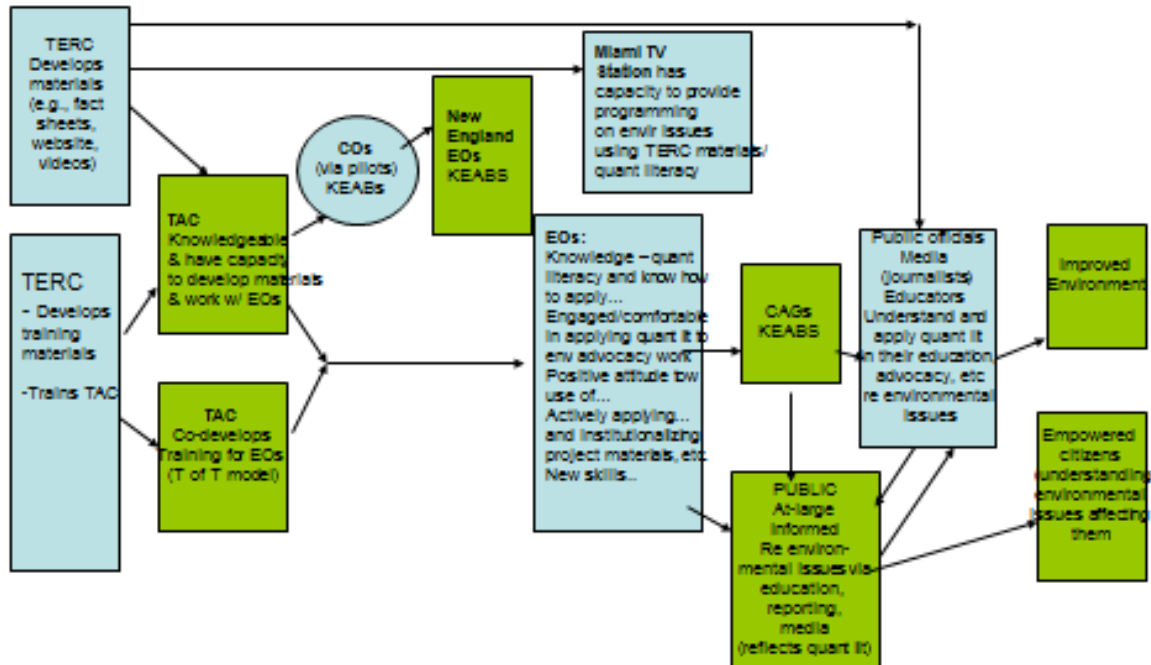


## APPENDIX A

Draft Logic Model: TERC Evaluation



KEABS = knowledge, engagement, attitude, behavior and skills

**Questions:**

- \*include process eval of TERC-TAC partnership?
- \*include eval of public-at-large impact?

## Appendix B: 2012 Protocols

### 1) *Statistics for Action* Year 2 Survey for Directors of Environmental Organizations

#### Welcome to the Survey for SfA Environmental Organizations!

*Statistics for Action (SfA)* is a project that strengthens environmental organizers' understanding and use of numbers and statistics in local environmental issues so that they may be incorporated into their environmental advocacy efforts. The project is developing materials for environmental organizers to use in their work with community group members. Survey results will be used to improve the effectiveness of SfA materials.

Thank you for your participation!

#### *Statistics for Action* Year 2 Survey for Directors of Environmental Organizations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your Title: \_\_\_\_\_

Organization:       TAC       PW       BREDL       LVEJO

#### **INSTRUCTIONS**

***Please answer the following questions completely. All of your responses will be held in strictest confidence. Please note that there are no right or wrong answers.***

#### **A. MATH AND SCIENCE CONTENT IN YOUR ORGANIZING WORK**

- I. How often do you or others in your office receive calls from community groups about environmental questions that need math or science knowledge (e.g., questions about interpreting reports, understanding toxicity levels)?
- Daily/Almost daily
  - Weekly
  - About once a month
  - Rarely or not at all

2. Please tell us about the use of math and science content (e.g., use of numbers, data or measurements) in your work with community groups. (Please select the best answer for each item.)

My organization...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a) Has the materials we need to make the math and science in reports and regulations understandable to community organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Provides effective training to staff on the math and science components of environmental organizing (e.g., data, statistics, measurement units)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Includes math in most of its trainings and orientations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In hiring, considers the math or science background of applicants (e.g., knowledge, comfort, ability to teach others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Has staff who are comfortable facilitating conversations about statistics in community group settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Works creatively to make math and science content meaningful/understandable to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In the last 12 months, have you modified your approach to the math or science content (e.g., use of numbers, data or measurements) in your organizing work with community groups?

