date and time you wish to send your message and hit Schedule.
- Alternatively, you can turn on AutoSchedule to have Hootsuite choose the most optimal time of day for you.

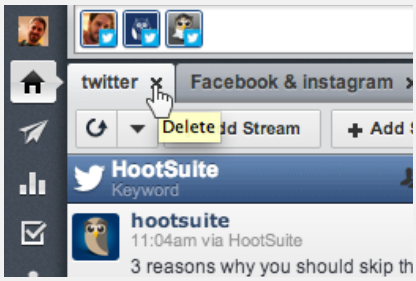
Customize Your Dashboard: Move, Rename & Delete Tabs



Horizontally move tabs to organize your dashboard to match your workflow.



Simply click on a tab name to rename it. Organize tabs by network type, theme, organization — your choice.

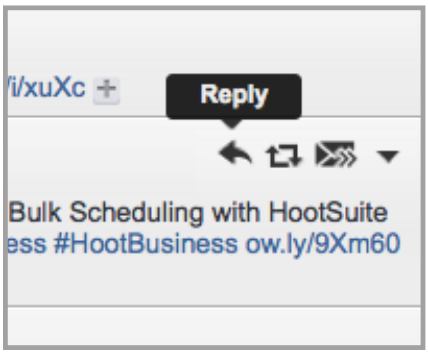


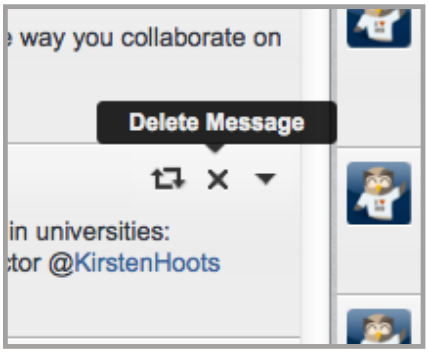
Tabs are easily deleted with the 'X'. Set up temporary tabs for special events — you can always delete, customize, or add more later.

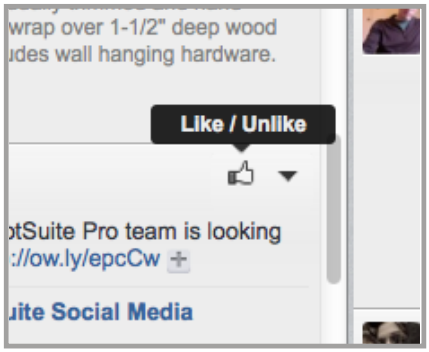
Reply, Retweet and Like Messages

You can quickly perform a range of social actions on messages from directly within a Stream. Engage with your social network by replying to questions, retweeting relevant content, or liking posts across your various social networks.

To respond to or Like, hover over the relevant message. Hovering over the message will make the interaction icons appear.

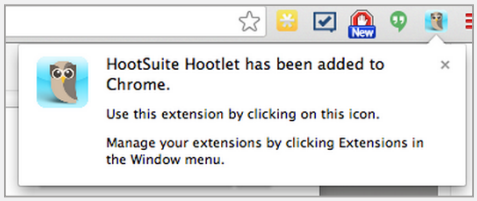






Share From Anywhere (and Anytime!)

The Hootlet is a Google Chrome extension that allows you to find and share anywhere. Quickly and easily share content to your social networks from anywhere on the web, making it easy to share, search, and schedule while you surf. **Click here** for some Helpdesk instructions to help you download your very own Hootlet.



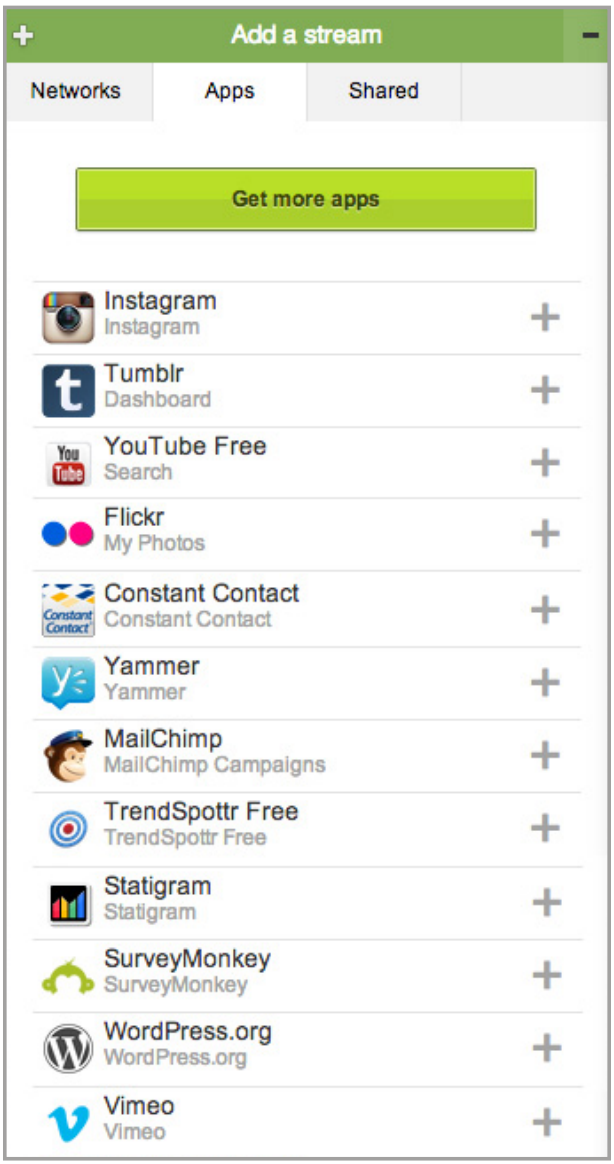
Hootlet is the smartest way to be social while you surf. With Hootlet you can quickly:

- Search social media alongside your Google search
- Schedule, view, and AutoSchedule your posts
- Share with a single click without leaving your current window
- Highlight text to share directly to social media
- Discover geographically relevant social media with location awareness

To learn more about how to strategically use your Hootlet watch this **2-minute walk-through video** from Hootsuite University.

Add Apps to your Dashboard

The App Directory lets you to add extra functionality to your Hootsuite dashboard. You can add apps like Instagram, Flickr, YouTube, Tumblr, MailChimp and many more apps to your Hootsuite dashboard.

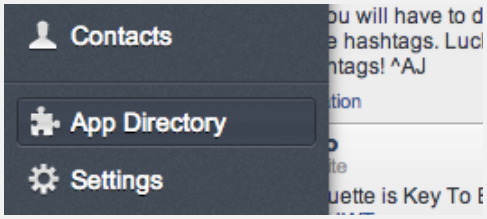


To add an App from the Add-Stream-Helper, click the Apps button. You will be able to directly add any of the Apps you currently have installed, or click the "Get More Apps" button at the top to add to your selection.

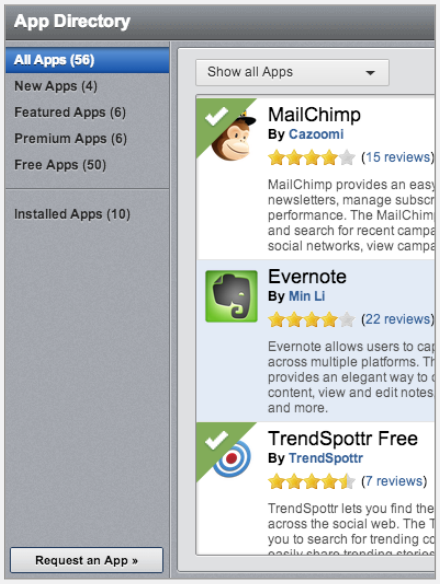
You will be redirected to the App Directory, where you can browse our collection of 50+ Apps. Simply click "Install Now" and authenticate your account. Voila! A new Stream will appear, populated with your app-account information.

Access the App directory from the Launch bar

To get to the App Directory, hover over the Launch Bar at the left-hand side of your dashboard and click the puzzle piece icon. Once inside the App Directory, you can choose from over 50 apps that help add diversity and functionality to your dashboard.



Installation is easy: simply click the Install App button next to the app you'd like to add. Voila! The app will automatically create a new Stream, from which you can authenticate and connect your account.



Additional Resources

- Visit the Hootsuite Help and Training portal for access to live and on-demand Training, FAQs and articles, our friendly user Community, and our Support Team.
- Follow @Hootsuite_Help on Twitter for troubleshooting tips and more.
- Enroll with Hootsuite University to help you maximize your understanding of the dashboard.
- Hoot100 is a great introduction to the kind of learning Hootsuite University has to offer.
- You can also check out a selection of Hootsuite University courses available on our YouTube Channel.
- Want to make it official? Enroll and become certified with Hootsuite University. Hootsuite Certification delivers recognized credentials for today's social media professionals. Click here to learn more.
- Visit our blog for news, events, product releases, and use-case resources. We are constantly adding to our collection of HootTips, case study videos, downloadable PDFs, and more to give you ideas for using your Hootsuite dashboard.

Download the Mobile App

Hootsuite is available as an app for your mobile device (iPhone, iPad, and Android), and can be downloaded from your device's app store.

Google Analytics Guide

1

We’re excited that you’re implementing Google Analytics to help you make the most of your website and convert more visitors.

This deck will go through how to create and configure your account, connect your site to Analytics to begin tracking visitors, create goals so you can see how your visitors are converting into subscriptions, donations, and revenue, and enable e-commerce tracking for those of you with stores within your site.

At the end, there is a section devoted to additional resources that you can use to get more information, have your additional questions answered, talk with other Analytics users online, and learn about optimizing for Analytics. There is also a glossary at the end for all the new Analytics terms you’ll learn.

Tools You'll Need

- Access to the Internet
- Access to your website's HTML
- Basic HTML knowledge

OR

- Access to your company's webmaster

2

To get up and running in Analytics, you'll need a few tools for the job.

If you're not comfortable with Basic HTML or you don't have access to your company's HTML or the Internet, you will want to talk to your webmaster about updating your company site with the Analytics information in this deck.

The changes aren't too complicated and should be easy and quick for your webmaster to make. Feel free to share this deck and the resource section at the end with your webmaster.

Table of Contents

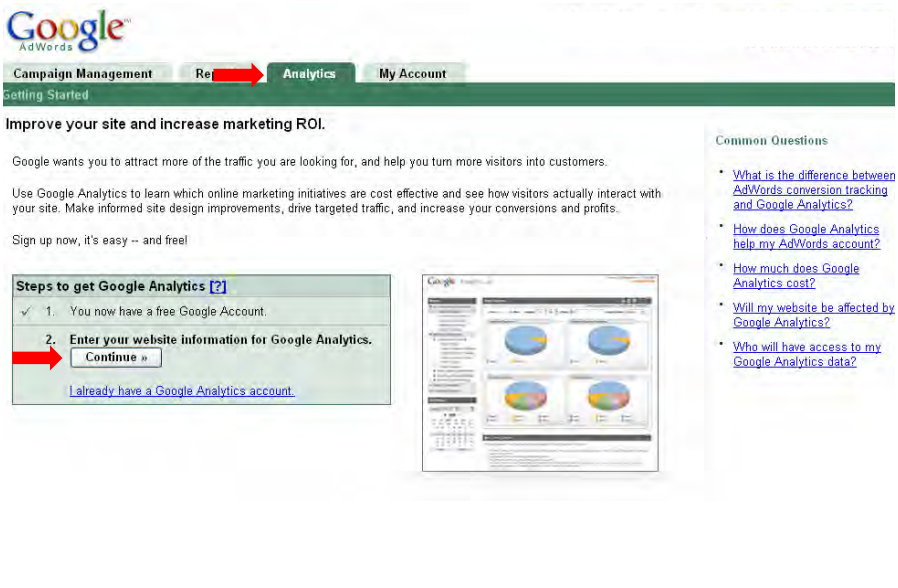
Create your Analytics account

4

In this section you will learn how to:

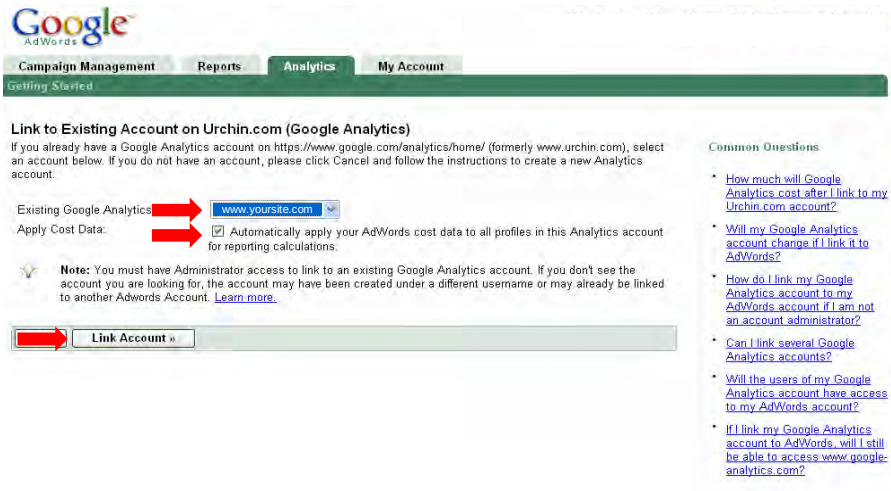
- Log in to your free Analytics account
- Configure your profile settings
- Add more users to your account
- Add the tracking code to your website

Create a Google Analytics Account



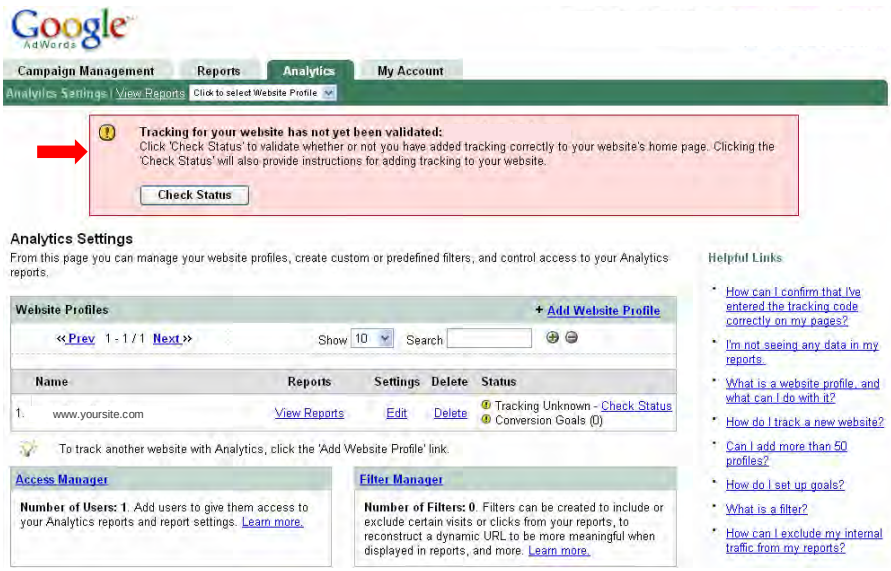
- To begin creating your Analytics account, first log in to your AdWords account (https://adwords.google.com) and click on the **Analytics** tab
- Then click on the **Continue** button to enter your website information

Create a Google Analytics Account



- Choose your site from the drop down menu in the middle of the page
- Choose the site you wish to track
- Click the box underneath to enable the connection between your AdWords campaign and Analytics
- Click **Link Account** to begin setting up your profile for reporting

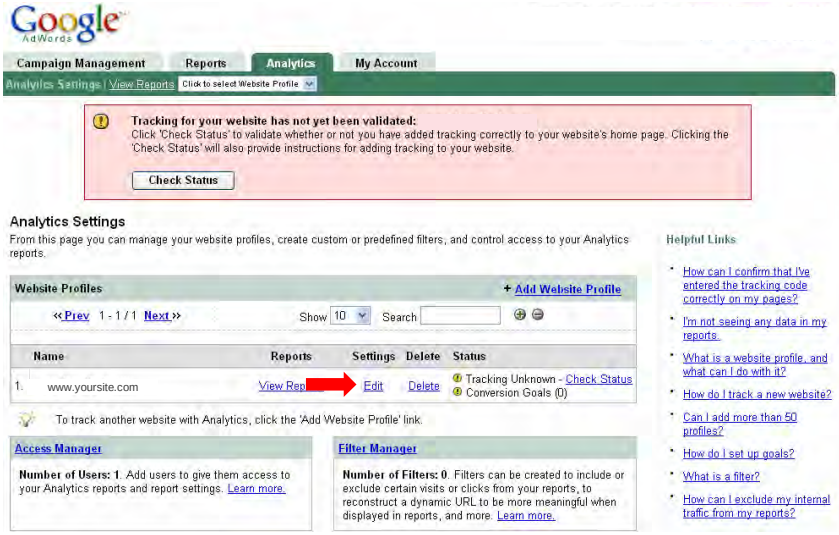
Create a Google Analytics Account



This is how your account will look after creating your account in AdWords.

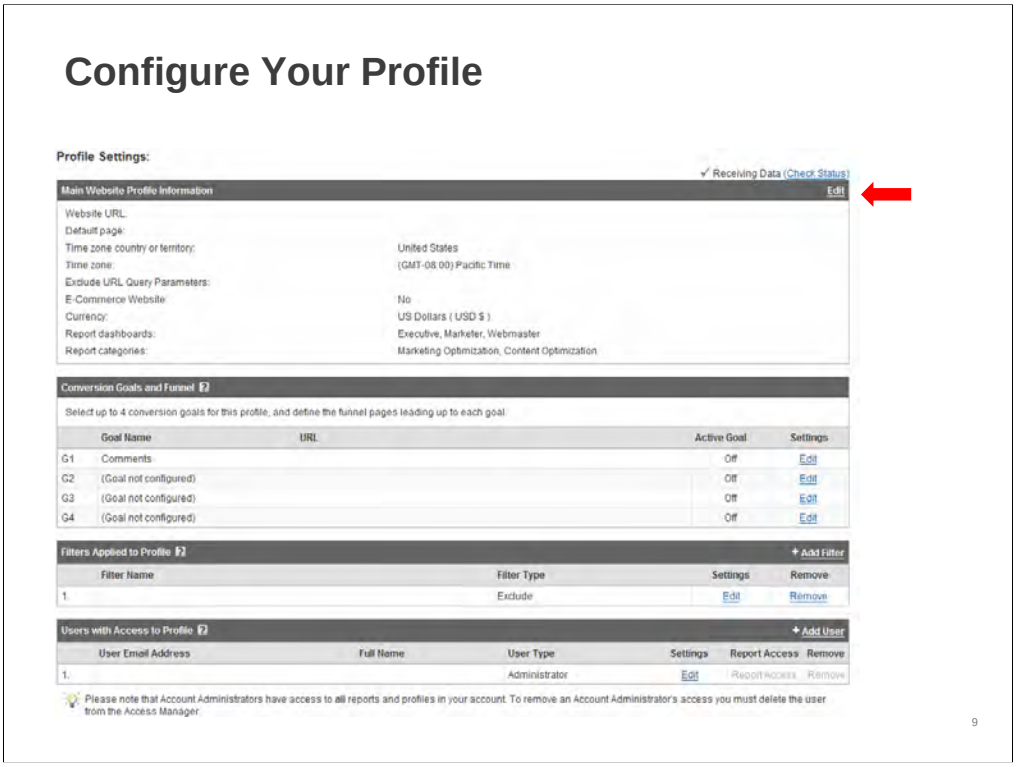
Once you've added the Analytics code to your website, the pink box at the top with the tracking warning will disappear.

Configure Your Profile

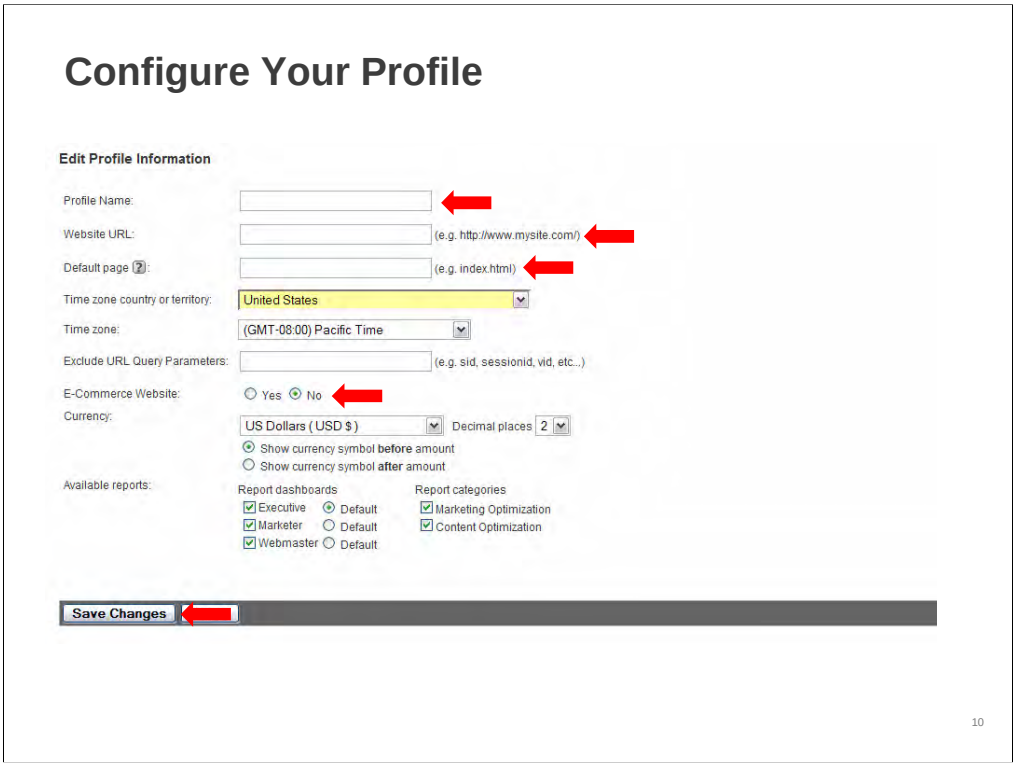


It's important to configure your profile in order to get the most out of your reports, so please don't skip this step in the process.

When you get to this page, click on the **Edit** button next to the site you want to configure.



Under the **Profile Settings** header, click **Edit** again and fill in your information.

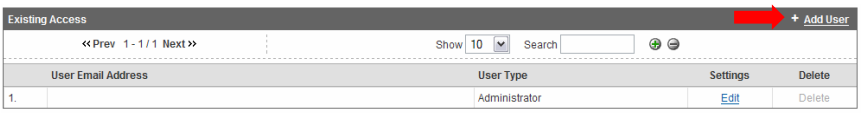


- Enter your **Profile Name**
- Enter your **Website URL**
- In the **Default page** field, enter your **homepage URL.**
    - Setting this to your homepage, or index, of your site allows Google Analytics to reconcile log entries for www.yoursite.com and www.yoursite.com/index, for example. These are in fact the same page, but are reported as two distinct pages until the **Default page** setting has been configured.

If you have a shopping cart on your site, or offer shopping to your visitors, you'll want to enable e-commerce for Analytics. To enable e-commerce reporting and the **E-Commerce Analysis** report set, select **Yes**. There will be more details about e-commerce later on in the guide.

At this point, click **Save Changes** to continue configuring your profile.

Grant Access to Other Users



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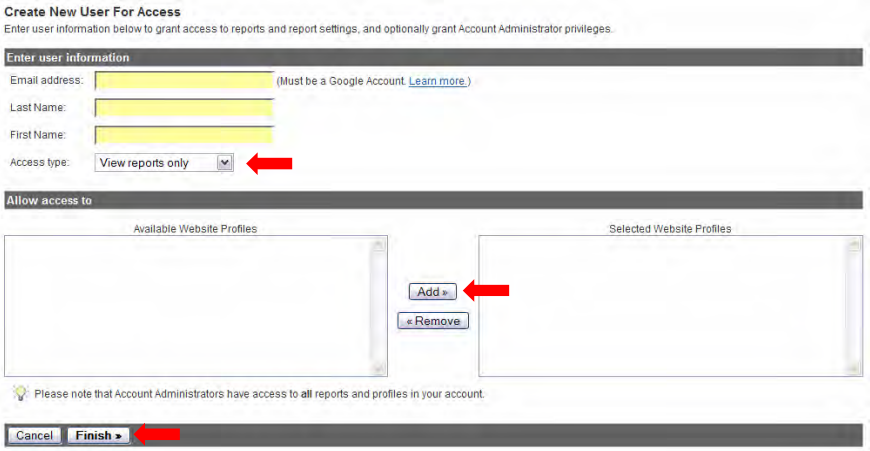
For those of you who work with other people to manage your website, you may want to grant them access to your Analytics account so they can view reports and get detailed information about your site's performance. Google Analytics provides the ability to add any number of users to your account, and to grant varying levels of access to your reports. Access to particular reports and domains is configured through a combination of profile access and report dashboards and categories.

To grant access to another user:

- Make sure that they already have a free Google Account
- Then go to the **Analytics** tab within your AdWords account and click on the **Access Manager**
- From the **Access Manager**, click **Add User**

Grant Access to Other Users



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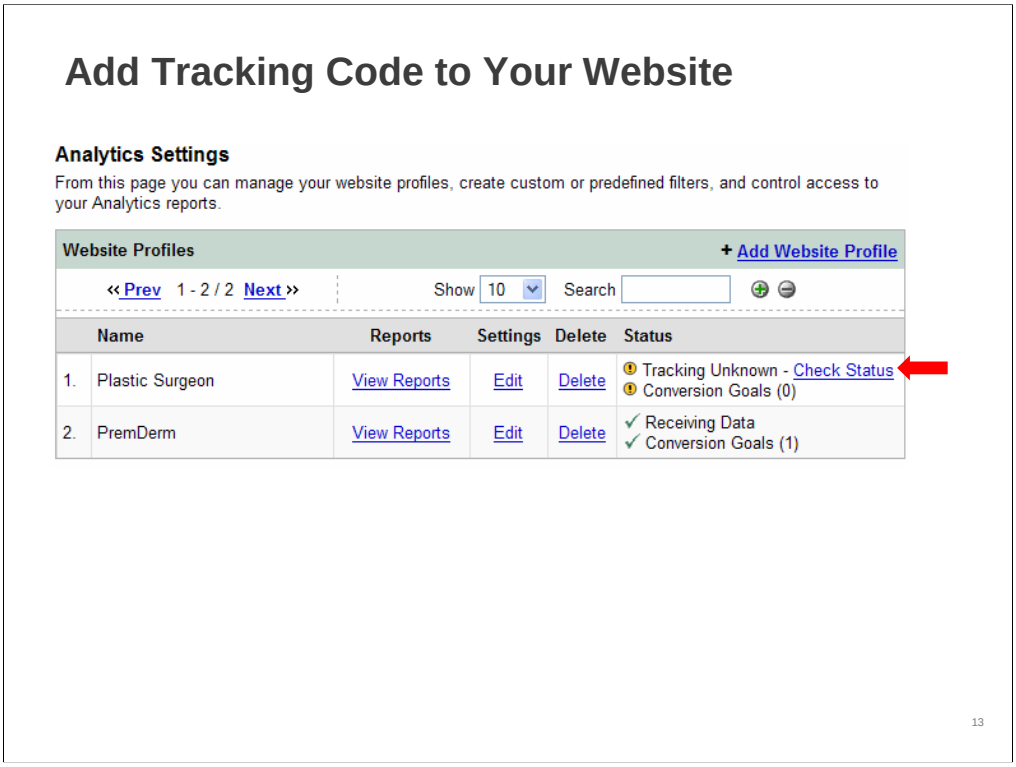
On the next screen you can enter the user's email address, last name, and first name.

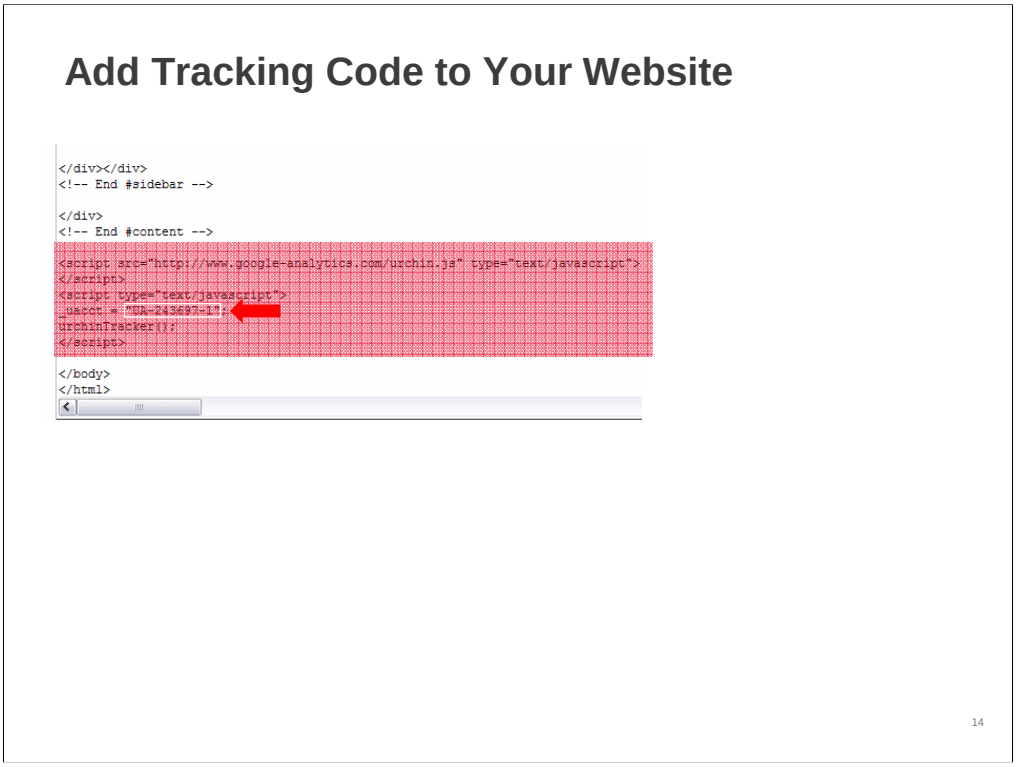
- From the drop down menu, select the **Access type** for the new user
- Choose an **Access type** from the drop down menu
    - You have the choice of allowing them to **View reports only**, or access as an **Account Administrator**, where they'll be able to edit account settings as well as view reports. If you select **View reports only**, select the profiles (or websites) to which this user should have access (note that Account Admins have access to all profiles). If you've only created one profile (or site) , you will still want to select the profile.
- Click **Add** to move these profiles into the **Selected Website Profiles** list
- Click **Finish** to create the new user



Adding the Analytics tracking code to your website is the key to getting your reports rolling. This is how Analytics and your website talk to one another and interpret information about visits to your site.

To get the tracking code from Analytics:

- Click the **Check Status** link to the right of the profile to get the tracking code
    - Any site that hasn't been configured yet will say **Tracking Unknown** until you add the code to your website



A portion of code will appear that you'll need to add to your website. This is the portion of the process that you may want to work with your webmaster to implement. These instructions are available in the Analytics help center for future reference.

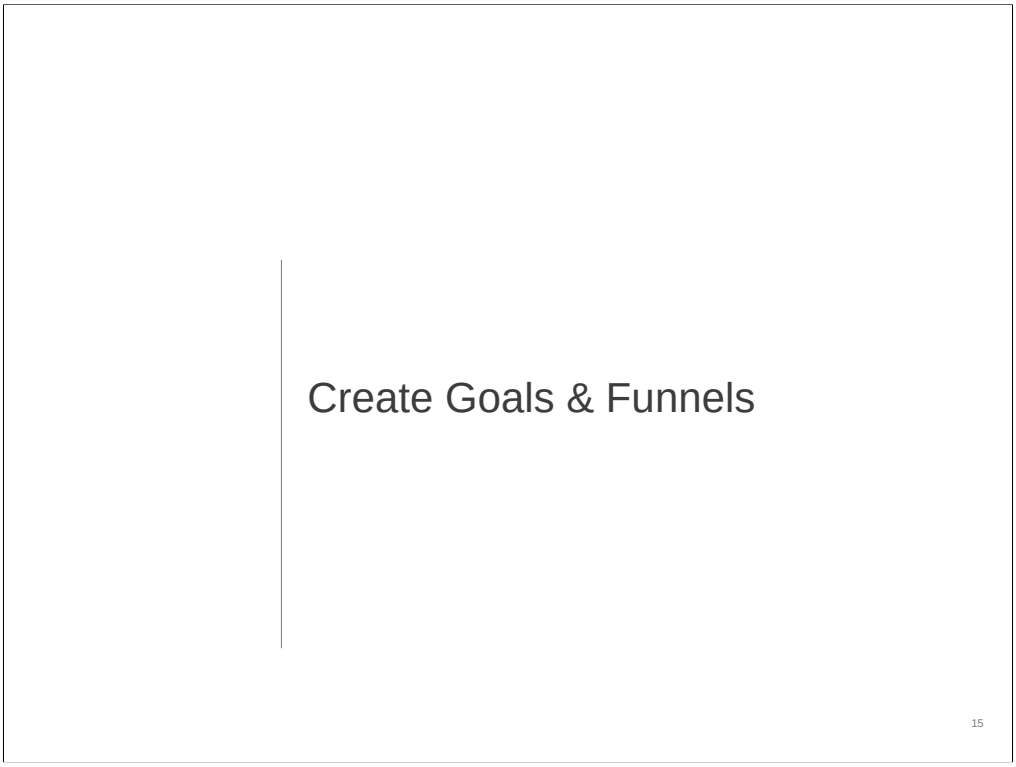
To add the code to your website:

- Copy and paste the code segment into the bottom of your HTML content, immediately before the </body> tag of each page you are planning to track
    - If you use a common include or template, you can enter it there
- Your generated code will have your own Analytics ID (see the highlighted text above)

The tracking code provided to you is designed to work with most site setups. However, there are a few scenarios that require small updates to the tracking code on each of your pages. If any of the following apply to you, go to the Analytics Help Center (see page 43) and follow the instructions to update your code before adding it to your pages:

- If you need to track multiple domains (like a homepage and a secure store site)
- If you need to track more than one subdirectory (or sites that are within your site linked to the homepage)

The Analytics Help Center tells you how to set up your site for these situations.



At this point, you've set up your account and installed the tracking code on every page of your web site so that Analytics can start gathering data on your site. After just 24 hours, you'll be able to login to your Analytics account in AdWords and see results about your visitors!

But, that's not enough. You want to be able to see all the nitty gritty details on what these visitors are doing on your site: where they come from on the web, where they go when they leave your site, whether they buy something from your site, make a donation, or sign up for a newsletter or an alert. There are more than 80 reports you can pull about the performance of your site, right down to the city the visitors are in when they come to your site.

But first, we have to find out what your specific goals are. In this section, we'll go over how to define the goals for your site, pick the ones most beneficial to you, actually set up a goal and then go into some advanced goal configuration that you can use if/when it's right for your site.

Introduction to Goals

Goal: a page which a visitor reaches once they have completed an action

You define goals based on the purpose of your website and the actions you want your visitors to take. Goals are often called **conversions.**

Examples of common goals include:

- A donation receipt page
- A newsletter confirmation
- Any other page to which you are trying drive your visitors

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Technically speaking, a goal is a webpage which a visitor reaches once they have completed an action that you desire. Basically, it's the page that someone sees when they do what you want them to do on your site, like make a donation or sign up for your newsletter. Analytics records this activity so you can see how your goals are tracking.

In the Analytics tab of your account, you define your goals based on the purpose of your website, and the actions you want your visitors to take. This will be covered in a few slides.

Some examples of goals include:

- A receipt page after making a donation
- A subscription confirmation page after a newsletter sign-up
- Any other page to which you are trying drive your visitors

Goals are often called conversions, since on e-commerce sites, visitors are converted to customers. In this case, visitors might be converted to volunteers or sponsors as well.

The path to your goal is called a Funnel Path. Technically speaking, a Funnel Path is a series of pages through which a visitor is expected to pass before reaching the conversion goal.