- Yes
- No
- I don't know

**If yes, what prompted you to modify your approach to the math or science content (e.g., use of numbers, data or measurements) in your organizing work with community groups during the last 12 months? (Please check all that apply.)**

- Specific request(s) from constituents (e.g., community members need/want statistics)
- Specific request(s) from elected officials
- Specific request(s) from the media
- Your engagement with *Statistics for Action*
- Your organization recognized the need to modify your approach to respond to timelines and/or to particular environmental issues that arose in your region.
- Other. Please describe: \_\_\_\_\_

**4. If you checked Statistics for Action, in question 3 above, what specifically about your engagement with SfA helped you modify your approach?**

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**5. In year 2, which SfA features and/or components have helped you modify your approach? (please check all that apply)**

- a)  First Look at Test Results
- Definitions of numeracy
- Approaches to facilitating math learning, e.g., Smart Math Moves
- Background material and stations on units
- Background material and stations on limits and levels
- Background material and stations on sampling
- Background material and stations on units risk
- Background material and stations on communicating with big and small numbers
- Contributing to guides on water and soil testing and hazardous waste clean up or health studies

**6. What (if anything) do you find challenging about increasing the math and science understanding of community group members you serve?**

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**B. PLEASE TELL US MORE ABOUT YOU**

**I. Gender**

- Male
- Female
- Transgender
- Other

**2. Race/Ethnicity (Please check all that apply.)**

- |   |  |
|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> White                                     |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Hispanic or Latino(a)                     |
| <input type="checkbox"/> Other. Please specify _____      |  |

### 3. Age

- Less than 20 years of age
- 20 to 30 years of age
- 31 to 40 years of age
- 41 to 50 years of age
- 51 to 60 years of age
- 61 to 70 years of age
- 71 to 80 years of age
- More than 80 years of age

**4. Highest level of education**

- Some high school
- High school diploma or GED
- Some college (no degree)
- Associate's degree, AA in \_\_\_\_\_
- Bachelor's degree, BA or BS in \_\_\_\_\_
- Graduate degree in \_\_\_\_\_

**5. How long have you worked in this organization?** \_\_\_\_\_

**6. What position do you hold?** \_\_\_\_\_

**7. How long have you worked in the field of environmental organizing (not just in this organization)?** \_\_\_\_\_

**8. Would you like to learn more ways to explain math and science ideas that are relevant to environmental organizing?**

- Yes
- No

**If yes, what areas would you like to see (e.g., specific areas of math)?**

\_\_\_\_\_  
\_\_\_\_\_

**9. Do you have any particular background or experience that you think will help you with implementing SfA (e.g., coursework in math or science, math- or science-oriented professional development)?**

- Yes
- No

**If yes, please describe (including when it occurred, length, content, etc.).**

\_\_\_\_\_

**If yes, how has it affected your math and science knowledge/comfort level?**

**1. Overall, how would you rate the materials SfA has generated?**

- Poor
- Fair
- Good
- Excellent

**2. Overall, what would you say are the strengths of SfA-generated content in your activities (e.g., math and/or science content)?**

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**3. Overall, what would you say are the weaknesses of SfA-generated content in your activities (e.g., math and /or science content)?**

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**4. a) Do you have any suggestions or recommendations for how SfA-related content of the materials could be improved? Please describe.**

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**b) Do you have any suggestions or recommendations for how SfA-related activities could be improved? Please describe.**

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**5. If there is anything else you would like us to know, please comment here:**

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**Thank you for completing the SfA Directors Survey.**

## 2) Statistics for Action Baseline Survey for Environmental Organization Staff

### Welcome to the Survey for SfA Environmental Organizations!

Statistics for Action (SfA) is a project that brings out the numbers and statistics in local environmental issues. The project is developing materials and approaches for you to use in your organizing work with community group members. Survey results will be used to improve the effectiveness of SfA approaches and materials and make them more useful to others confronting environmental hazards.

Thank you for your participation!

### Statistics for Action Baseline Survey Environmental Organization Staff

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your Title: \_\_\_\_\_

Organization:       TAC       PW       BREDL       LVEJO

#### **INSTRUCTIONS**

Please answer the following questions completely. All of your responses will be held in strictest confidence. Please note that there are no right or wrong answers.

#### **A. MATH AND SCIENCE CONTENT IN YOUR ORGANIZING WORK**

I. Please tell us how you feel about the math and science content in your work with community groups. (Please select the best answer for each item.)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a) I like math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am comfortable using software to create graphs and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I know of many ways to explain measurement units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I know of many ways to explain statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I think it's important to take time/opportunities to make technical reports understandable to community group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



(cont. from previous page)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
f) I enjoy taking time/opportunities to make technical reports understandable to community group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I have the skills I need to teach math to community group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Please tell us about your knowledge relating to the following topics. (Please select the best answer for each item.)**

In general, I know how to...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a) Anticipate costs and fundraising needed to carry forward a campaign.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Understand a city or state budget process as it pertains to local environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Interpret toxicity levels measurements and quantities in water, soil and air quality reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Interpret measurements and quantities in regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Understand data collection and sample size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Verify that results are reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Gauge an appropriate level of precision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Use fractions, decimals, percents and/or ratios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Use powerful numbers in press releases and outreach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Interpret graphs, table, and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Create spreadsheets, graphs, tables, and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Understand land measurements and zoning regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Use technology (e.g., web-based research, computer-based models, google mapping).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Please tell us about the skills you bring to building others' understanding of science and math related to community issues. (Please select the best answer for each item.)**

<b>I have the skills I need to help community members...</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Don't Know</b>
<b>a)</b>	Anticipate costs and fundraising needed to carry forward a campaign.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b)</b>	Understand a city or state budget process as it pertains to local environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c)</b>	Interpret toxicity levels measurements and quantities in water, soil and air quality reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d)</b>	Interpret measurements and quantities in regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e)</b>	Understand data collection and sample size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f)</b>	Verify that results are reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g)</b>	Gauge an appropriate level of precision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>h)</b>	Use fractions, decimals, percents and/or ratios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>i)</b>	Use powerful numbers in press releases and outreach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>j)</b>	Interpret graphs, table, and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>k)</b>	Create spreadsheets, graphs, tables, and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>l)</b>	Understand land measurements and zoning regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>m)</b>	Use technology (e.g., web-based research, computer-based models, google mapping).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Imagine you are leading a meeting in which you are helping community members understand the math involved in interpreting the toxicity levels in water, soil or air quality reports. Which would you be most inclined to do? (Please check all that apply.)**

- Explain the math involved clearly and logically
- Elicit an estimate
- Ask participants to figure it out themselves first and compare solution strategies with one another
- Present a problem situation and ask pairs to work together on multiple solutions
- Show how to plug numbers into a formula on a calculator or spreadsheet

(cont. from previous page)

- Provide a visual or supply manipulatives (such as cubes weighing a gram each or measuring tools)
- Ask people to draw the problem, then compare different people's ideas
- Present an example and engage others in seeking patterns
- Show people an example and offer repeated practice
- Make an analogy or use a metaphor

Other. Please describe: \_\_\_\_\_

5. Examining the strategies in question 4, please circle any steps that you would not include.

6. Please read the following scenario and answer the corresponding questions.

A community group receives an air quality report with the following entry:

Carcinogen	$\mu\text{g}/\text{m}^3$
Benzene	0.12

Someone in the group asks, "What does 0.12 mean?"

a) What would you do next?

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b) List some possible ways you could help someone understand this quantity.

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c) Does your organization have supporting materials to help you address this kind of question?

- Yes
- No
- I don't know

7. A recent survey revealed that 4,000 children in a town of 18,000 children had diagnosed or undiagnosed asthma. List some ways you could express this finding. Include at least one visual (in the space provided on next page). Which do you think is the most powerful and why?

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(space for visual)

8. Do you find anything challenging about leading discussions with math or science content in your work with community groups?

- Yes
- No
- Not applicable

**If yes, what do you find most challenging about leading math or science-based discussions with community members?**

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9. Please tell us about how often you have incorporated math and science content in the following ways with community group members during the last 12 months. (Please select the best answer for each item.)

When you met with community organizations, how often, on average, did you teach math or science concepts by...	Rarely or not at all	Sometimes	Often	Always	Not applicable
a) Explaining the math or science clearly and logically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Eliciting estimates or ballpark answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Asking participants to figure something out themselves first and comparing solution strategies with one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Showing how to plug numbers into a formula on a calculator or spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Providing a visual or supplying manipulatives (such as cubes weighing a gram each or measuring tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Asking for a picture, then comparing different people's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Presenting an example and engaging others in seeking pattern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Showing people an example and offering repeated practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Presenting a problem situation and asking pairs to work together on multiple solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Getting people up out of their seats to act out the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Making an analogy or using a metaphor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Adapting your delivery or communication of math or science content to suit specific situations or needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In the last 12 months, did you modify your approach to the math or science content in your organizing work with community groups?

- Yes  
 No  
 I don't know

**If yes, what prompted you to modify your approach to the math or science content in your organizing work? (Please check all that apply.)**

- Specific request(s) from constituents (e.g., community members need/want statistics)  
 Specific request(s) from elected officials  
 Specific request(s) from the media  
 Your engagement with *Statistics for Action*  
 (cont. from previous page)  
 You recognized the need to modify your approach to respond to timelines and/or to address particular environmental issues that arose in your region.  
 Other. Please describe: \_\_\_\_\_

**If yes, how did you modify your approach to the math or science content in your organizing work?**

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**II. Please tell us about your experience with the members of community groups you serve. (Please select the best answer for each item. If the members of community groups you serve have widely varying knowledge and attitudes, please check the column: “Cannot Generalize.”)**