The Funnel Path is like a video game where the player has to pass through specific doors to reach the prize at the end. In this case, you just need to identify which doors, or pages in your site, the visitor has to go through (visit) to get the prize (your goal of a donation, volunteer, newsletter sign up, etc) at the end.

So, a visitor might come to your homepage through an AdWords ad and click on the “Make a Donation” link, then go to your donation page, choose an amount to donate, go through the buying process, and get your goal (or receipt) page to complete the Funnel Path.

In the **Goal Funnel** Report, the middle column of green funnels represent the steps in one of your Funnel Paths, or the pages within your site on the way to your receipt or goal page. Overlaid on each green funnel step is the percentage and number of visitors still in the funnel at each step.

On the right are the visitors who left the funnel (pages within your site) and where they went, whether they left your site and went somewhere else on the web or somewhere else on your site.

Shown at left are the **Entrance Points**, points from which visitors arrive to the funnel. Again these might be places on your site or other sites on the web.

This report can help you answer questions like:

•Where in the Funnel Path do people tend to leave?
•What is turning them away? Are there design elements that don’t work here?
•Which funnel paths convert the best?

Figuring out these details can help you focus your efforts on the best performing funnel paths and get you the most conversions. That could mean more donations, volunteers, sign-ups or downloads for your organization.

Benefits of Goals

- Easily see how many visitors reach a page
- Understand where visitors may be falling off the path along the way
- Use this information to improve site content and design
- Goals help you make smarter decisions about your marketing efforts by telling you:
  - Which marketing campaign or referral converted the most visitors
  - Geographic location of converted visitors
  - Keywords that lead to goal conversion

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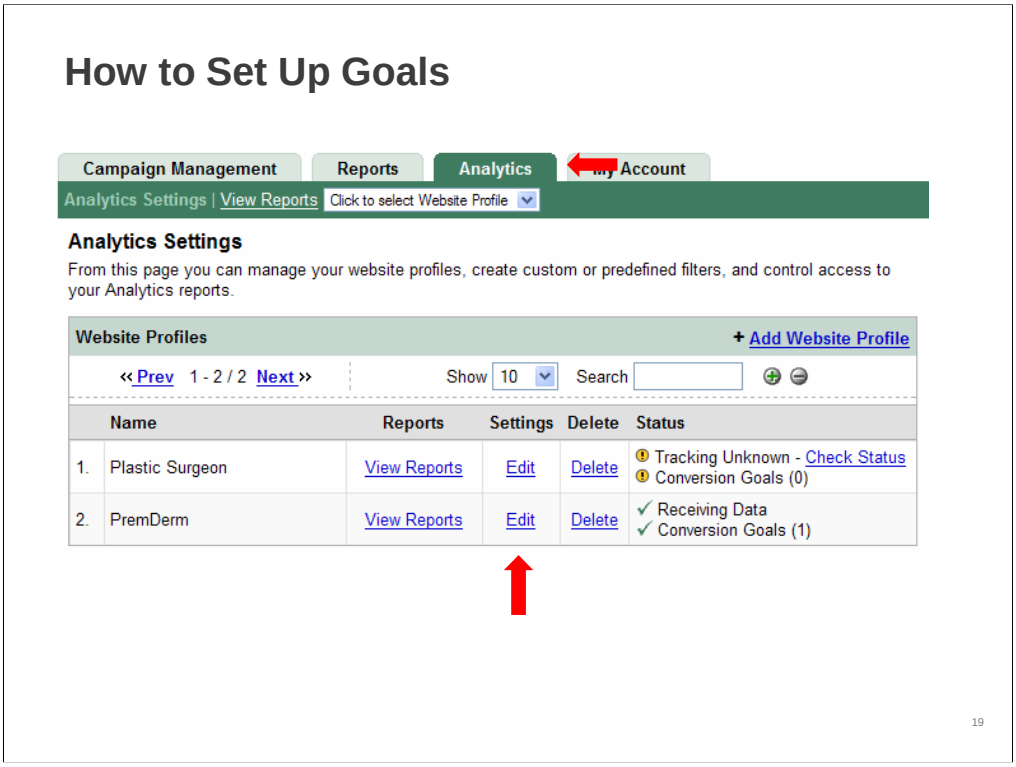
There are lots of benefits of goals. Goals enable you to easily see how many visitors reach a certain page and understand where visitors may be losing interest and falling off the path along the way. You can use this information to improve your site's content and design.

Goals help you make smarter decisions about your marketing efforts by telling you:

- Which marketing campaign or referral brought the most converting visitors
- The geographic location of converted visitors
- The keywords that lead to goal conversion



Before Google Analytics can give you reports about a goal, you must define the goal within your account. You can create up to four goals in each Google Analytics profile.

To set up your goals:

- Click the **Analytics** tab in your AdWords account
- Click the **Edit** link under **Settings** next to the profile for which you want to create a goal

How to Set Up Goals

Conversion Goals and Funnel [?]

Select up to 4 conversion goals for this profile, and define the funnel pages leading up to each goal.

	Goal Name	URL	Active Goal	Settings
G1	(Goal not configured)		Off	Edit
G2	(Goal not configured)		Off	Edit
G3	(Goal not configured)		Off	Edit
G4	(Goal not configured)		Off	Edit

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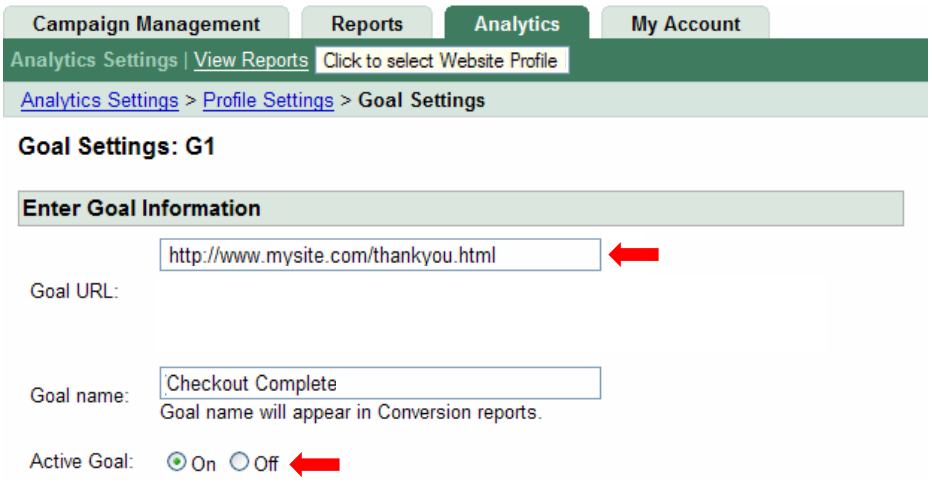
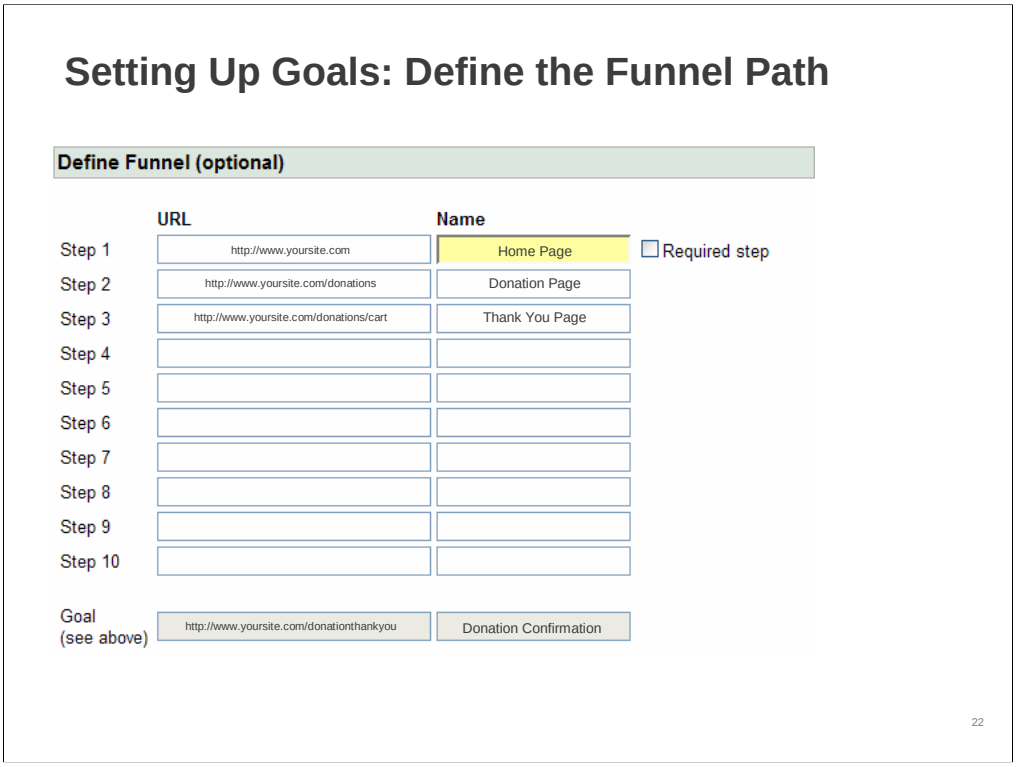
Next, under the **Conversion Goals and Funnel** section, select one of the four goal slots available for that profile, and click **Edit**.

Setting Up Goals – Goal Information



- In the **Goal URL** field, type the web address that marks a successful conversion when reached. This might be your receipt “Thank You” page or subscription confirmation page.
    - Make sure to specify the full URL, including the “http://” prefix
- In the **Goal name** field, give the goal a name as you want it to appear in your Goal and Funnel reports. The name should be one you will easily recognize; for example, “Volunteer Sign-Up,” “Newsletter Sign-Up,” “Donation,” etc.
- Then choose whether to activate the goal. Turn the goal **On** or **Off** depending on whether you want Google to track this conversion goal at that time. Generally, you’ll want to set the **Active Goal** selection to **On**.



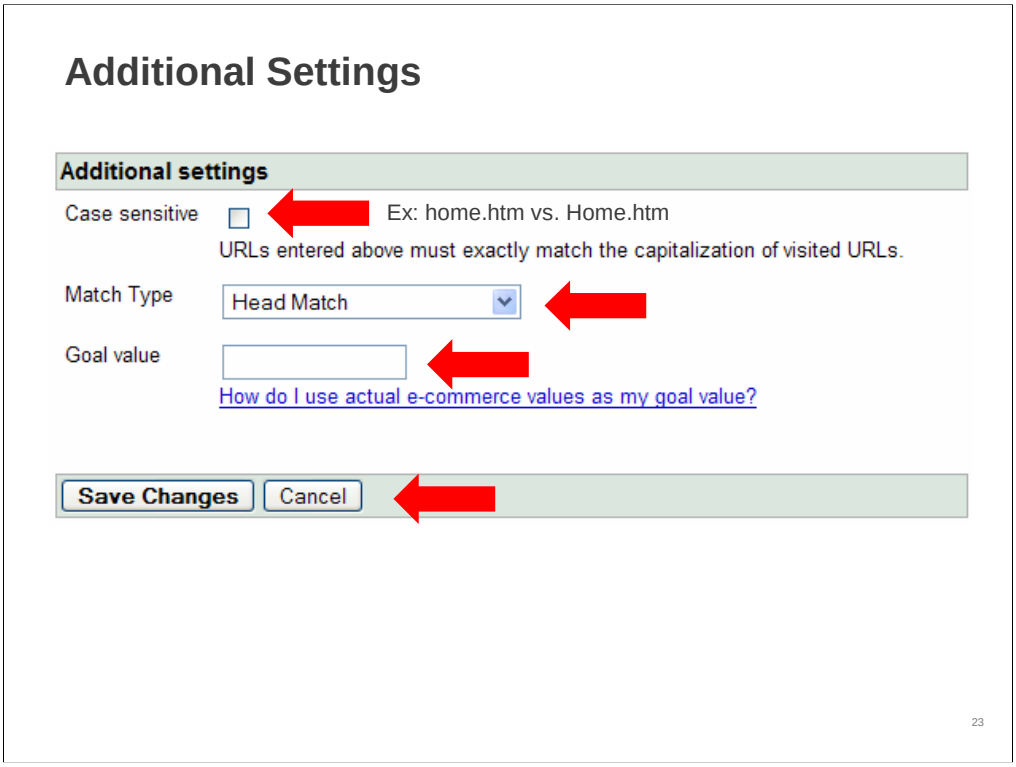
The next step is to define your **Funnel Path**: the pages you expect visitors to click through to reach a goal.

For example, if you are trying to track people who are making a donation on your site, this is where you put in the URLs of all the pages they'll likely visit on the way to making a donation and getting your "Thank you for your donation" page. This funnel might include your homepage, donation page, shopping cart page and finally your goal, or "Thank you," page.

- For each funnel step, enter a full URL (including the "http://" prefix), and give the step a name such as "Donation Page" or "Donation Check Out Page".

While creating these steps is optional, we strongly recommended that you do so, since the **Defined Funnel Navigation** report will show you how effectively you retain visitors throughout the conversion process. When you define steps, you can see if visitors are taking the path you expect, and where they may be losing interest.

If you run an e-commerce site, a recommended funnel would define the checkout steps that lead up to a completed purchase. In this example, the funnel generally would not include individual product pages -- rather, it would consist only of those final pages that are the same with all transactions.



The final step is to configure additional settings:

- If the URLs entered in the funnel or goal are **Case sensitive**, select this checkbox
    - For example, if home.htm is a different page than Home.htm, check this box
    - If you are using dynamic URLs, you may wish to make use of the matching options when entering funnel or goal URLs. For more information on this option, review the Help Center article on **Match Types** from the link at the end of the guide.
- If you wish to set a value, enter the amount in the **Goal value** field
    - The **Goal value** is the value used in Analytics return on investment calculations
    - You can either set a value for the page, or use a dynamic value pulled from your e-commerce receipt page
    - If you wish to use dynamic value, leave this field blank and refer to the Help Center article on **Dynamic Values** (See page 45)
- Click **Save Changes** to create this goal or **Cancel** to exit without saving

Advanced Goal Functions

- Set up funnel steps where the URL doesn't change
- In a single funnel path step, gather data on a group of pages. For example:
  1. Homepage
  2. Shirts Page or Pants Page or Hats Page
  3. Check Out Page
  4. Goal: Thank You Page

Remember, you can define:

- 4 Goals per Profile
- 10 Steps per Goal

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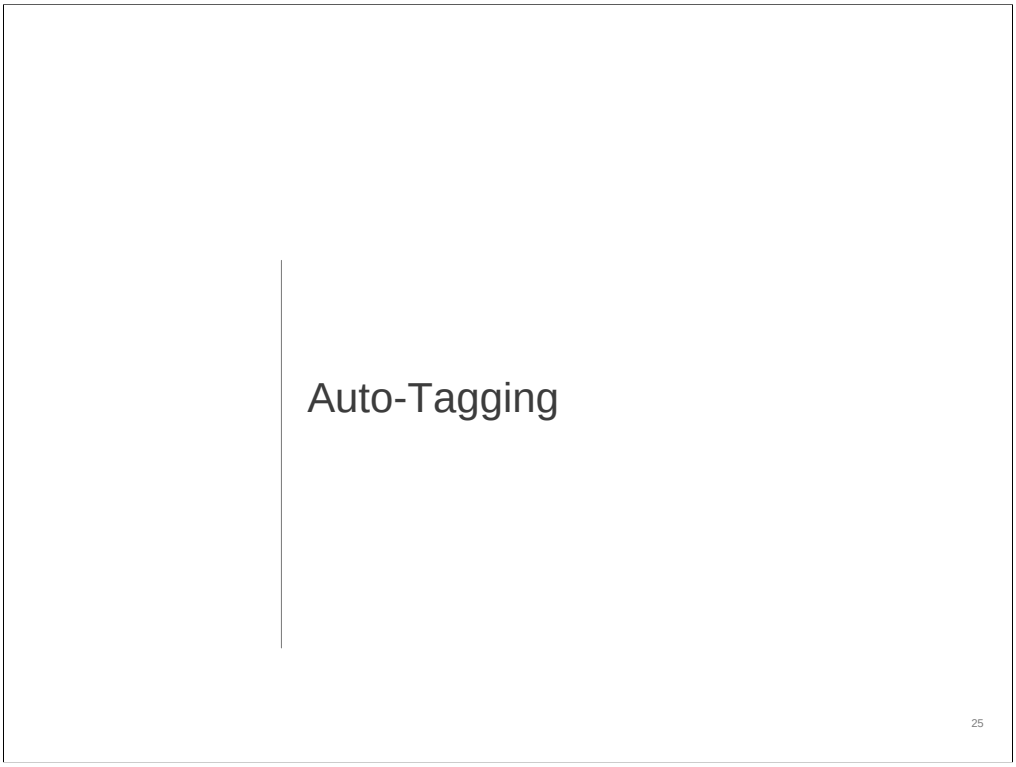
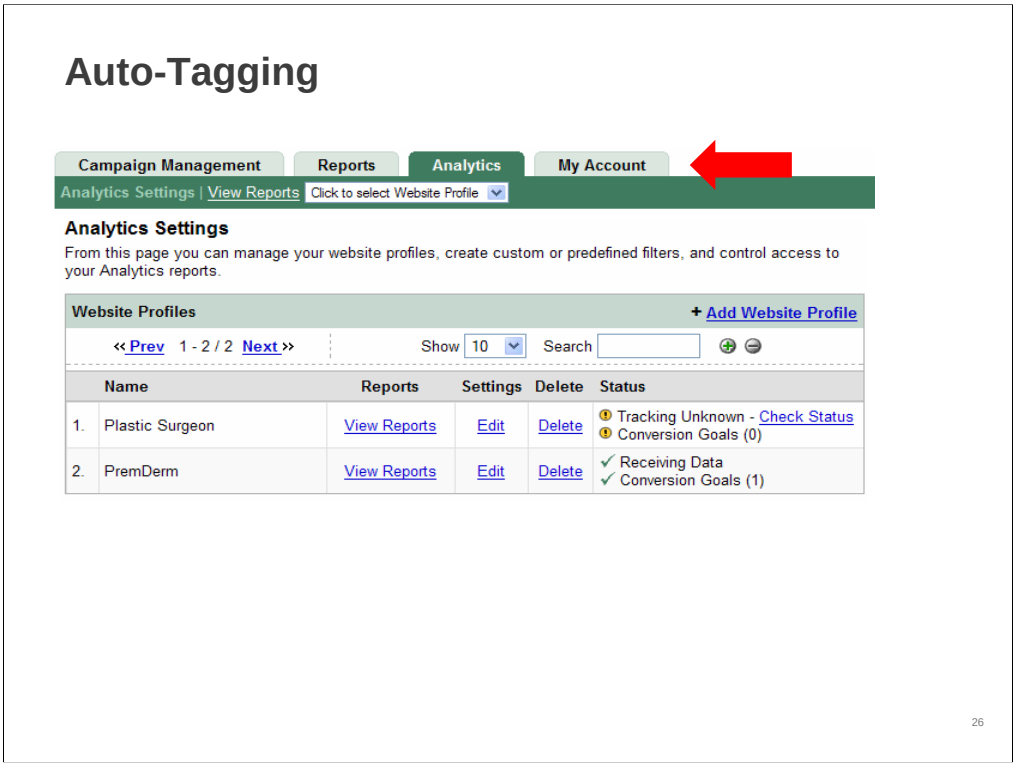
With some advanced set up, you can take advantage of some additional important features of goals:

- First, you can create funnel steps for Flash pages or other pages where the URL doesn't change
- Also, in one single step of your funnel path, you can gather data on traffic to a whole category of pages
  - For example, you could configure a funnel path like this:
    1. Homepage
    2. Donation Page or Volunteer Page or Alerts Page
    3. Check Out Page
    4. Goal: Thank You Page

To learn more about these goal functions, go to the Help Center on Advanced goals (see page 45).



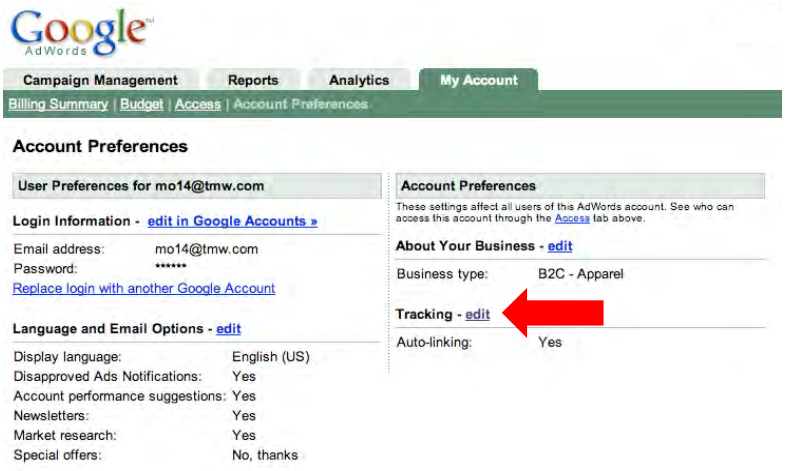
In this section you'll learn how to implement **Auto-Tagging** on your account so that you can more easily manage the information flowing through Analytics.



If your Google Analytics account is linked to an active Google AdWords account, you don't need to tag your AdWords URLs. Google Analytics makes it easy to track your AdWords referrals effortlessly using the **Auto-tagging** feature.

Auto-tagging lets you turn on all your keywords so that Analytics can report on their performance. This way, you don’t have to go into your account and manually turn on each keyword.

Auto-Tagging



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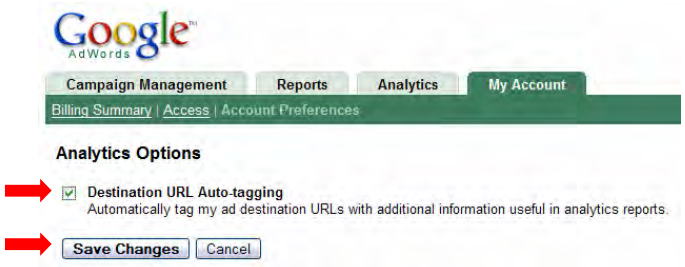
To turn on **Auto-tagging** for your account:

- Click the **My Account** tab
- Then, where it says **Tracking,** click **edit**

Auto-Tagging



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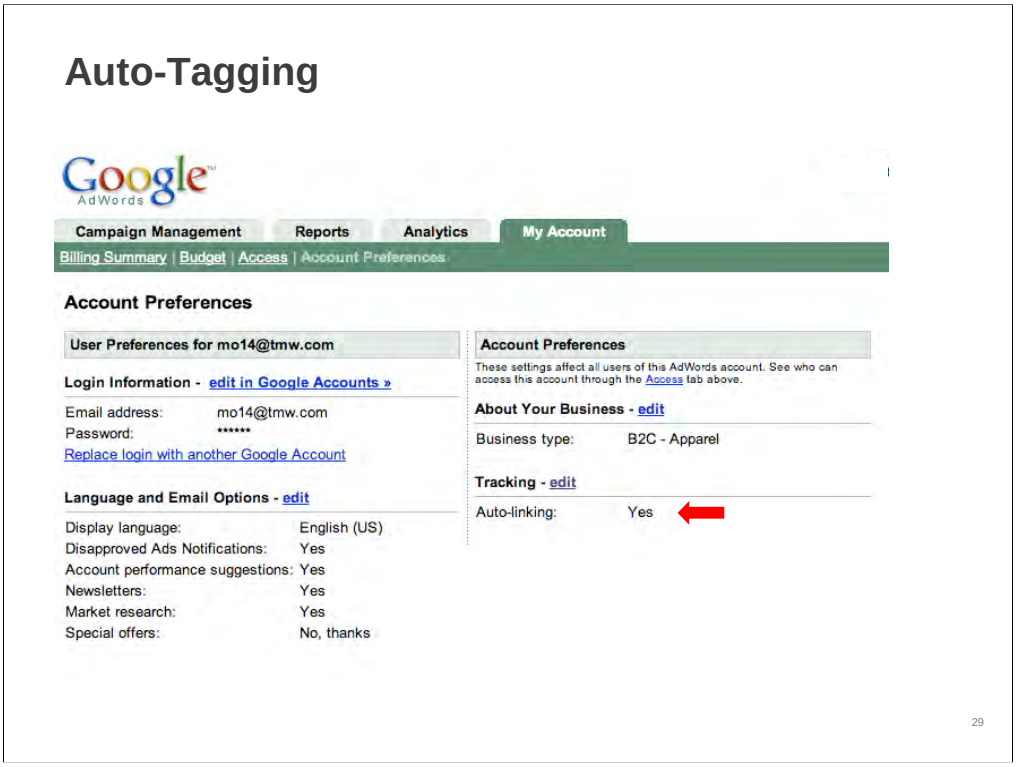
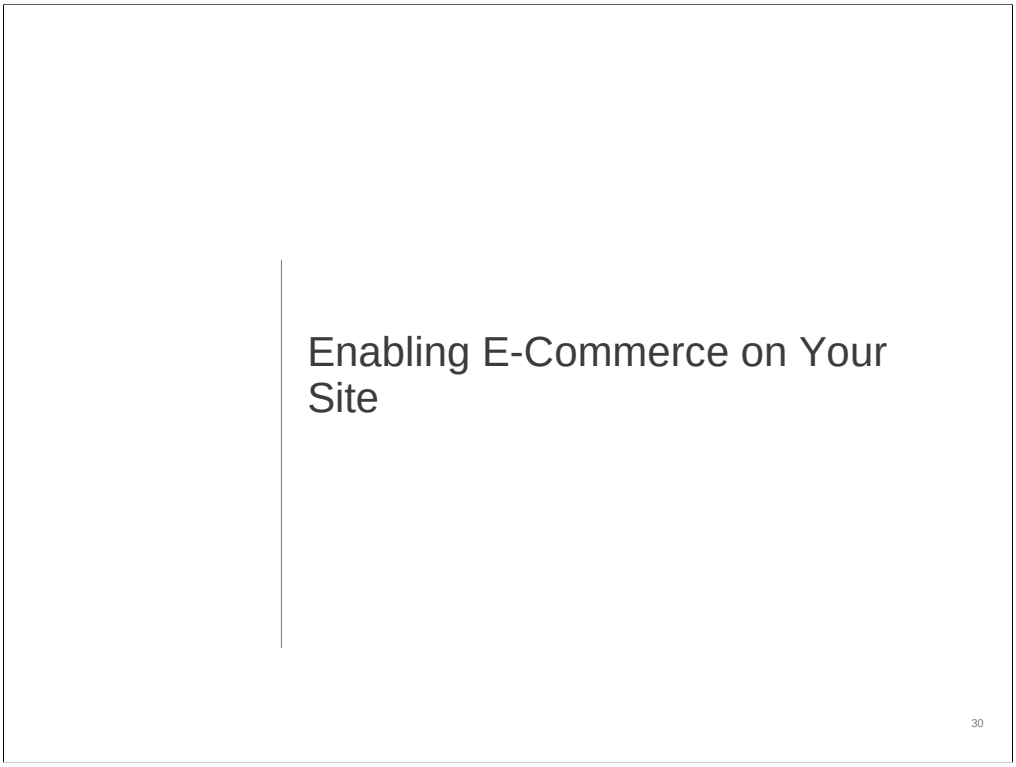
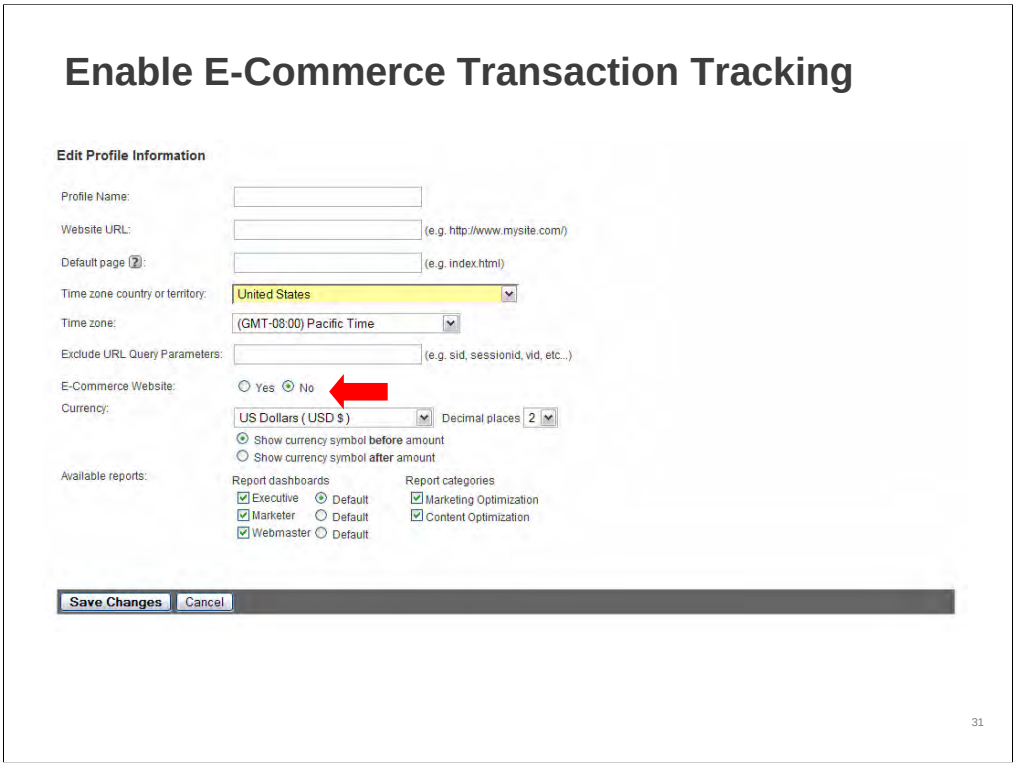
- Check the box next to **Destination URL Auto-tagging**
- Click **Save Changes**



This will update the **Auto-tagging** feature for your account and is one of the easiest ways to improve the efficiency of your Analytics account and help you get the best reports about your AdWords campaigns.



This is where we talk about enabling e-commerce on your site so that Analytics can track your conversions and help you improve your results.



With some simple additions to your goal, or “Thank You” page, Google Analytics can automatically detect and record transaction and product information. The required information is placed into a hidden form which is parsed for transaction and product information. Most template driven e-commerce systems can be modified to include this information in the receipt.

You'll also need to enable e-commerce reporting for your website's profile. Like we described previously in this guide, you would go from the **Analytics Settings** page and then:

- Click **Edit** next to the profile you would like to enable
- Click **Edit** from the **Main Website Profile Information** box
- Change the **E-Commerce Website** radio button from **No** to **Yes**

Enable E-Commerce Transaction Tracking

```
</div>
<!-- End #content -->
<body onLoad="javascript:__utmSetTrans()">
<form style="display:none;" name="utmform"> <textarea id="utmtrans">
UTM:T|[order-id]|[affiliation]|[total]|[tax]|[shipping]|[city]|[state]|[country] UTM:I|[order-i
</textarea>
</form>
<script src="http://www.google-analytics.com/urchin.js" type="text/javascript">
</script>
<script type="text/javascript">
_uacct = "UA-243697-1";
urchinTracker();
</script>
```

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Writing the required information

Somewhere on the goal page, below the tracking code, the code needs to be written by your engine. Everything in brackets should be replaced by actual values as described in the “How do I track e-commerce transactions?” section of the Analytics Help center referenced on page 45.

Also, you can refer to “How do I track e-commerce transactions?” for further instructions on writing transaction information to your receipt pages. If you are tracking transactions that occur on a different domain or subdomain than your main site, check out the section titled, “How do I use Google Analytics to track a 3rd-party shopping cart?” for instructions on updating your tracking code.

Google Analytics uses 1st party cookie technology to track visitors and generate reports. 1st party cookies require that the JavaScript code be called from each web page to avoid breaching the security settings in your visitors' web browsers. If you can edit the source code of your shopping cart site and add the Google Analytics tracking code, you'll be able to use it with Google Analytics.

Tracking Transactions on 3rd Party Sites

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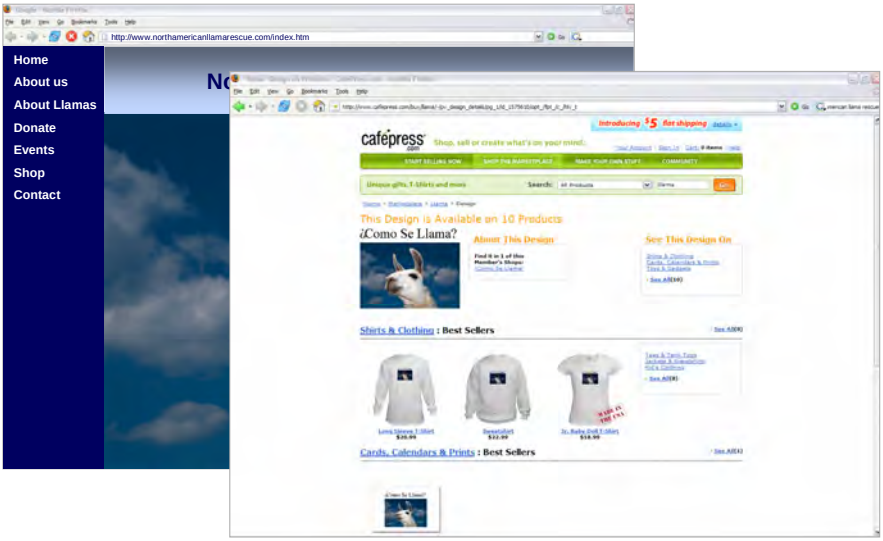
For those of you that have your shopping carts hosted on other sites, this section will explain how you go about enabling tracking for those pages.

Track Transactions on 3rd Party Sites



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Google Analytics can track data from a shopping cart on your own or other, domains with the addition of some code.

If your website initiates a purchase checkout process on a separate store site (for example, if you send customers from *www.mystore.com* to *www.securecart.com*), you just have to add some tracking code to your store site and the shopping cart pages on the host site.

The specific code can be found in the Analytics Help Center in the article titled, “How do I use Google Analytics to track a 3rd-party shopping cart?”

Analytics Reports

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This section will help you pull and interpret a few basic Analytics reports.

Analytics Reports

- Page visits
  - Total monthly visits
  - Total monthly visits from Google search
  - Total monthly visits from Google ads
- Goals and conversions
  - Total monthly conversions by type
  - Total monthly conversions by type from Google ads

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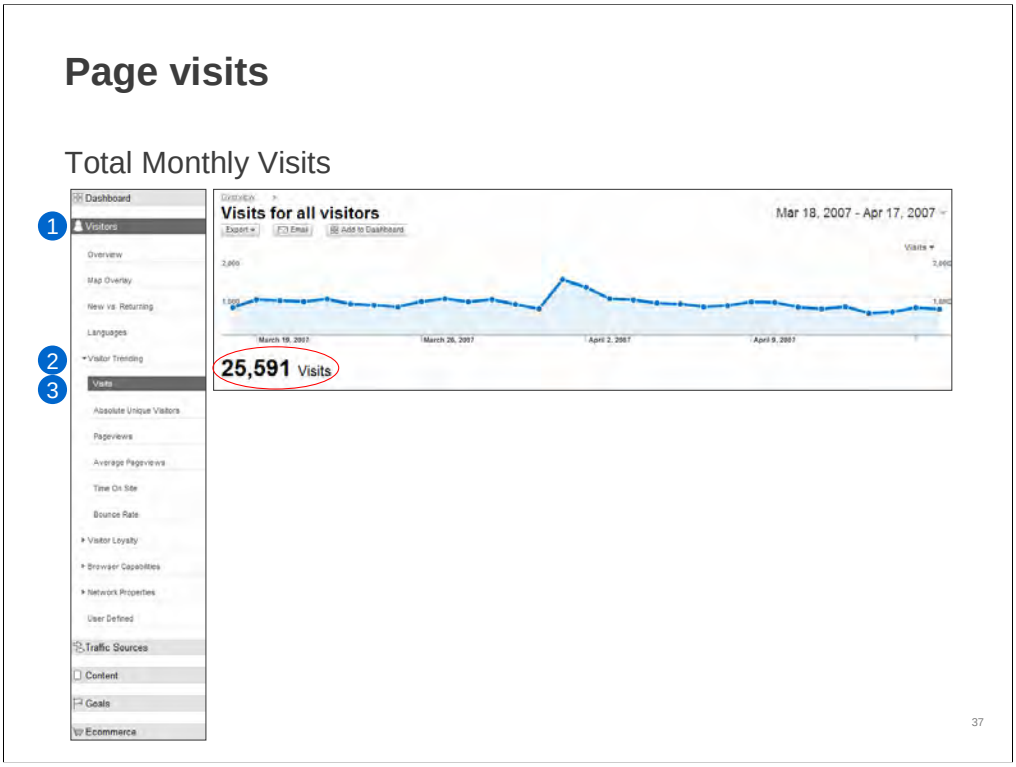
This section will move through a handful of basic reports for page visits, goals and conversions.