Community members...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Cannot Generalize	Don't Know
a) Generally like math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Are good at math.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Will avoid math if given a choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Struggle with the math that has surfaced in their cause.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Generally like science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Are good at science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Will avoid science if given a choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Struggle with the science that has surfaced in their cause.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If you answered “Cannot Generalize” to any of the items above, please provide details.**

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**12. In your experience, what strengths do community members bring to their use of technical science and math concepts?**

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**13. In your opinion, what do community members' need to enable them to use technical science and math concepts more effectively?**

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**14. At present, do you feel you have the skills and resources to support community members' effective use of math and science?**

	<b>Yes</b>	<b>No</b>	<b>I don't know</b>
<b>a) Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b) Resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. If you answered “no” to Question 14, what kind of help would be useful to strengthen your ability to support community members’ effective use of math and science?**

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**PLEASE TELL US MORE ABOUT YOU**

**1. Gender**

- Male
- Female
- Transgender
- Other

**2. Race/Ethnicity (Please check all that apply.)**

- American Indian or Alaska Native
- Asian
- Black or African American
- Other. Please specify \_\_\_\_\_
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino(a)

**3. Age**

- Less than 20 years of age
- 20 to 30 years of age
- 31 to 40 years of age
- 41 to 50 years of age
- 51 to 60 years of age
- 61 to 70 years of age
- 71 to 80 years of age
- More than 80 years of age

**4. Highest level of education**



- Some high school
- High school diploma or GED
- Some college (no degree)
- Associate's degree, AA in \_\_\_\_\_
- Bachelor's degree, BA or BS in \_\_\_\_\_
- Graduate degree in \_\_\_\_\_

5. How long have you worked in **this organization**? \_\_\_\_\_

6. What position do you hold? \_\_\_\_\_

7. How long have you worked in the field of environmental organizing (not in this organization)? \_\_\_\_\_

8. Would you like to learn more ways to explain math and science ideas that are relevant to environmental organizing?

- Yes
- No

**If yes, what areas would you like to see (e.g., specific areas of math)?**

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**9. Do you have any particular background or experience that you think will help you with implementing SfA (e.g., coursework in math or science, math- or science-oriented professional development)?**

Yes

No

**If yes, please describe (including when it occurred, length, content, etc.).**

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**If yes, how has it affected your math and science knowledge/comfort level?**

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**Thank you for completing the SfA Environmental Organization Survey.**

The following questions will be used in follow-up surveys, after SfA has been implemented.

**B. STATISTICS FOR ACTION ACTIVITIES**

1. Overall, how would you rate the materials SfA has generated?

- Poor
- Fair
- Good
- Excellent

2. Overall, what would you say are the strengths of SfA-generated content in your activities?

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3. Overall, what would you say are the weaknesses of SfA-generated content in your activities?

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4. a) Do you have any suggestions or recommendations for how SfA-related content of the materials could be improved? Please describe.

---

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b) Do you have any suggestions or recommendations for how SfA-related activities could be improved? Please describe.

---

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5. If there is anything else you would like us to know, please comment here:

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Thank you for completing the SfA Environmental Organization Survey.

### 3) Statistics for Action Baseline Survey for Community Members

#### Welcome to the Survey for SfA Local Community Groups

Statistics for Action has resources to help adults understand and use numbers in their work on local environmental issues. Survey results and feedback will be used to improve SfA materials.

Please answer all the questions. Your responses will be held in confidence. Note that there are no right or wrong answers.

Thank you.

#### Statistics for Action Baseline Survey Community Members

**What is your name?** (First name, and first letter of your last name only): \_\_\_\_\_

**Date:** \_\_\_\_\_

**Your Community Group:** \_\_\_\_\_

#### **INSTRUCTIONS**

***Please answer the following questions completely. All of your responses will be held in strictest confidence. Only the evaluators will see your responses. Please note that there are no right or wrong answers.***

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**10. How long have you worked on environmental issues overall (including the time with this current group)?**

\_\_\_\_\_

**11. How long have you been working on environmental issues with this current group?**

\_\_\_\_\_

**12. Please check all that are true for you:**

- I like math.
- I will avoid math if I'm given a choice.
- I like science.
- I will avoid science if I'm given a choice.

**13. Check one. In my group's work...**

- I use science or math
- I don't use science or math

If you checked "I don't use science or math," please move to Question #7!

Otherwise, continue below...

**Please check all that apply:**

- I figure out the meaning of numbers to understand an issue. For example, I look at/ or I work out things like the chance of getting sick, the cost of a clean-up, the amount of toxins nearby.
- I use math, data or measurements when I explain things (the group's issue) to others.
- I don't focus on the scientific ideas when I talk about the issue with others
- I am able to explain some of the science to others when I talk about the issue.

**14. Tell us how you feel... (Please select the best answer for each item.)**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a) I feel confident using science and statistics in our group's environmental work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The math that is part of our group's work is hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The science that is part of our group's work is hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I think taking time to understand math and/or science will help the group's work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. In your group, is it important for **YOU** or **SOMEONE** or **EVERYONE** to understand the following? (Please check the best answer for each item in one of the four columns below.)