Remember to set your date range to the last month of data prior to pulling your reports.



To begin, we want to choose the report. In this case, you'll be able to see the number of visits your site has received.

Before getting started, set your date range in the top right corner for the last month.

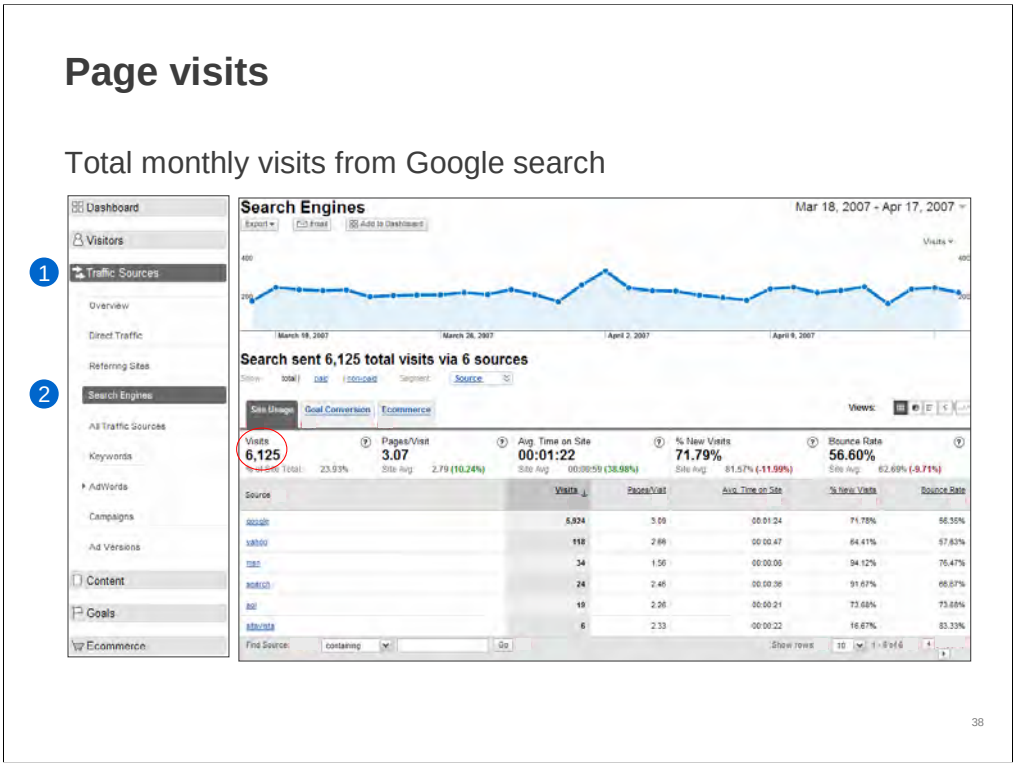
So, first, we use the left side navigation bar to view visits.

1. Click on **Visitors** and from the drop down that appears
2. Click on **Visitor Trending**
3. Click on **Visits**

From the reports, you'll be able to see **Visits**. Visits are defined as unique users that have visited your site.

For each report you can see the totals over your date range in the top right corner of the report and the daily tallies by mousing over a day in the timeline.

Finally, you can **Export** any of these reports to a PDF, Excel, TSV or XML file, print the reports or email them.



In this report, you can see the source of traffic and referrals to the page.

Before getting started, set your date range in the top right corner for the last month.

So, first, we use the left side navigation bar to view the source of your site's traffic.

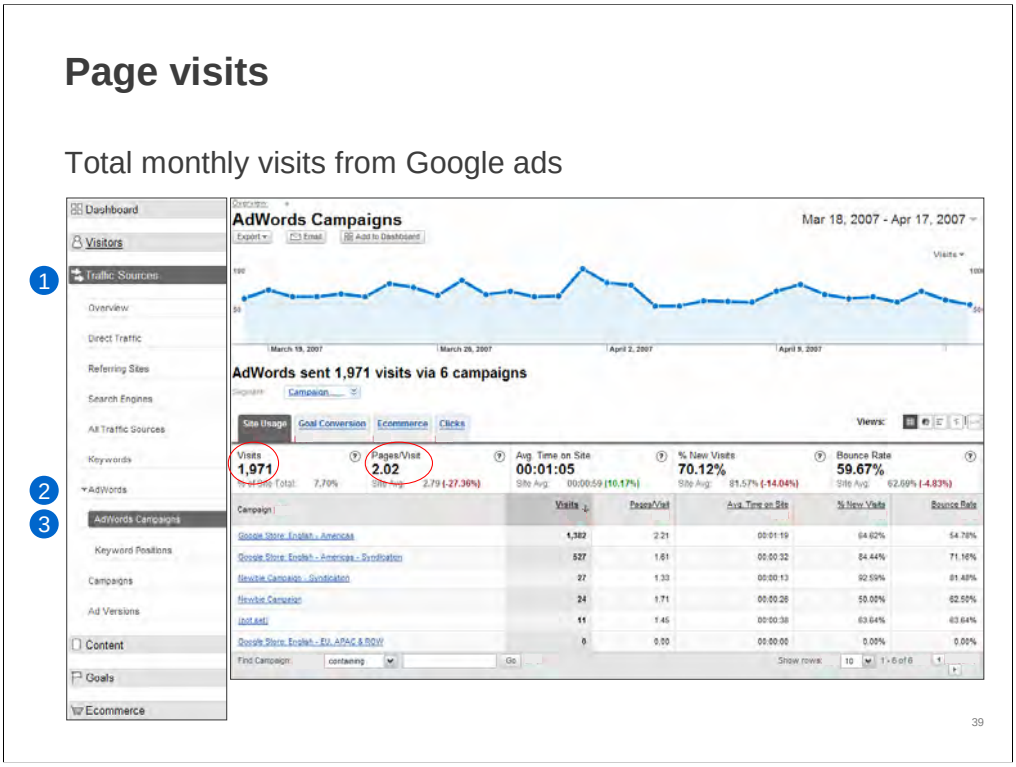
1. Click on **Traffic Sources**
2. Click on **Search Engines**

From the reports, you'll be able to see an overview of Search Engine traffic to your site.

For each report you can see the totals over your date range in the middle of the report and the daily tallies by mousing over a day in the timeline.

To view total monthly visits from Google search, click the Site Usage tab in the middle of the page and look for Google in the Source column and the corresponding visits in the Visits column.

And just like all reports, you can **Export** any of these reports to a PDF, Excel, TSV or XML file, print the reports or email them.



In this report, you can see the traffic generated by your Google ads.

Before getting started, set your date range in the top right corner for the last month.

So, first, we use the left side navigation bar to view the AdWords traffic to your site.

1. Click on **Traffic Sources**
2. Click on **Adwords**
3. Click on **AdWords Campaigns**

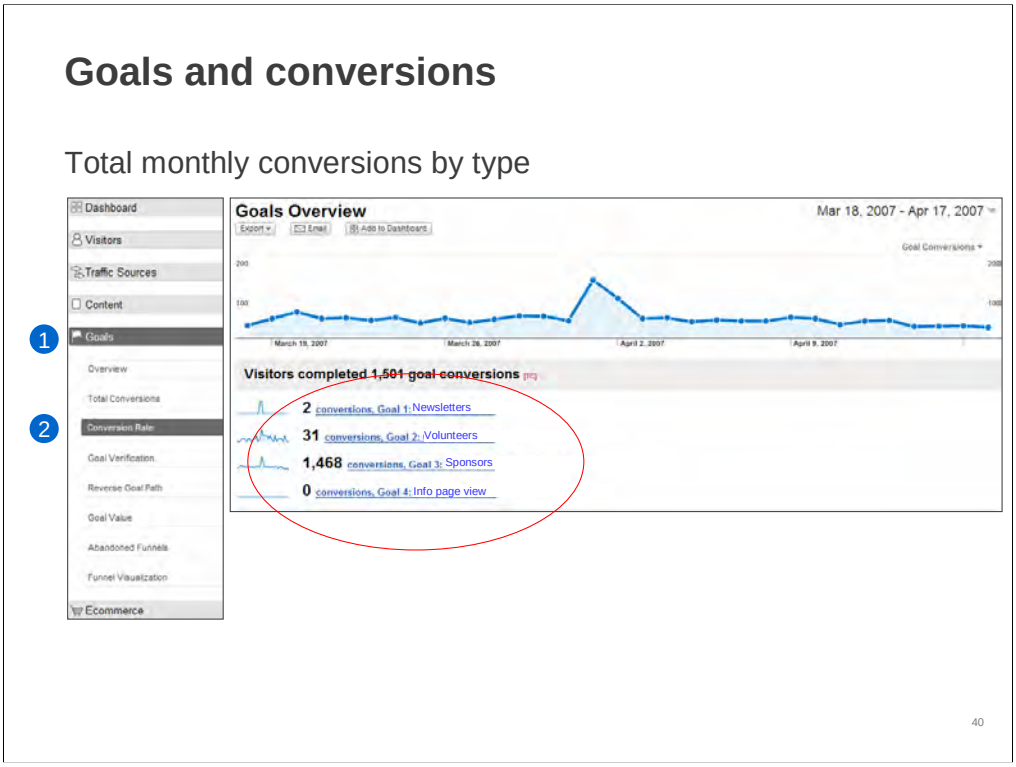
From the report, you'll be able to see an overview of AdWords traffic to your site.

For each report you can see the totals over your date range in the middle of the report and the daily tallies by mousing over a day in the timeline.

To view total monthly visits from AdWords, click the **Site Usage** tab in the middle of the page and look for **Visits** in the middle row in bold.

To view average number of pages within your site that a visitor clicking on your Google AdWords ad visited last month, see the **Pages/Visit** in the middle row in bold.

And just like all reports, you can **Export** any of these reports to a PDF, Excel, TSV or XML file, print the reports or email them.



In this report, you'll see the conversions coming from the different goal types (email newsletter, volunteers, sponsors, etc) you've been tracking.

Before getting started, set your date range in the top right corner for the last month.

So, first, we use the left side navigation bar to view the AdWords traffic to your site.

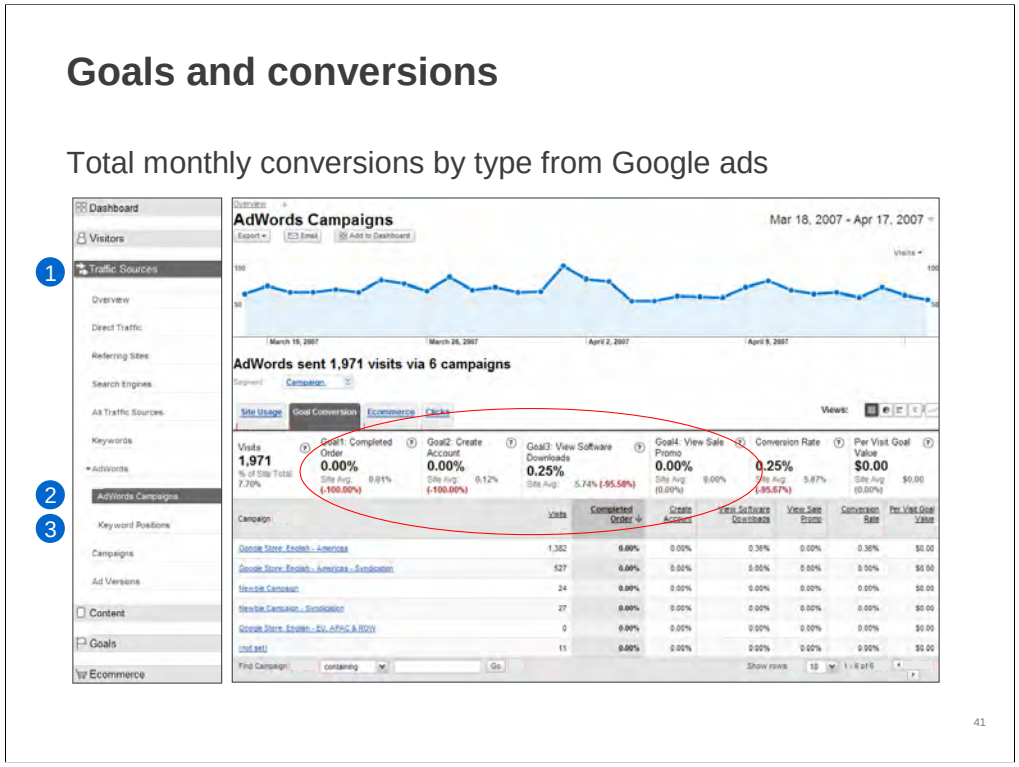
1. Click on **Goals**
2. Click on **Conversion Rate**

From the report, you'll be able to see a summary of all the conversions completed on your site.

For each report you can see the totals over your date range in the middle of the report and the daily tallies by mousing over a day in the timeline.

To view total monthly visits from AdWords, click the **Site Usage** tab in the middle of the page and look for **Visits** in the middle row in bold.

And just like all reports, you can **Export** any of these reports to a PDF, Excel, TSV or XML file, print the reports or email them.



In this report, you'll be able to see conversions coming specifically your Google ads for the different goal types you've been tracking.

Before getting started, set your date range in the top right corner for the last month.

So, first, we use the left side navigation bar to view the AdWords traffic to your site.

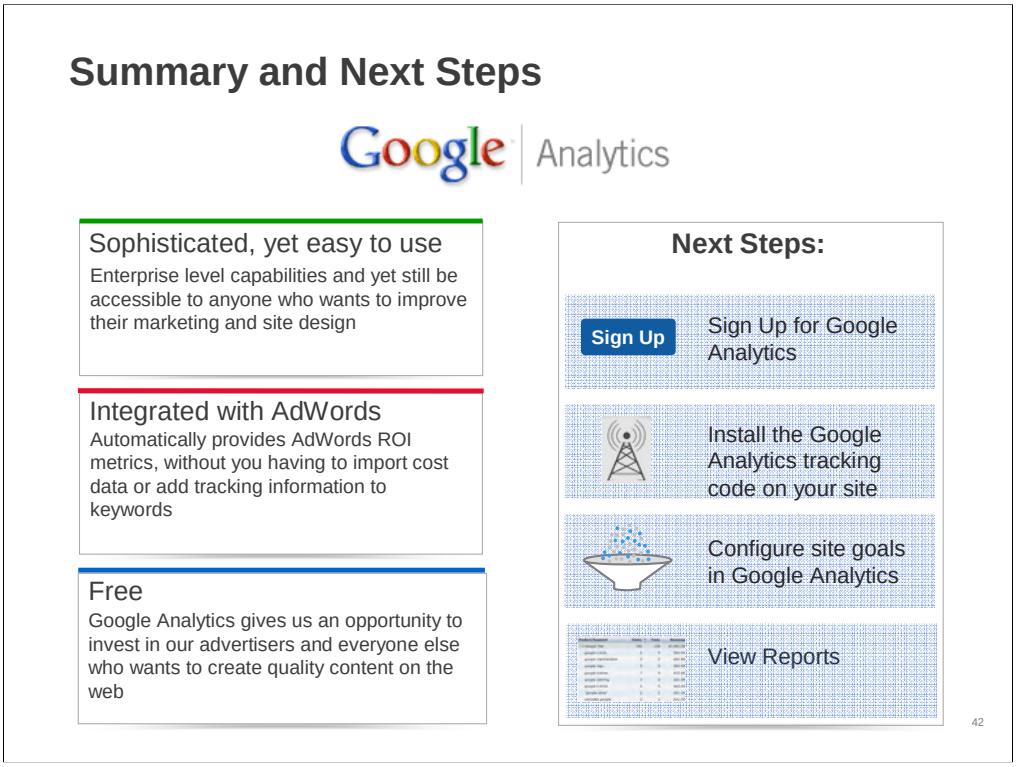
1. Click on **Traffic Sources**
2. Click on **AdWords**
3. Click on **AdWords Categories**

From the report, you'll be able to see a summary of all the conversions completed on your site from your Google ads.

For each report you can see the totals over your date range in the middle of the report and the daily tallies by mousing over a day in the timeline.

To view total monthly visits from AdWords, click the **Site Usage** tab in the middle of the page and look for **Visits** in the middle row in bold.

And just like all reports, you can **Export** any of these reports to a PDF, Excel, TSV or XML file, print the reports or email them.



At this point, we've given you a brief overview of some powerful tools you can use within Analytics to gather information on users that visit your site, which you can then use to optimize your marketing campaigns and website.

Since you already have an AdWords account, you're equipped to use Analytics with just a few clicks of your mouse. And since it's free, you can start optimizing your online marketing campaigns right away without having to budget a single dollar.

Use this guide and the following resources to optimize your site for the best results.

Additional Resources

Resource	Best For
Google AdWords Help Center: http;//adwords.google.com/support	How-to's and troubleshooting for your AdWords account linked to Analytics
Google Analytics Help Center: http://www.google.com/support/analytics	Analytics specific questions
Google Analytics Blog: http://analytics.blogspot.com/	Latest news, tips and resources from the Google Analytics team.
Marketing optimization at Conversion University: http://www.google.com/Analytics/conversionuniversity.html	Learn about marketing and content optimization and read web analytics tips
Analytics User Forum: http://groups.google.com/group/analytics-help	Tips, tricks, experience, advice and bulletin board for questions between Analytics users

44

Finally, here are the resources you can use to answer your additional questions and get more information on using Analytics to your greatest advantage.