Is it important for (you, someone, everyone) to understand...	It's important for <b>ME</b> to understand...	It's important for <b>SOMEONE</b> in the group to understand...	It's important for <b>EVERYONE</b> in the group to understand...	It's <b>NOT IMPORTANT</b> for anyone to understand...
a) How to figure out the cost and impact of contamination for families in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) What has polluted the water, air or soil.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) How much contamination is around us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) How to interpret data in reports like lab tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) How to compare units like tons per day and parts per million.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) When a ballpark number is okay and when an exact number is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) How my group can collect and analyze our own data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) How to find out if test results are reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Are the skills listed below important to you? (Please select the best answer for each statement.)

I think it's important for <b>ME</b> to be able to...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a) Make spreadsheets, graphs, tables, and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Use technology (e.g., web-based research, computer-based models, Google mapping).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Use numbers to make a case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Use science concepts to make a case.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Other. Please describe: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

---

**17. What background experience with math—numbers, data or measurements—do you bring to your group’s environmental work (e.g., could be from your everyday life, your workplace experience, and/or formal training)?**

Please describe here:

None comes to mind

**18. If you have had a particular experience – positive and/or negative – using math—numbers, data or measurements—in your environmental work, please share what that experience is below.**

Please describe here:

None comes to mind

**Finally, please check the appropriate boxes below. This will help the project as it develops and adapts its website and other materials for other community groups like yours.**

**1. Preferred language for reading and writing**

- English
- Other. Please specify: \_\_\_\_\_

**2. Age**

- Less than 20 years of age
- 20 to 30 years of age
- 31 to 40 years of age
- 41 to 50 years of age
- 51 to 60 years of age
- 61 to 70 years of age
- 71 to 80 years of age
- More than 80 years of age

**3. Highest level of education**

- Elementary school

- Some high school
- High school diploma or GED
- Some college (no degree)
- Associate's degree, AA in \_\_\_\_\_
- Bachelor's degree, BA or BS \_\_\_\_\_
- Graduate degree in \_\_\_\_\_

**4. Gender**

- Male
- Female
- Transgender
- Other

**5. Race/Ethnicity (Please check all that apply.)**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino(a)
- Other. Please specify \_\_\_\_\_

**Thank you for completing the SfA Baseline Survey!**



## 4) EO Staff Focus Group Protocol

### EO Staff Focus Group Protocol

#### 1. Review all ways in which SfA has been used in your work

In talking about these, focus on:

- Leadership development of staff in using SfA approach/materials
- Lessons learned based on this experience
- KEABS of staff...

#### 2. Extent to which SfA has been integrated into ongoing work of organization – give examples

Probe:

- With COs
- In orientation of new EO staff
- At events, conferences, etc.
- Other

#### 3. Reflections on the use/relevance of SfA materials/training for COs

Probe:

- Strengths in using SfA for campaigns; lessons learned (about goals for developing members' numeracy skills, use of math/numbers in work, etc.)
- Challenges in using SfA for campaigns; lessons learned (e.g., timing of use of SfA in life of campaign, relevance of SfA for different types of campaigns)

#### 4. How has working on SfA affected the role of math/science in your work?

#### 5. What, if anything, has changed for you?

Probe:

- Before I ...
- Now I ...
- How does this relate to KEABS - what have they learned as an organization about ways to incorporate SfA into their work?

#### 6. SfA on EO website – progress made in including SfA on website – making it accessible/user friendly

#### 7. Are there other ways in which your organization made the materials more accessible?

## **8. Sustainability**

### **Probe:**

- Level of engagement of Staff?
- Skill-development of staff
- Use of SfA in Training
- Development of materials (e.g., training guides, fact sheets, etc.)
- Use of SfA approaches/activities in ongoing EO work. Describe
- Are there certain aspects of SfA that have been most useful? In what ways are they sustaining this work?

## **9. Challenges to integration/implementation?**

### **Probe:**

- To what degree overcome challenges? Describe.

## **10. How would you describe your collaboration with TERC?**

### **Probe:**

- How would you characterize the collaboration?
- How has it evolved over the past four years?

## **11. Role of Advisory Group – any sustained contact? If so, what was it? What effect did it have on your organization? On your SfA-related work? Etc.**

## 5) 2012 Community Groups Background and Focus Group Protocol

### Community Groups Background and Focus Group Protocol 2012

1. How is the Campaign going now?

Probe:

- Strengths
- Challenges

2. What stage are you at in determining the ways in which SfA can help you with training?

3. What have you done so far with SfA?

Probe:

- received some training from (e.g., Sylvia, Ethan, Martha)

4. If used SfA materials: what materials have you used?

5. If used SfA materials, what did you think of them?

Probe:

- In what ways are they useful?
- In what ways were they not useful?
- Do you think they can (or did) advance your campaign? If so, in what ways?