Resource	Best For
Match Types: http://adWords.google.com/support/bin/answer.py?answer=26918	Definitions of the different match types
Goals and Funnels for Dynamic Sites: http://adwords.google.com/support/bin/answer.py?answer=26918	Description of dynamic values
Advanced Goals: http://adWords.google.com/support/bin/topic.py?topic=8151	In depth FAQ for setting up advanced goals
Analytics Glossary: http://www.google.com/support/Analytics/bin/static.py?page=glossary.html	Look up Google Analytics terminology

45

Glossary

URL: The website's address. Ex: http://www.google.com

Sub-domain: A directory that falls within another directory.

Goal: A page within your site that the visitor reaches once they've completed the activity you desire. Ex: A Thank You page

Conversion: A completed goal is considered a conversion.

Funnel: The series of pages a visitor goes to on their way to your goal page.

Abandonment Point: The page a user visited after leaving a step in your funnel

Entrance Point: The page a user visited just before entering your funnel. This isn't always your homepage.

Referral: The source that sends visitors to your site. This can be a search engine, link on another site, an ad, etc

Orders: The individual conversions completed on your goal page. Ex: A visitor may make four donations on your site at once, but they only count as one conversion because they only reach the goal page once. However, that would count as four individual orders.

Dynamic URL: A URL that results from the search of a website or the URL of a website that runs a script.

Glossary

Match Types: There are three match types that allow you to control how your funnel steps and goal page will be matched with the URLs your users visit

Flash: Web design software which creates web animations that run on your website.

Auto-Tagging: An option in your linked AdWords account that lets you tag all keywords in your account so that Analytics can report back on their performance. This saves time and keeps you from having to manually tag individual keywords.

E-commerce: The buying and selling of goods and services, and the transfer of funds, through digital communications typically using a shopping cart.

Cookie: A small amount of text data given to a web browser by a web server. For example, a protected site may store a temporary identifier in a cookie after you successfully log in, indicating that you are an authorized user.

3rd Party Shopping Cart: Another website that hosts your online shopping. Ex: Cafepress is the 3rd Party shopping cart for Cash for Critters.

Date Range: The start and end dates of your reporting time period.

Visits: A defined quantity of visitor interaction with a website

Page views: Any file or content delivered by a web server that would generally be considered a web document. Each time a file defined as a page is served, a pageview is registered by Google Analytics.

Source: The means by which a user reached your site

Go forth and track!

Email: googlegrants-support@google.com

UNLEASH THE POWER OF THE LINK

Links are everywhere. Within every channel and every platform. Only Bitlinks are powerful enough to allow you to see clear across the internet.

SHORTEN

Shorten, brand and optimize your links across devices and channels. Share them via Bitly, API, or partner integrations.

Learn More →

MEASURE

Track individual link analytics, gather audience intelligence and measure campaign performance in one location.

Learn More →

OPTIMIZE

Collect insights on your performance and optimize your marketing efforts to better fit your audience needs.

Learn More →

SHORTEN

With parameters, campaign drivers and multiple website pages, links keep getting longer. Bitly keeps them short for when you share on social, email, SMS and more.

SHARE

Share your links across all your marketing channels-including email, SMS, display, social and more-and collect key insights into each channel's performance and audience.

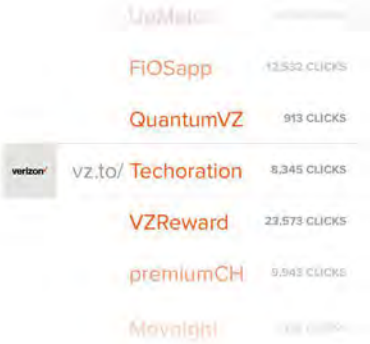
BRAND ENTERPRISE

my.co

Drive CTR up to 34% with Branded Short Domains. Branded Short Domains replace the "bit.ly" in your links with your brand name, allowing you to take total control of your content. Download the case study →

CUSTOMIZE ENTERPRISE

Give context to the click. Customize the back half of your links to maximize performance and redirect your links so you can use them again and again.



CREATE YOUR FREE ACCOUNT

Take a tour of enterprise

MEASURE

Measure and track performance through link analytics. Use these insights to learn what is resonating with your audiences to continuously improve your marketing efforts.

BUILD & ANALYZE

ENTERPRISE

Analyze your campaigns to better understand how all of your marketing efforts contribute to overall success and use these insights to improve the experience of your customers.

UNDERSTAND ENTERPRISE

Tap into a deeper level of understanding with Audience Intel, our expanded analytics functionality that gives you insight into the most active time of day, most engaged users and much more.

OPTIMIZE ENTERPRISE

Optimize your links for all devices using mobile deep links. These links recognize what device your customers are on and directs them to the right content in your brand's app or the mobile web, providing the best customer experience every time.

INTEGRATE ENTERPRISE

Integrate Bitly with your existing workflow. Bitly integrates into more than 75 of the world's leading publishing platforms, letting you take advantage of Bitly functionality in the tools you already use.

INFLUENCE ENTERPRISE

Harness the power of The Bitly Network, the other unique Bitly users engaging with your content. Automatically brand the links that are shared by The Bitly Network and understand how this audience interacts with you and your brand.

CREATE YOUR FREE ACCOUNT

Take a tour of enterprise

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OBJECTIVE 4:

COLLECTING & ANALYZING DATA

What can you do with Forms?

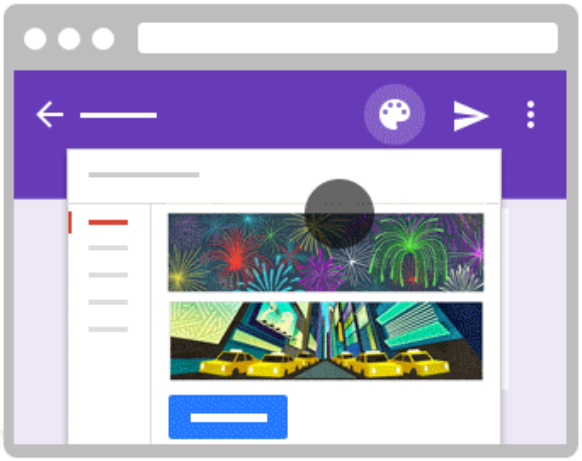
Manage event registrations, whip up a quick opinion poll, collect email addresses for a newsletter, create a pop quiz, and much more.

With Google Forms, you can create and analyze surveys right in your web browser—no special software is required. Even better, multiple people can work at the same time, and every change is saved automatically.

What you need:

G Suite account

10 minutes



1

Build your form

To start, we'll create a new form and tailor it for your audience. Forms automatically saves every change you make.

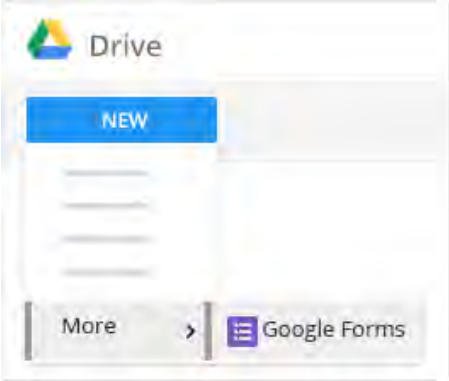
In this section, you learn how to:

1.1

Create a new form

From the Forms homepage: Click Create new form .

From Google Drive: Click **New** > **More** > **Google Forms** > **Blank form** or **From a template**.



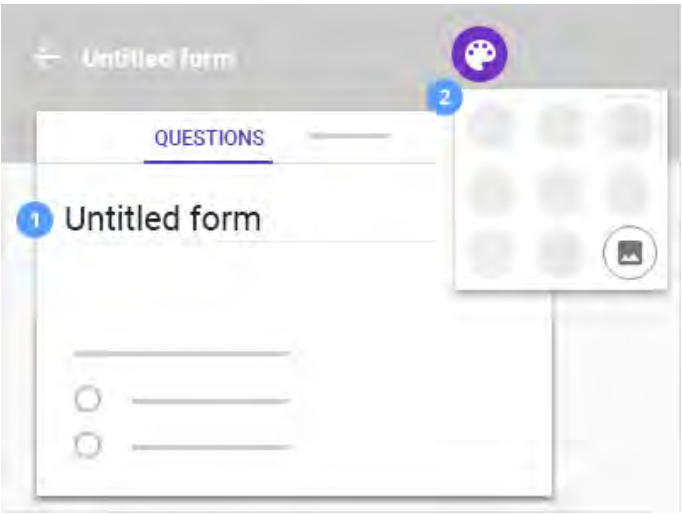
1.2

Design your form

Design your form:

Rename your form: Click **Untitled form** and type a new name.

Change your form's look and feel: At the top, click Color Palette to change the background color or click Select Theme to change the form's theme. You can choose an existing theme or upload photos to make your own theme.

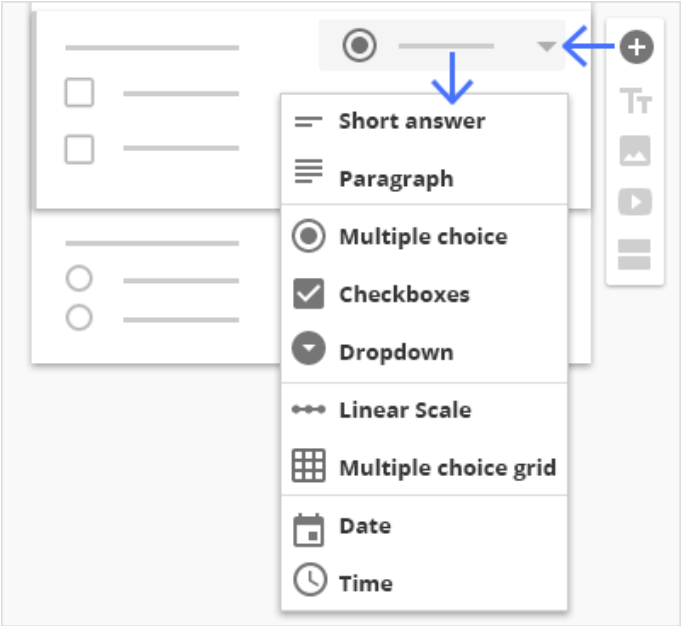


1.3

Add and edit questions

Add questions:

To add a question to your form, click Add question and select a question type.



Note: When people fill out your form, their names and email addresses aren't automatically gathered. To collect this information, ask them for it using a Paragraph question.

Question type	How people answer
Short answer	Type short answers. *Ex: Name*
Paragraph	Type longer answers. *Ex: What's one thing that can be improved in this course?*
Multiple choice	Select one of several options. *Ex: Which course did you take?*
Checkboxes	Select as many options as they like. *Ex: How did you hear about our organization? Select all that apply.*
Dropdown	Select one option from a drop-down menu. *Ex: Select your department.*

Linear Scale	Rate options on a numerical scale. 1 2 3 4 5
Multiple Choice Grid	Select a point from a two-dimensional grid.
Date	Select a date from a calendar picker. *Ex: When did you attend our conference?*
Time	Select a time (either a time of day or a duration of time). *Ex: What is the best time to contact you?*

Edit questions:

To duplicate a question, click Duplicate . To modify the duplicated question, click it.

To delete a question, click Delete .

To reorder your questions or the options within a question, click Drag and drag them where you want them.

If you want people to see answer options in a random order, click More and select **Shuffle option order**. To add a hint to an answer, click More , select **Hint text** and type the text under the question.

1.4

Edit your form

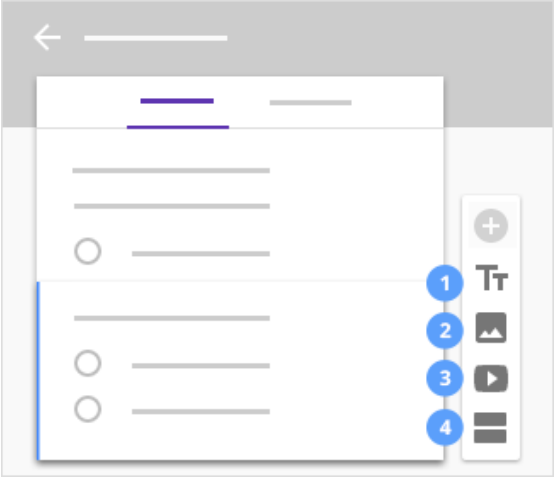
Edit your form:

Click Add title and description and enter a title and brief description.

Click Add image and drag an image to the box or click **Choose an image to upload**.

Click Add video and search for the video or add the URL and click Select.

Click Add section and enter a title for the section. Then, click More to duplicate, delete, or merge it. Click Expand or collapse to expand or minimize a section view.



2

Share and collaborate

To work on your form with teammates or even people outside of your company, just share it. As with any Google document, people can make changes at the same time, and you see their changes as they happen.

In this section, you learn how to:

2.1

Share and collaborate

Share your form and collaborate:

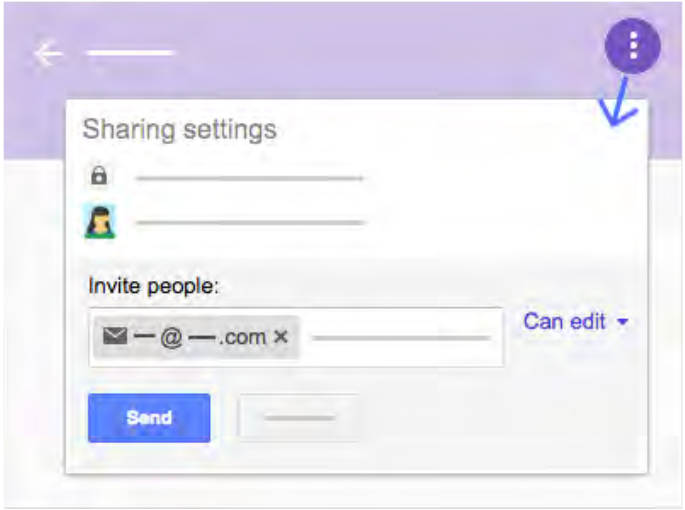
Open the form you want to share.

On the **Forms** menu bar, click More and select Add collaborators .

In the **Invite people** section, enter any user or group email addresses you want to share with and click Send.

Click Done.

Everyone you shared with will receive an email with a link to your form, which they can now edit.



3

Send your form

When you're done editing your form, it's time to start gathering some answers.

In this section, you learn how to:

3.1

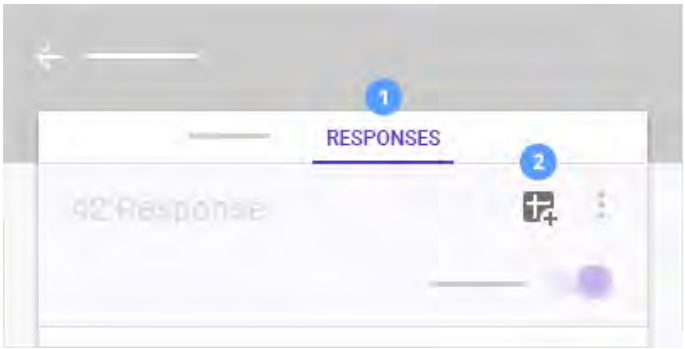
Choose where to collect responses from

Capture all of your survey responses in one place so you can analyze them later.

Choose where to collect responses from:

On the **Responses** tab, you can see the responses in Forms.

Click View responses in Sheets to send the responses to a spreadsheet.



Responses	Spreadsheet	No spreadsheet
See individual responses as they come in		
See a summary of all responses		
Download responses as a CSV file		
Number of responses per CSV file	400,000	Unlimited

3.2

Preview and share your form

To see how your form will look to others, click Preview .

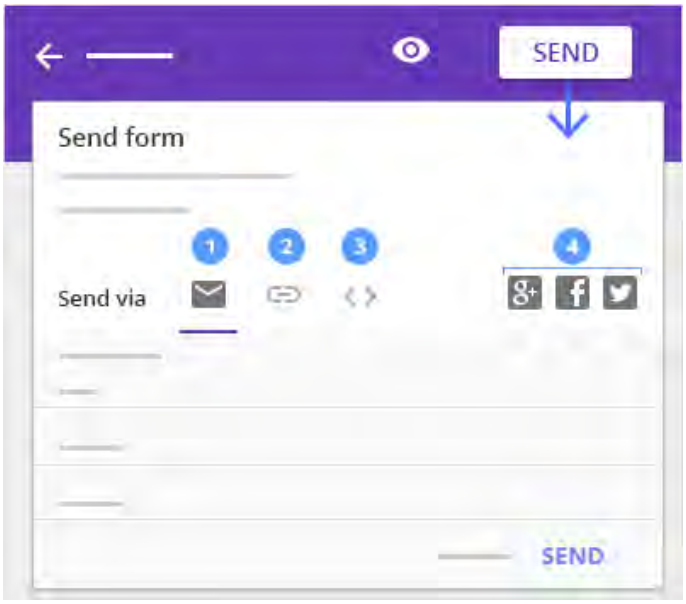
You have several ways to share your form:

Send your form in an email along with a subject and message.

Copy and share a link (or short URL) to your form.

Embed your form on a website.

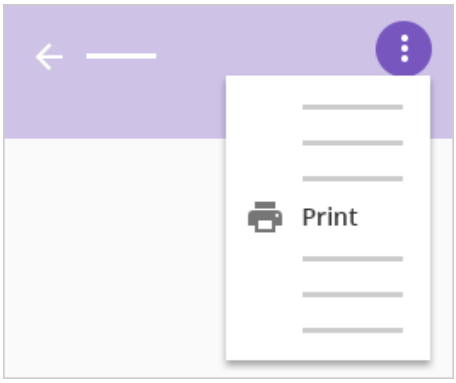
Share a link to your form via social media.



3.3

Print your form

Need a physical copy of your form? From the Forms menu bar, click More > **Print**.



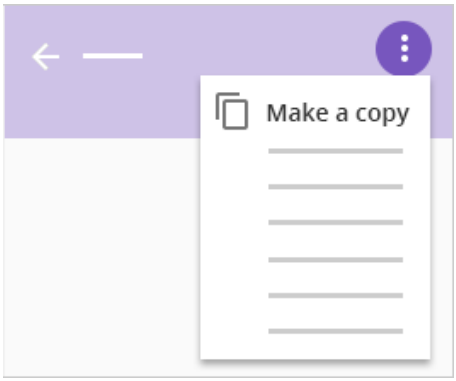
3.4

Make copies to build more forms

Copy your form to use it as a template for similar forms. For example, if you write a lot of customer satisfaction surveys, build and design one survey. Then, make copies to update for new surveys, without having to build each one from scratch.

To make a copy of your form, click More > **Make a copy**. You can rename this copy and optionally share it with the same collaborators.

Note: Copying a form copies only the questions and layout, not any responses you've received.



4

Analyze responses

After you create your form and send it out, you can view the responses in 3 different ways.

In this section, you learn how to:

4.1

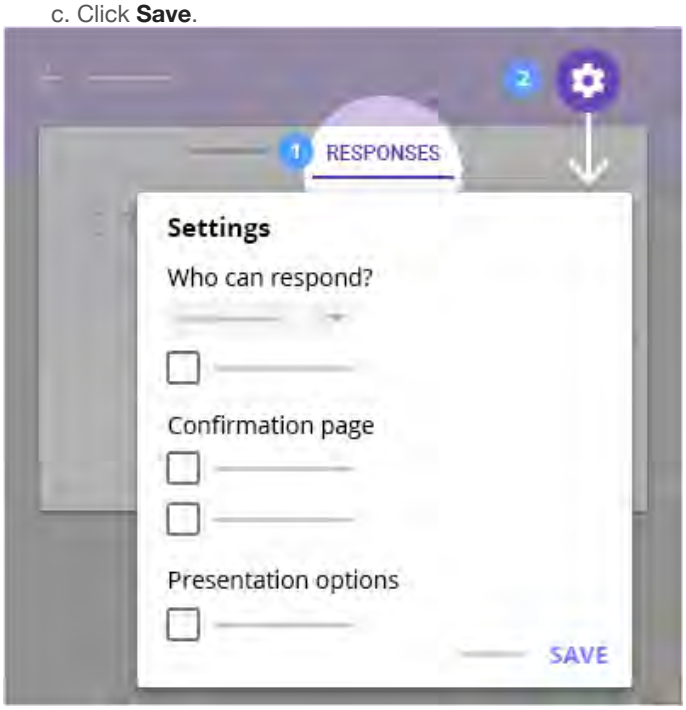
View a summary of your responses

View a summary of your responses:

To quickly see how many users filled out your form and to view their responses, click the **Responses** tab.

If you'd like respondents to also see the summary:

a. Click Settings > **Show respondents a link to:** section.
b. Check the **See summary of responses** box.
c. Click **Save**.

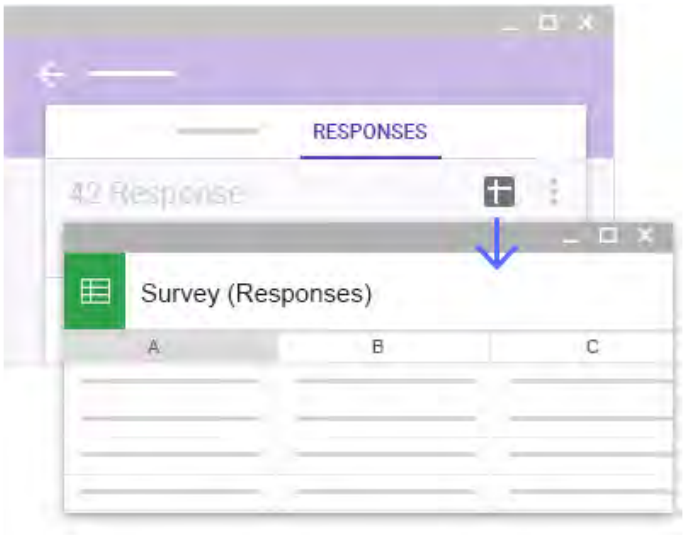


4.2

View responses in Sheets

If you have a spreadsheet for your responses, you can see all of them in Google Sheets by clicking View responses in Sheets on the **Responses** tab in Forms. You can even watch responses appear in real time.

When you're in Sheets, you can also view a summary of your responses by clicking **Form** > **Show summary of responses**.



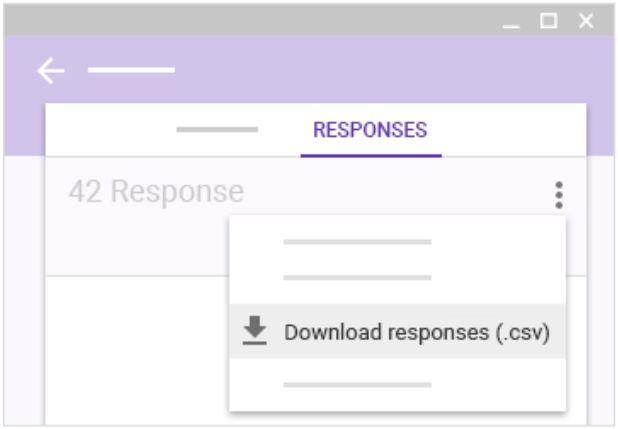
4.3

View and download responses as a CSV file

To export responses so you can analyze them in other software or spreadsheet programs, you can download them as a CSV file.

View and download responses as a CSV file:

In Forms on the **Responses** tab, click More > **Download responses (.csv)**. In Sheets, click **File** > **Download as** > **Comma-separated values**.



4.4

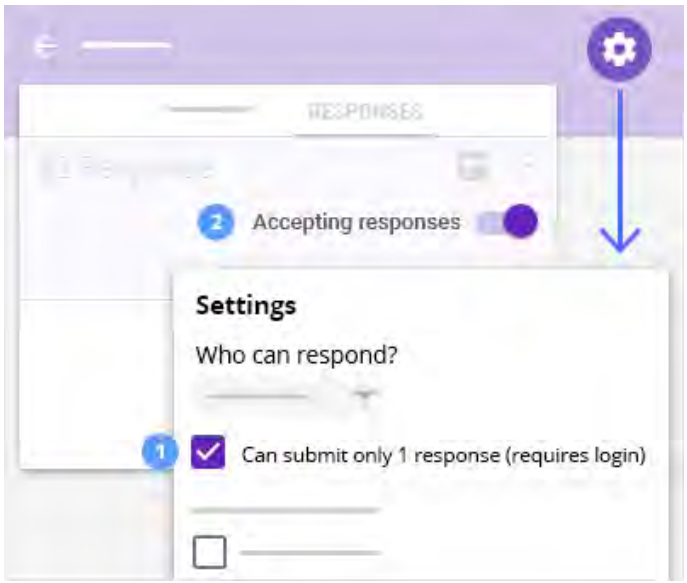
Manage responses

You can limit people to submitting one response. You can also decide when you want to stop collecting responses.

Manage responses:

Limit people to one response: On the Forms menu bar, click Settings , check the **Can submit only 1 response** box, and click **Save**.

Stop collecting responses: Done with your survey? On the **Responses** tab, click the **Accepting Responses** switch to close your form to new responses. You can click it again if you need to re-open your form.



Was this useful? Yes No

Next steps

Try it now

Go to Forms

Get more training

Guidelines for Pre- and Post-Testing

I-TECH's Technical Implementation Guides are a series of practical and instructional papers designed to support staff and partners in their efforts to create and maintain quality programs worldwide.

Pre- and post-tests are used to measure knowledge gained from participating in a training course. The pre-test is a set of questions given to participants before the training begins in order to determine their knowledge level of the course content. After the completion of the course, participants are given a post-test to answer the same set of questions, or a set of questions of comparable difficulty. Comparing participants' post-test scores to their pre-test scores enables you to see whether the training was successful in increasing participant knowledge of the training content.

This guide will provide you with information on when and how to use pre- and post-tests, tips for developing good questions, instructions for how to validate and administer pre- and post-tests, and a description of how to analyze results.

Using Pre- and Post-Tests

Pre- and post-test scores provide information on whether or not participants have learned from the training. In addition, a well-designed pre- and post-test can help trainers understand which concepts or competencies were well taught during the training and which ones need additional time, or need to be covered using alternative methods.

Pre- and post-tests may not be the best tools to use for every training. For example, if a course is highly interactive with ample opportunity to assess participants' knowledge and comfort with the training content, then pre- and post-tests may not be worth the time to administer and analyze. Very short courses, lasting a day or so, may not merit the time requirements of administering and analyzing pre- and post-test data. In addition, pre- and post-tests for trainings focused on relationship-building skills, e.g., a training on effective counseling skills, may be difficult to create and score. An alternate method of evaluating learning, such as the observation of skills demonstrated in a role play, might be more appropriate in this situation.

When deciding whether or not to take the time to do both a pre- and a post-test, consider first what you most want to learn about your training. If you want to understand exactly what knowledge can be credited to the training itself, using a pre- and post-test methodology is important. If, instead, you only need to know whether participants can demonstrate content knowledge or skills by the end of the training, a pre-test is not necessary. By administering a test only at the end of training, you will not be able to show knowledge gains, but you will be able to assess the extent to which participants understand the course material.

Remember, one of the limitations of any test of knowledge administered immediately after training is that it will not tell you what people will remember one week or one year after the training, nor whether they will apply what they learned in their work.

Developing a Pre- and Post-Test

Tests are instruments or tools used to measure change. If the instrument itself is faulty, it cannot accurately measure changes in knowledge. A valid and reliable pre- and post-test must be made up of well-written and clear questions. The following are some tips for creating good questions:

Create questions that focus on the primary course objectives. Try to develop at least one question for each course objective. This will ensure that you are asking participants to demon-

strate their knowledge of what course developers determined are the most important concepts to learn across the entire course. You can go one step further by asking yourself, "What are the 10 most important things in this course that a physician — or other health professional — needs to know about HIV care?" Then create your questions from this list of 10 concepts, facts, or skills. For a workshop or training on a highly technical subject, such as antiretrovirals (ARVs) or opportunistic infections (OIs), a content expert generally needs to develop the test in order to ensure that incorrect options are plausible, that the right content is covered, etc.

Do not create questions that demand the memorization of extraneous (i.e., picky) detail. Participants should not be tested on whether they remember a particular word or phrase, or whether they remember if prevalence rates were 13% or 15%, but rather on whether they have learned important concepts and related facts.

Only include questions to which there were clear answers provided during the course. Do not test participants on concepts or knowledge that were not sufficiently covered in the course. If there are important concepts you think should be covered in the course but weren't, integrate this information into your own evaluation of the training and recommend it be included the next time the course is taught.

Develop a test that will take between 10-25 minutes to complete. The amount of time spent on pre- and post-tests should vary depending on the length of the overall training course and the type of questions asked. It is reasonable that a test covering a week-long training would be longer than a test covering a two-day training. Open-ended essay or short-answer questions will tend to take longer than multiple-choice tests with the same number of questions.

Tips for Creating Questions

There are a variety of question types — open-ended, true/false, multiple-choice, and case-based — that can be used in your test. Having a variety of knowledge questions can help make a test more rigorous and interesting. Open-ended questions require participants to use their own words to respond to a question or comment on a particular scenario. Multiple-choice questions ask respondents to select among several possible answers. True/false questions ask respondents to consider only two possible choices. You can ask respondents to demonstrate more specific, detail-oriented learning with multiple-choice questions than with true/false questions.

If you are designing a test for people who do not speak English as a first language, avoid changing your question type too many times throughout the course of the test. Participants may get confused trying to interpret new directions, which distracts from the purpose of the test.

Creating Open-Ended Questions

Create questions that are specific enough so that participants clearly understand the scope of the question. *Example: "Explain how HIV-infected children are likely to suffer." This question is overly broad. Participants might wonder whether "suffering" refers to abandonment, physical weakness, or other complications, or a multitude of other types of suffering. "List 3 reasons why HIV- infected children are more likely to suffer from failure to thrive." This question specifically asks participants to address "failure to thrive," a clinical condition well-covered in the training session.*

Creating True/False Questions

Construct questions that are simply worded, to the point, and unambiguous. Simple sentences are straightforward and have fewer words than more complex, multiphrase sentences. Vocabulary that can be interpreted in different ways makes it much more difficult for respondents to answer.

Example: "There are many ways a person can become infected with HIV" uses a word (many) that can be interpreted in perhaps ten different ways. A better question would be one that focused on a single mode of transmission: "An individual can become infected with HIV through a needlestick."

Stay away from conjunctions such as "and," "but," "except," and "or." These words imply a second idea or concept and can be confusing when respondents are answering True/False questions.

Example: The true/false question stem, "HIV can be transmitted during intercourse but only if the individuals are not using a condom," is problematic. Although the question appears to be true, HIV can be transmitted even if individuals are using a condom during intercourse. The "but" provides too much potential for ambiguity and room for confusion in the respondent.

Creating Multiple-Choice Questions

Develop responses that are substantively distinct from one another. Answers in a multiple-choice question that are too similar do not provide a respondent with a clear choice. Such questions can end up testing their ability to make distinctions in spelling or definition instead of making important discerning choices among crucial concepts in HIV.

Example: Which of the following is the name for the ARV drug abbreviated as ABC?

Abacab
Abacavan
Abacavir
Abracadabra

Although it might be important for participants in an ARV course to know that Abacavir is the name for ABC, these responses are more about how well they can distinguish slight variations in spelling. A better selection of responses would be:

Abacavir
Amprenavir
Acyclovir
Amphotericin B

Develop "incorrect" responses that are potentially plausible but clearly wrong. Even your most knowledgeable learners should not find the correct answer extremely obvious; respondents should be presented with a selection of answers that they must consider carefully. In the example above, the correct response in the first list of responses was too obvious for most English speakers. Among those who speak English as a second or third language, it may be merely a spelling or vocabulary test.

Make the multiple-choice question text longer than the text of the answers. The majority of information should be in the question, not the answers. Participants should not be overwhelmed with words when attempting to answer the question correctly.

Review your questions and answers for usability. Cover up the answers and look at the question. Someone knowledgeable of the course content should be able to answer the question without looking at the answers. If possible, ask a second colleague knowledgeable of the course content to take the test and see how he/she answers the questions. If they have problems answering, then chances are that your questions are not specific enough.

Combining Methods:
Creating Case-Based Questions

A case-based question presents a short case study and then poses questions based on the information available in the case study. Case-based questions require participants to apply discrete facts or bits of knowledge to a situation they will likely encounter in their workplace.

Case-based questions can be true/false, multiple choice, or short answer. Short-answer questions will provide you with a better sense of the participants' knowledge and ability to apply concepts learned in the training course. The drawback to short-answer questions is that they take more time to grade.

Pre- and post-tests should take between 10-25 minutes to complete.

Example of a Short Answer Case-Based Question

Mrs. S. is a 34 year-old Ethiopian woman who was referred from the VCT center after testing HIV positive three weeks ago. Her husband recently died from cryptococcal meningitis; during his hospitalization he tested positive for HIV, causing her to pursue testing.

Four months ago, Mrs. S. was diagnosed with tuberculosis. Upon her diagnosis, she began a four-drug treatment for TB, and is currently taking isoniazid and ethambutol. HIV testing was recommended and refused at the time of TB diagnosis. Other than TB treatment, she is taking no medications, and until her TB diagnosis her medical history had been normal. She is allergic to trimethoprim/sulfamethoxazole (Bactrim) which causes a diffuse erythematous maculopapular rash.

On physical exam, she is a thin, well-developed woman in no acute distress. A head, eye, ear, nose, and throat (HEENT) exam reveals candida on the tongue and buccal mucosa. Heart, lung, and abdomen exam are normal. Laboratory test data show:

Hemoglobin	11.7	ALT	39
White blood cell	4.8	AST	47
Neutrophils	74%		
Lymphocytes	20%		
Monocytes	6%		
Platelets	167,000	HIV	Reactive

1. For this patient, what evidence (history, physical examination, and/or laboratory data) supports beginning antiretroviral therapy (ART)?
2. Do you identify any barriers to good ARV adherence? If so, what would you recommend to address the barrier(s)?
3. What antiretroviral medication(s) would you initiate?
4. What toxicities could be associated with the antiretroviral medication(s) you chose?

Case questions have a case stem, a lead-in question, and possible responses (or a space for a short answer reply). The case should not give away the answer, nor should the answer be obvious among the possible options.

Pre- and post-tests may not be the best tools to use for every training, such as a one-day short course, or a training on skills that need to be observed.

Examples of Case-Based Multiple-Choice Test Questions

Example 1: *A 60-year-old man presents with progressive weakness of arms and legs. He reports difficulty climbing stairs or combing his hair. He also has difficulty swallowing, but he has no visual complaints. On physical examination, you note a maculopapular eruption on the eyelids, nose, cheeks, and knuckles. Joint examination is normal. What is the most likely diagnosis?*[1]

Dermatomyositis
Myasthenia gravis
Polymyalgia rheumatica
Rheumatoid arthritis
Systemic lupus erythematosus

Example 2: In this example, a case is presented and is followed by several multiple-choice questions.
Case Study: John
John is a recently diagnosed HIV-positive male who came to clinic for his initial visit. His initial laboratory studies show the following: Hgb of 9, CD4 count of 199. On exam you notice white plaque on his tongue and the roof of his mouth. He has a history of tuberculosis 5 years ago, which was effectively treated. Otherwise, he seems in good health.

The following questions have only ONE right answer. Circle the letter of each correct answer.

1. *At what WHO stage of HIV disease is John?*
   a. *Stage 4*
   b. *Stage 3*
   c. *Stage 2*
   d. *Stage 1*

2. *Is John eligible for antiretroviral medication?*
   a. *Yes*
   b. *No*

3. *What is the likely diagnosis of the white plaque on John's tongue?*
   a. *Oral hairy leukoplakia*
   b. *Kaposi's sarcoma*
   c. *Oral candidiasis (thrush)*
   d. *Lichen sclerosis*

Validating Pre- and Post-Tests

All pre- and post-tests must be validated before they are considered a reliable data collection tool. If participants get a question wrong, it should be because of lack of knowledge, not because a participant interpreted the question differently than it was intended because the question was poorly written and had more than one correct answer, or because the question addressed content that was not taught in the course. When a participant gets a question correct, it should be a result of knowl-

edge in that subject area, not because the incorrect answers were so implausible that it was easy to guess the correct answer.