6. How important is it to know/understand math/science in your work on the Campaign?

7. How would you describe your personal comfort level with math/science?

8. Is your group figuring out what your math and science needs might be with respect to your group's goals for the year?

9. When you have a math problem to solve in your group, do you rely on a few people to figure it out, or do you problem-solve as a group?

10. If you mainly rely on a few people, what do you think the advantages are of having more people in the group with the confidence and skills needed to address math-related questions? (This may help to reinforce the value of SfA and Arbor will learn about different group members' basis for buy-in)

11. Do you have a sense of how SfA could play a role in your future campaign work?

12. Do each of you have personal goals in terms of your own math/science understanding and skills that you'd like to acquire, and possibly offer to this group?

13. How could SfA best support your personal goals around using math and science? And, your group's goals?

14. Are you clear about what math and science needs your group has that SfA could help you with?  
(Please describe.)

15. Do you have a sense of how SfA could play a role in your future campaign work?

16. How is communication going with SfA (TERC and TAC), generally?

17. Do you need any more information about SfA to know how they can help you with the needs of the group?

## 6) Eco- Alert Focus Group Protocol

### FOCUS GROUP: ECO-ALERT

#### *After Video 1*

#### **I. Your initial gut reactions to video #1**

Probe:

- Did you learn anything new? Please describe.
- Did the video leave you with any questions? What are they?
- Did you hear anything that made you change your mind/think about things in a new way?
- What sense are you left with? Ready for action, depressed, something else?
- If you had to look at a set of water quality test results, how confident would you be that you could understand them? (provide range: not at all confident, somewhat confident, very confident - then discuss)

Then explain: SfA typically offers people some ways to interact with the concepts and data of environmental testing

- So check out the stations set up.
- Get food.
- Then we'll watch the second video while we eat.
- As you watch the second video; keep in mind how the activities could be used along with it: before, after, during--did they support your understanding? If so, in what way/s?

#### **2. Your initial gut reactions to video #2**

Probe:

- Did you learn anything new? Please describe.
- Did the video leave you with any questions? What are they?
- Did you hear anything that made you change your mind/think about things in a new way?
- What sense are you left with? Ready for action, depressed, something else?
- If you had to look at a set of sediment test results), how confident would you be that you could understand them? (provide range: not at all confident, somewhat confident, very confident - then discuss).

#### **3. Other audiences for both videos**

Probe:

- Who needs to see this/get this kind of information? Who do you wish had been here watching this?
- Describe (children, adults, regulators, neighbors, other) Why? (as in, why choose that person)

#### **4. How would you use the activities?**

Probe:

- Before, after, and/or during the video?

- Did the activities support your understanding? If yes, in what way(s)?

**5. Any advice for SfA moving forward?**

Probe:

- Audiences?
- Suggestions for circulating videos?
- You or your group interested?

## 7) Activity Evaluation Form



### Statistics for Action Activity

Please name or briefly describe the **Statistics for Action** activity you participated in:

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Thinking about this activity, please tell us...

Are these statements **TRUE** for you, or do you **DISAGREE**? Please check!

	☺ TRUE!!!	☹ DISAGREE!	Don't Remember
1. I learned something new about an environmental issue from doing this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I remember a statistic related to the environment issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participating in the activity has affected or will affect how I act; for example, the food I buy or how I use water; or what I tell to others.		<input type="checkbox"/>	n/a
4. Participating in the activity gives me more confidence to speak about this topic.	<input type="checkbox"/>	<input type="checkbox"/>	n/a

**5. Before you did this activity, how confident were you in understanding this environmental issue?**

NOT CONFIDENT ☹ \_\_\_\_\_ SORT OF CONFIDENT \_\_\_\_\_ VERY CONFIDENT ☺ \_\_\_\_\_ DON'T REMEMBER \_\_\_\_\_

**6. After doing this activity, how confident are you in understanding this environmental issue?**

NOT CONFIDENT ☹ \_\_\_\_\_ SORT OF CONFIDENT \_\_\_\_\_ VERY CONFIDENT ☺ \_\_\_\_\_ DON'T REMEMBER \_\_\_\_\_

**7. Do you feel committed to the environmental issue the **SAME** as, or **MORE** than before you did the activity?**

THE SAME \_\_\_\_\_ MORE \_\_\_\_\_

**8. What was the most interesting thing about doing this activity? How will it be useful to you?**

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**9. How could this activity be better? Anything else we should know?**

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## 8) The Change Agent Evaluation Form

## ***The Change Agent- Staying Safe in a Toxic World***

This survey about the Spring 2011 Edition of *The Change Agent* is part of research for Statistics for Action - <http://sfa.terc.edu> . Statistics for Action helps organizers and community members use math and science in their work on environmental issues. The project is based at TERC - <http://terc.edu>. It is funded by the National Science Foundation. You must be 18 years old or older to take this survey.

Statistics for Action helped create the Spring 2011 Edition of *The Change Agent: Staying Safe in a Toxic World*. This survey asks you how the magazine changed the way you think about environmental science and math. Your feedback will help us to know what was most effective in *The Change Agent*. It will help us develop future learning materials. We will also include the results of this survey in reports to our funders.

Your participation in this survey is voluntary. No personal information about you is collected in the survey. If you are one of the first 100 people who fill out this survey, you can choose to enter a drawing to receive a \$10 gift card as a thank-you from us. If you do, your name and contact information will be kept separately from your survey responses. Your participation in this survey indicates that you have read and agree to the above.

### **1. This issue of *The Change Agent* helped me learn...**

(Check all that are true for you.)

- ways to stay safe in a toxic world
- about environmental issues that were new to me
- new ways to imagine very large and very small amounts
- new ways to compare numbers
- how people are making changes
- where to look for information on environmental topics that interest me

### **After reading the current issue of *The Change Agent*...**

#### **2. I want to keep learning more about the math, science, and politics of environmental issues.**

1	2	3	4	5	6	7	8	9	0
Strongly Disagree					Strongly Agree				

#### **3. I understand the math in environmental issues better now than I did before**



reading *The Change Agent*.

	1	2	3	4	5	6	7	8	9	0	
Strongly Disagree											Strongly Agree

**4. I feel like my actions can have an impact.**

	1	2	3	4	5	6	7	8	9	0	
Strongly Disagree											Strongly Agree

**5. What changes have you made (or do you plan to make) after reading *The Change Agent*?**

For example: Read labels to find safer products, work with others to take action

**6. What article or ideas made the strongest impression on you? Why?**

**Thank you for your feedback!**

If you have any questions or concerns about the survey or the project, please contact Martha Merson at 617-873-9600 or [Martha\\_Merson@terc.edu](mailto:Martha_Merson@terc.edu). You may also contact Mia Ong (617-873-9678; [mia\\_ong@terc.edu](mailto:mia_ong@terc.edu)), who is part of TERC's committee that oversees the human participants in research, which oversees the Statistics for Action project.

Please finish the survey by clicking "Submit" below. After you do, you can choose whether or not to be entered into a drawing to receive a \$10 gift card for participating.

## 9) Numbers Reached Documentation Form

### Statistics for Action Numbers Reached

TERC needs to report a count of folks touched by SfA. Help us document from Oct, 2010-April 30, 2012. We listed numbers we have from past correspondence with you. If there's something we've missed, please add it. The information you provide helps us capture our impact.

Think broadly about our work together, including but not limited to specific SfA activities. Has our work infused your presentations generally, your outreach materials? If the answer is yes, then we want to know how widely they have been circulated.

- Reached Directly/ an engaged audience—Adults or youth who were part of an activity, workshop, who read a guide, or participated in a training where SfA materials were used. Participants who learned something and expected to pass it on. Active participants in a campaign.
- Broader Reach/the public—Folks who were an audience for something that was developed with SfA funds or with an SfA approach. For example, folks who saw a fact sheet, decision makers who heard a presentation, read a newsletter article, watched a news broadcast or cable TV broadcast of a hearing that included speakers using SfA Smart Moves or sound bites developed at a meeting where there was an SfA activity. Probably individuals, not engaged in a group process
- Following up—Evaluators are still open to learning about participants' perceptions of the impact on themselves and others. Make note of ideas for people we might be able to contact. In upcoming calls we can strategize on how--survey, interview, convene focus group.

Name \_\_\_\_\_ Organization \_\_\_\_\_

Event or outreach	Date (month & year)	Number of people reached directly (rounding is okay)	Broader reach (okay to estimate)	Ideas for follow Group Leader, or participants? How to reach?
<i>Open Garden Day</i>	<i>June 2011</i>	<i>100</i>	<i>350</i>	<i>call volunteer who helped</i>

## 10) SfA in Public Formats Documentation Form

### Using SfA in Public Formats

What kinds of “products” have you developed, using SfA materials or approaches, to impact public opinion?

Product	Description (e.g., info you're communicating via product & #s of product created)	Intended audiences	Venue	Effect/impact, if known, including Reactions/ comments from “intended audiences”	Extent to which “institutionalized” (will continue to use product and/or approach)
Posters					
PPT presentations					
Fact Sheets					
Yard Signs					
Advertisements					
Written testimony (e.g., submitted to authorities)					
Oral testimony (e.g., submitted to authorities)					
Comments provided to journalists					
Technical reports or position papers					

## **Appendix C: Thumbnail Description of SfA Activities Surveyed**

### **A. COCEJ Workshop**

This workshop led by Tennie White of the Coalition of Communities for Environmental Justice (COCEJ) introduced the SfA activities ‘Percents at a Glance’ at a meeting of 14 residents concerned about the condition of the Hattiesburg South Lagoon in Hattiesburg, MS. The workshop was designed to help community members understand the cost to customers of different treatment technologies proposed by City of Hattiesburg for the Lagoon.