As the first step in the validation process, ask four local staff to take the test. Ask them to mark any questions that were unclear to them when they were taking the test. Have staff discuss with you their answer to the questions, ensuring that their understanding of the test questions was the same as what was intended. Although staff may not be representative of the participants who will take the test, this is a good first step for clarifying questions and responses before you give the test to a group of training participants. Make adjustments to the questions based on the results of this "internal pre-testing" with staff before administering to training participants.

The most important step of the validation process takes place with the participants themselves. After administering the post-test to training participants, review the answers as a group. Ask participants to explain their answers to the questions to better understand how they were interpreting the questions.It should be clear from the discussion which questions were confusing to participants and which ones were clearly written. For questions answered incorrectly, the discussion should help to determine whether the question was confusing and participants actually understand the concept being tested, or whether the participants did not acquire the intended knowledge for some reason. Rewrite the test based on feedback and administer the test to another set of participants to make sure adjustments clarified any confusing questions.

Implementing a Pre- and Post-Test

Once you have validated your test, you are ready to begin using it to collect data about your training course. The most effective way to use pre- and post-tests is to match each participant's pre-test and post-test answers so you can look at an individual's change in knowledge as well as the knowledge change of the group as a whole. Since participants may be uncomfortable putting their name on their tests, use numbers instead of names as identifiers on the pre- and post-tests. Below are instructions for administering anonymous pre- and post-tests.

Assign random numbers to each participant. Write numbers from 1 to n (where n equals the number of participants in the training) on pieces of paper. Ask participants to choose one piece of paper and to copy the number they drew on the back of the first page of their participant packet handed out at the training.

Administer the pre-test before beginning the training. Hand out pre-tests to participants and ask them to note their numbers on the part of the test marked "code number." Explain to participants that their responses to the test are anonymous — we don't know what number they drew. Explain that the purpose of the pre/post test is to evaluate our training and to help us answer the question, "Did people learn what we wanted them to from the training?"

Ask participants to answer the pre-test questions. They can ask for clarification for any of the questions that they do not understand, for example, if there is something in the wording of the question that does not make sense to them or is ambiguous. A designated trainer should note all such questions or clarifications on a master copy so the test can be improved for the next round of training. When participants have finished, collect the pre-tests and give them to the training team lead.

Administer the post-test at the end of the training. Hand out post-tests and ask participants to write their code numbers on the top. Remind participants that their codes are unknown to the trainers, but it is important they use their same unique code on both the pre- and post-tests for trainers to assess the strengths/weaknesses of the training. Ask participants to answer the post-test questions. Again, people should feel free to ask for clarification on language or interpretation. The designated trainer should take note of all such questions on a master copy.

When participants are finished, collect post-tests and give them to the team lead. Discuss the questions

and answers to the test with the participants. For both teaching and evaluation purposes, it is important to go over the correct answers to the post-test with participants while you are in class. Reviewing the answers as a group provides immediate feedback to participants on concepts they did not understand and reinforces the learning of correct information. It also helps to clear up misconceptions before those misconceptions are institutionalized through practice. Lastly, reviewing the answers in class provides the trainer with important feedback on areas that are still not clear to participants, and helps identify areas of the curriculum needing adjustment.

Make sure to include time for pre- and post-tests and the discussion of results clearly in your agenda for the training course. Participants should see the discussion of the post-test results as a part of the training, not an optional activity that happens after the training course is complete.

Analyzing Pre- and Post-Test Results

The final step is to analyze the results of the pre- and post-tests both by participant and by question. Looking at the data in both of these ways will help you learn about both the type of participant that learned the most from the training (e.g., those with high or low pre-existing knowledge) and the areas of the training that were most effective for the whole group. Using Excel, SPSS, or another statistical software package to analyze the results is not required, but it will greatly facilitate the analysis process.

Create a spreadsheet where each row is a single participant (identified by ID number) and where each question has two columns — one column indicating if the participant correctly answered the question on the pre-test and one indicating if the participant correctly answered the question on the post-test.

Look at changes in correct responses by *individual.* Did each individual's score increase? Are there any discernable patterns indicating which participant scores increased the most? For example, in a multidisciplinary training, did nurses' scores increase more than doctors'? Did each individual's score increase? Did the overall range of scores change for the group between pre- and post-testing? Think about the knowledge level of the audience your training is targeting. If the training is aimed too high, those that scored high on the pre-test will show the most increase on the post-test while those who scored low may show very little increase. Alternatively, if lower scores climb and higher scores are stable, the training may be aimed too low. Depending on the purpose of the evaluation information, you may want to see if any knowledge increase was statistically significant.

Next, look at changes in knowledge by question to uncover which parts of the training were most effective, that is, resulted in the most increase in knowledge. Remember that a lack of change in knowledge could indicate either a poorly designed test question or a weakness in the curriculum. If pre-test scores are high, then there will be little room for knowledge gain as measured on the post-test. If there are questions that multiple participants are missing in both the pre- and post-test, consider adjustments to the curriculum to strengthen weak or unclear content areas.

Review all the data to make sure you haven't missed any clues and document any additional interesting findings. Use the results to make any necessary adjustments to the training.

1. *Based on Developing Multiple Choice Questions for the Royal College of Physicians and Surgeons of Canada Certification Examinations, T. Wood & G. Cole, Educational Research and Development, June 2004. p. 4. Can be found online at: www.ranzcog.edu.au/fellows/pdfs/diploma-mcqs/developing-mcqs-for-RCPSC.pdf.*

Remember to use the results to make any necessary adjustments to the training.

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About I-TECH

The International Training and Education Center for Health (I-TECH) is a collaboration between the University of Washington and the University of California, San Francisco. Its mission is to support the development of a skilled health care work force and well-organized national health delivery systems to provide effective prevention, care, and treatment of infectious diseases in resource-limited settings. Staff work in Africa, Asia, and the Caribbean in partnership with local ministries of health, universities, non-governmental organizations, and medical facilities.

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I-TECH
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This document is a brief introduction to setting up a dataset in PSPP. The information found within this document is a summary of the PSPP manual found at https://www.gnu.org/software/pspp/manual/pspp.pdf.

PSPP is a free data collection system that operates similar to IBM's SPSS. Subscriptions for SPSS can be purchased; however, when resources are limited PSPP offers many of the same computing features. In addition to the PSPP user manual, the SPSS user manual offers more insight and screen shots of the programs functions and detailed explanations to computing useful data.

The SPSS user manual can be found at https://www.csun.edu/sites/default/files/statistics20-core-system-guide-64bit.pdf.

Introduction:

PSPP is a tool for statistical analysis of sampled data. It reads the data, analyzes the data according to commands provided, and writes the results to a listing file, to the standard output or to a window of the graphical display.

The language accepted by PSPP is similar to those accepted by SPSS statistical products. The details of PSPP's language are given later in this manual.

PSPP produces tables and charts as output, which it can produce in several formats; currently, ASCII, PostScript, PDF, HTML, and DocBook are supported.

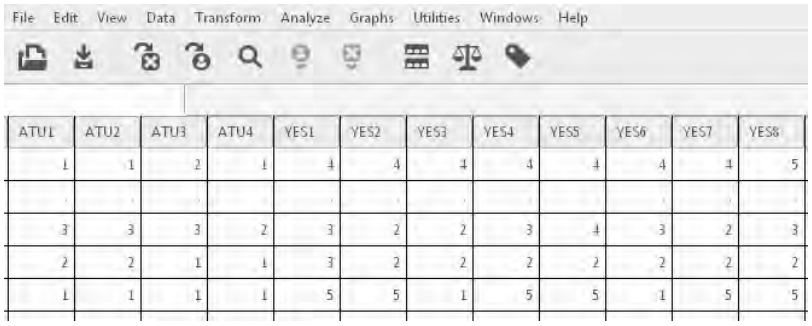
The current version of PSPP, 0.11.0, is incomplete in terms of its statistical procedure support. PSPP is a work in progress. The authors hope to fully support all features in the products that PSPP replaces, eventually. The authors welcome questions, comments, donations, and code submissions. See Chapter 20 [Submitting Bug Reports], page 181, for instructions on contacting the authors.

Using PSPP:

PSPP is a tool for the statistical analysis of sampled data. You can use it to discover patterns in the data, to explain differences in one subset of data in terms of another subset and to find out whether certain beliefs about the data are justified. This chapter does not attempt to introduce the theory behind the statistical analysis, but it shows how such analysis can be performed using PSPP.

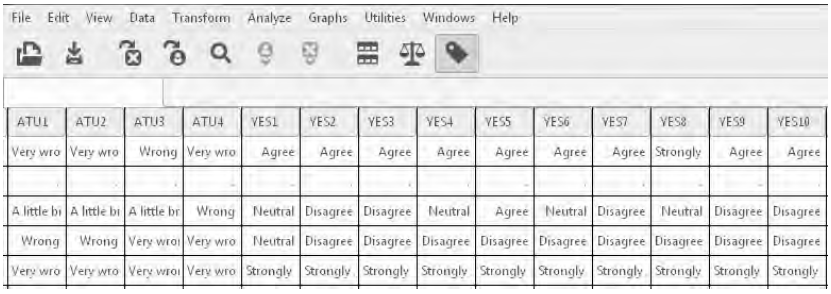
PSPP displays information in two ways. First is the “Data View”. This view allows you to view your entire dataset. This can either be viewed by “Variable” or “Labels”.

- Variable View:



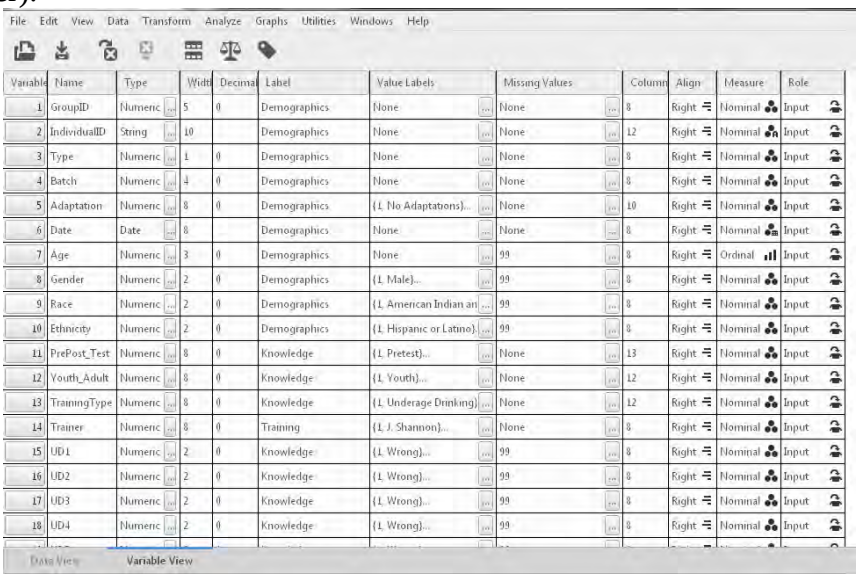
ATU1	ATU2	ATU3	ATU4	YES1	YES2	YES3	YES4	YES5	YES6	YES7	YES8
1	1	2	1	4	4	4	4	4	4	4	5
.	.	.	.	.	.	.	.	.	.	.	.
3	3	3	2	3	2	2	3	4	3	2	3
2	2	1	1	3	2	2	2	2	2	2	2
1	1	1	1	5	5	1	5	5	1	5	5

- Label View:



ATU1	ATU2	ATU3	ATU4	YES1	YES2	YES3	YES4	YES5	YES6	YES7	YES8	YES9	YES10
Very wro	Very wro	Wrong	Very wro	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Strongly	Agree	Agree
.	.	.	.	.	.	.	.	.	.	.	.	.	.
A little bi	A little bi	A little bi	Wrong	Neutral	Disagree	Disagree	Neutral	Agree	Neutral	Disagree	Neutral	Disagree	Disagree
Wrong	Wrong	Very wro	Very wro	Neutral	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree
Very wro	Very wro	Very wro	Very wro	Strongly	Strongly	Strongly	Strongly	Strongly	Strongly	Strongly	Strongly	Strongly	Strongly

In “Variable View” you are able to name your variable and assign values (this will be covered later).



Variable	Name	Type	Width	Decimals	Label	Value Labels	Missing Values	Columns	Align	Measure	Role
1	GroupID	Numeric	5	0	Demographics	None	None	8	Right	Nominal	Input
2	IndividualID	String	10		Demographics	None	None	12	Right	Nominal	Input
3	Type	Numeric	1	0	Demographics	None	None	8	Right	Nominal	Input
4	Batch	Numeric	4	0	Demographics	None	None	8	Right	Nominal	Input
5	Adaptation	Numeric	8	0	Demographics	{1, No Adaptations}...	None	10	Right	Nominal	Input
6	Date	Date	8		Demographics	None	None	8	Right	Nominal	Input
7	Age	Numeric	3	0	Demographics	None	99	8	Right	Ordinal	Input
8	Gender	Numeric	2	0	Demographics	{1, Male}...	99	8	Right	Nominal	Input
9	Race	Numeric	2	0	Demographics	{1, American Indian an	99	8	Right	Nominal	Input
10	Ethnicity	Numeric	2	0	Demographics	{1, Hispanic or Latino}.	99	8	Right	Nominal	Input
11	PrePost_Test	Numeric	8	0	Knowledge	{1, Pretest}...	None	13	Right	Nominal	Input
12	Youth_Adult	Numeric	8	0	Knowledge	{1, Youth}...	None	12	Right	Nominal	Input
13	TrainingType	Numeric	8	0	Knowledge	{1, Underage Drinking}.	None	12	Right	Nominal	Input
14	Trainer	Numeric	8	0	Training	{1, J. Shannon}...	None	8	Right	Nominal	Input
15	UD1	Numeric	2	0	Knowledge	{1, Wrong}...	99	8	Right	Nominal	Input
16	UD2	Numeric	2	0	Knowledge	{1, Wrong}...	99	8	Right	Nominal	Input
17	UD3	Numeric	2	0	Knowledge	{1, Wrong}...	99	8	Right	Nominal	Input
18	UD4	Numeric	2	0	Knowledge	{1, Wrong}...	99	8	Right	Nominal	Input

Preparation of Data Files:

Before analysis can commence, the data must be loaded into PSPP and arranged such that both PSPP and humans can understand what the data represents. There are two aspects of data:

- The variables — these are the parameters of a quantity which has been measured or estimated in some way. For example, height, weight and geographic location are all variables.

- The observations (also called ‘cases’) of the variables — each observation represents an instance when the variables were measured or observed.

  For example, a data set which has the variables height, weight, and name, might have the observations:

  1881 89.2 Ahmed

  1192 107.01 Frank

  1230 67 Julie

Defining Variables

Variables come in two basic types, viz: **numeric** and **string**. Variables such as age, height and satisfaction are numeric, whereas name is a string variable. String variables are best reserved for commentary data to assist the human observer. However, they can also be used for nominal or categorical data.

Variable	Name	Type	Width	Decimal	Label	Value Labels	Missing Values	Column	Align	Measure	Role
1	GroupID	Numeric	5	0	Demographics	None	None	8	Right	Nominal	Input
2	IndividualID	String	10		Demographics	None	None	12	Right	Nominal	Input
3	Type	Numeric	1	0	Demographics	None	None	8	Right	Nominal	Input
4	Batch	Numeric	4	0	Demographics	None	None	8	Right	Nominal	Input
5	Adaptation	Numeric	8	0	Demographics	{1, No Adaptations}...	None	10	Right	Nominal	Input
6	Date	Date	8		Demographics	None	None	8	Right	Nominal	Input
7	Age	Numeric	3	0	Demographics	None	99	8	Right	Ordinal	Input
8	Gender	Numeric	2	0	Demographics	{1, Male}...	99	8	Right	Nominal	Input
9	Race	Numeric	2	0	Demographics	{1, American Indian an	99	8	Right	Nominal	Input
10	Ethnicity	Numeric	2	0	Demographics	{1, Hispanic or Latino}.	99	8	Right	Nominal	Input
11	PrePost_Test	Numeric	8	0	Knowledge	{1, Pretest}...	None	13	Right	Nominal	Input

In order to allow PSPP to read your data set, you will need to go to “Variable View” to categorize your variables. First, “Name” your variable. Keep the names concise and do not use spaces. Second, select the “Type” of variable you are describing. Select either “numeric” for data containing numbers, or “string” for data containing words. After selecting the type of data, select the “Width” and “Decimal” of your cell. The width will set how many numbers are displayed, and the decimal will set how many decimals are displayed. Next, “Label” your variable. This should be used to categorize what type of variable you are viewing. Next, assign “Value Labels” to your variable. If you have numeric values, you are able to label these here. For example, if your value is “1”, you are able to assign a word to the value.

Next, label any “Missing Values” in your dataset. I suggest that any information that is missing be coded as “99” or “9999”. Make sure that your missing value codes are reflected in your Value Labels. Both the “Column” and “Align” functions display how the information is presented in your “Data View”. Finally, label the “Measure” of you variable. This can either be “Nominal” “Ordinal” or “Scale”.

- Nominal Data – scales that are used for labeling variables without any quantitative value. Nominal scales are simply “labels”. A good way to remember all of this is that “nominal” sounds like “name” and nominal scales are “names” or labels.
    - For Example: Gender, Hair Color, Race, and Ethnicity are all types of nominal data.
- Ordinal Data: Ordinal data is data where values are what is important and significant. Ordinal scales are typically measures on non-numeric concepts like satisfaction, happiness, discomfort, etc. “Ordinal” is easy to remember because it sounds like “order”.
    - For Example: How are you feeling today: “Very Happy to Very Unhappy” is an example of ordinal data.
- Scale Data: Scale data is data where values tell us about order, the exact value between units, and they have an absolute zero.
    - For Example: Age, and Test Scores are examples of scale data.