### **B. OGL screening of Eco-Alert videos**

Nadine Patrice of Operation Green Leaves in Miami screened two Eco-Alert videos developed in concert with SfA to a Parent Teacher Association. In these videos, Patrice hosts a panel discussion about water and soil contamination with guests, Martha Merson (SfA) and other experts. Five people completed the activity evaluation forms.

### **C. TAC staff workshop with Winthrop Air Hazards Committee**

In one of their evening meetings, TAC staff used the SfA activity, Point of Contact, with the community group, Winthrop Airport Air Hazards Committee, to help them better understand the risks of volatile organic compounds and exposure pathways. Participants were primarily white males, ages 55-80, and included a former airline pilot. There were six respondents to the activity evaluation form.

### **D. Selene Gonzalez workshop with CUT**

Selene Gonzalez, former LVEJO staffer, conducted a several-hour workshop for members of the Center for Urban Transformation, a nonprofit organization that focuses on urban agriculture. Gonzalez used SfA activities ‘Point of Contact’ and ‘Memorable Messages’. There were twenty-four participants, primarily people of color, who completed this evaluation form.

### **E. TAC workshop with Neighbor to Neighbor**

TAC organizer used their training module, ‘Interpreting Test Results’, with a primarily Puerto Rican, Spanish-speaking group at a meeting of the nonprofit organization, Neighbor to Neighbor in Holyoke, Massachusetts. TAC developed this training module based on SfA materials, as one of the consultations they offer to community groups. In this training, the organizer incorporated a page of annual emissions data from the Mt. Tom coal-fired power plant, a primary focus of the group, into the activity. Six participants completed the evaluation form.

### **F. TAC workshop at annual conference**

TAC organizer presented a workshop on Challenging Claims at the TAC annual conference, held at Northeastern University in Boston. The goal of the workshop was to teach attendees – environmental activists – how to identify dubious claims and how to challenge them. Organizer incorporated SfA activity, A First Look at Challenging Claims, into workshop presentation. Fifteen participants completed the evaluation form.

### **G. TAC conference in Vermont**

TAC organizer conducted a workshop for sixteen participants, in collaboration with Vermont Natural Resources Council, and used Interpreting the Numbers.

### **H. Pesticide Watch Workshop with Oak Park Urban Agricultural Group**

PW staff worked with Oak Park Urban Agriculture Community Group, which wanted to start an urban garden. Fourteen community members reviewed the SfA website and soil testing guide, and did a mapping exercise.

### **I. TAC-PW joint staff training**

In this joint staff training, five participants worked with First Look at Technical Documents and the Water Guide.

### **J. Robina water workshop with LA EJ Network**

The LA EJ Network has partnered with SfA, and in this workshop, one of its membership orgs, California Safe Schools, led a workshop using SfA's water guide. Twenty participants completed the form.

### **K. TAC water workshop at TAC EJ Summit**

A TAC organizer, supported by a TERC staffer, led a workshop for environmental activists at the New England Environmental Justice conference, using SfA's Water Guide. Nine participants completed the evaluation form.

### **L. SfA workshop with River Network for COCEJ**

With support from Steve Dickenson of the River Network and a TERC staff member, organizers with the Coalition of Communities for Environmental Justice (COCEJ) introduced an SfA activity focused on "Measuring" at a meeting of 26 residents of Hattiesburg, MS. Residents are concerned about odors and run-off caused by conditions in the Hattiesburg South Lagoon, where permitted amounts for total suspended solids have been violated. The meeting was designed to help community members assess test results for the Lagoon and create a plan of action.

### **M. TAC workshop with Somerset community group**

TAC organizer led a meeting with eight members of the Somerset community group, which is focused on impact of local power plant. She used First Look at Technical Documents and Memorable Messages, to help community group members better understand the data and how to communicate it.

### **N. TAC EJ Summit with ACE**

TAC used Memorable Messages for nine participants in this workshop, conducted collaboratively with Alternatives for Community and Environment.

#### **O. LA EJ network on soil quality**

The LA EJ Network, in partnership with SfA, conducted a 3-hour workshop on soil quality at a Network meeting. Prior to the meeting, facilitators distributed SfA's Guide to Soil Quality: Digging into the Dirt, and at the meeting, the group tested and reviewed SfA activities related to the units of the guide, reviewed the SfA video on soil, and completed one of the analogies activities. Forty-one participants completed the evaluation form.

#### **P. Selene workshop with PCR**

Selene Gonzalez, former LVEJO staffer, conducted a day-long workshop with nonprofit organization, People for Community Recovery, using Memorable Messages and Points of Contact with the group, drawing on local asthma data. Twenty-eight participants completed the evaluation form.